



D1.2

Guidance Service Model

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**Co-funded by
the European Union**

Project information

Project number	101056023	Acronym	AGRINEXT
Full name	Agricultural and rural excellence Incubator and Platform for the Exchange of competencies		
Project URL	https://www.agrinext-project.eu/		

Document information

Deliverable name	Guidance service model		
Lead partner	BC Naklo - Biotehnični center Naklo		
Work package	WP1	Deliverable number	D1.2
Date of delivery	27.12.2023	Project's month	M18
Dissemination level	PU - Public		
Deliverable nature	R -Report		

Versioning and contribution history

Version	Date	Contributor	Responsible institution	Contribution	
0.1	26. 5. 2023	Luka Orehar	BC Naklo	Author	Document drafting
0.2	28. 5. 2023	Nina Kaličanin	BC Naklo	Author	Expert technical review
1.0	31. 5. 2023	Luka Orehar	BC Naklo	Reviewer	Technical review
2.0	5. 12. 2023	Luka Orehar	BC Naklo	Reviewer	Content revision
2.1	21.12.2023	Jorge Contreras Ubric	OnP	Reviewer	Compliance and QA
2.2	21.12.2023	Nuria Liébana Ortega	OnP	Reviewer	Formatting and design

Acknowledgement

The work described in this publication has been funded by the European Union's Erasmus+ programme under grant agreement No 101056023.

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List of abbreviations

GS	Guidance service
GSM	Guidance service model
GSP	Guidance service provider
MA	Multifunctional Agriculture
VET	Vocational education and training
IES	Information exchange spot
MA	Multifunctional agriculture

AgriNext Consortium



BC Naklo - Biotehniški center Naklo



OnP - On Projects Advising, SL



COAG Jaén - Coordinadora de Organizaciones Agrarias



IES Galileo - Consejería de educación - Junta de Andalucía



CPI - Center RS za poklicno izobraževanje



ARCTUR - Računalniški inženiring, d.o.o.



SLOGA - 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.

Executive summary

In **the first part (Part 1)** of the deliverable, we performed introduction (explanation of terms/concepts and aim of the **D1.2, Guide Service Model**), **the methodology leads to the new model of GSP**, an analysis of the **existing guidance service model** within the four AgriNext countries: Slovenia, Ireland, Croatia, and Spain. Our analysis focused on four key areas: general career guidance, professional guidance service - involving the field of multifunctional agriculture, entrepreneurship guidance and guidance for people with additional needs.

Further, on, we designed a new Guidance Service Model. We used the original combined model from the four countries but introduced new ideas and approaches based on SWOT analyses and the dialogues with GSP. The main approach is the information exchange spot (IES), which would & should serve as a communication channel for GSP and other participants in the job market in the field of multifunctional agriculture.

In **the second part (Part 2)** of the deliverable presents a new GSM, its description, and a PDF brochure of the new guidance service model from the AgriNext project in all consortium language (English, Creation, Slovene and Spanish) which is also available for print and serves as a base line helping document for new career guidance models & counselling approaches.

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Part one

1. Introduction

The AgriNext project partners who worked on WP1, Task 1.4, Establishing/updating guidance service model (GSM) were BC Naklo as coordinator and other beneficiaries:

- On Projects Advising SL (OnP), Spain
- COAG Jaen Union De Agricultores (COAG-JAEN), Spain
- Consejería de Educacion - Junta de Andalucia (IES Galileo Gal), Spain
- Center Republike Slovenije Za Poklicno Izobraževanje (CPI), Slovene
- Kmetijsko Gozdraska Zadruga Sloga Kranj, Z.O.O, Slovene
- Technological University of the Shannon (TUS), Ireland
- Veleučiliste u Karlovcu (VUKA), Croatia

Within the Task 1.4. AgriNext partners had to **upgrade existing/establish new models of guidance service**, that will include training opportunities of the job market, that are related to new, rapidly changing job market demand, more training opportunities (formal to non-formal) and more individualized, learner-centred approach, according to learners' preferences, abilities, and job market demands.

Models are created to help users visualize and understand the role each organization/institution plays in different systems.

The Guide Service Model - GSM in the field of multifunctional agriculture (MA) shows the role of all stakeholders, organizations and institutions involved in career and professional counselling. GSM as a tool helps guide service providers (GSP) and other participants of the MA labour market to find their way around the necessary information and to embrace the most comprehensive approach possible.

GSM presents different areas of guiding/consulting to those who want to start working in multifunctional agriculture or want to change their profession:

- General career guidance
- Professional guidance service linked to the MA (Multifunctional Agriculture)
- Entrepreneurship guidance
- Guidance for people with additional needs

1.1. Explanation of terms

1.1.1. Multifunctional Agriculture (MA)

Beyond **Multifunctional Agriculture's primary function of producing food**, 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.**

Multifunctional Agriculture produces both:

Private goods (food, raw materials of agricultural origin, rural tourism...) and

Public goods, which are divided into **social** (contribution to the viability of disadvantaged rural areas, protection of cultural and heritage values associated with the rural environment or protection against rural depopulation) and **environmental** (protection of landscape values, promotion of biodiversity and reduction of soil erosion processes).

1.1.2. Guide Service Model (GSM)

GSM helps users (consultants, advisers, career counsellors, providers...) visualize complex systems of the job market and organizations/institutes involved in different areas of the Guide System in the field of MA and understand the role each organization/institute plays. It also shows us the areas and levels of different information and communication users need for the consulting process.

1.1.3. Guide Service Provider (GSP)

Guide Service Provider (GSP) is the unified expression for the consultant, advisers, and career counsellors in the GSM for different areas: general career guidance, professional guidance service, entrepreneurship guidance, and Guidance for people with special needs in the field of MA.

1.1.4. Information Exchanging Spot (IES)

IES for the field of MA introduced in the new GSM is an information exchange point for the areas of general career counselling, professional counselling, entrepreneurship counselling, counselling for people with special needs and different levels: stakeholders on the job market of MA, direct GSP, GSP intermediaries, policymakers.

The Information Exchanging Spot (IES) in the new GSM will be provided in the AgriNext platform and could be organised physically like part of Business Incubator for Rural Excellence. The IES should be kept up to date.

The GSM with IES could be transferable and useful for other professional areas.

1.2. Aim of the D1.2 Guidance Service Model

The aim of this deliverable is to develop new/update existing guidance service models, that will join in one place all the training opportunities available in the field of MA, no matter if they are formal or non-formal. As part of this deliverable, we will prepare informative brochure. This brochure will be available in PDF as well as in printed version in all consortium languages (EN, SI, ES, HR).

To achieve this aim and prepare the next Tasks (T1.5 - Curriculum for GSP and T1.6 - Pilot implementation of training for GSP) we made:

- Overview of the Existing GSM in Partner's countries,
- Creating new GSM, upgrading existing one,
- Starting points for the preparation of the curriculum and training for GSP

2. The Methodology which leads to the new model of GSP

In each partner's country (Croatia, Ireland, Slovenia, and Spain), we made **an overview** of the guide service systems and had **dialogues with GSP**.

Partners made dialogues with GSP inside their organizations to find out what they guide/consult the people in their career path, special those who want to work in the agriculture sector.

After this review and dialogue, BC Naklo made a **proposal design of the existing GSM**, which shows us four key areas:

- General career guidance.
- Professional guidance service linked to the MA.
- Entrepreneurship guidance.
- Guidance for people with special needs.

Croatia, Slovenia, and Spain accepted the proposal, and Ireland made its own one.

Each country made **SWOT analysis of existing GSM** (look at the attachment).

Partners made **Interviews** (1-2 in each country) **with GSP**. The purpose of these interviews was to get information to develop the new GSP and prepare **Starting points for the preparation of the curriculum and training for GSP (T1.5 in T1.6)**

In the common agreement of involved partners and based on the above findings, with emphasis on addressing the gaps identified in the SWOT analysis, the **New GSM** was written and sketched.

3. Existing guidance service model (GSM) in the field of Multifunctional Agriculture (MA)

In the field of multifunctional agriculture labour market is characterized by a labour supply: businesses, farms, farms with complementary activities, sole traders, social enterprises... and labour demand: students in practical training with work-based learning, jobseekers looking for job for the first time or wanting to change jobs, unemployed people who have lost their jobs, people with additional needs.

Companies and other employers can communicate directly with jobseekers, either through recruitment services or by direct addressing. In most cases, however, the job search or recruitment is carried out through guidance service providers or various platforms.

In the case of multifunctional agriculture, as well as in other areas, guidance (counselling) can be divided according to its content into:

- general career guidance,
- professional guidance service in the field of
- entrepreneurship guidance, and
- guidance for the people with special needs

The boundaries between the different areas are often blurred, as some organizations intervene in several of the areas described.

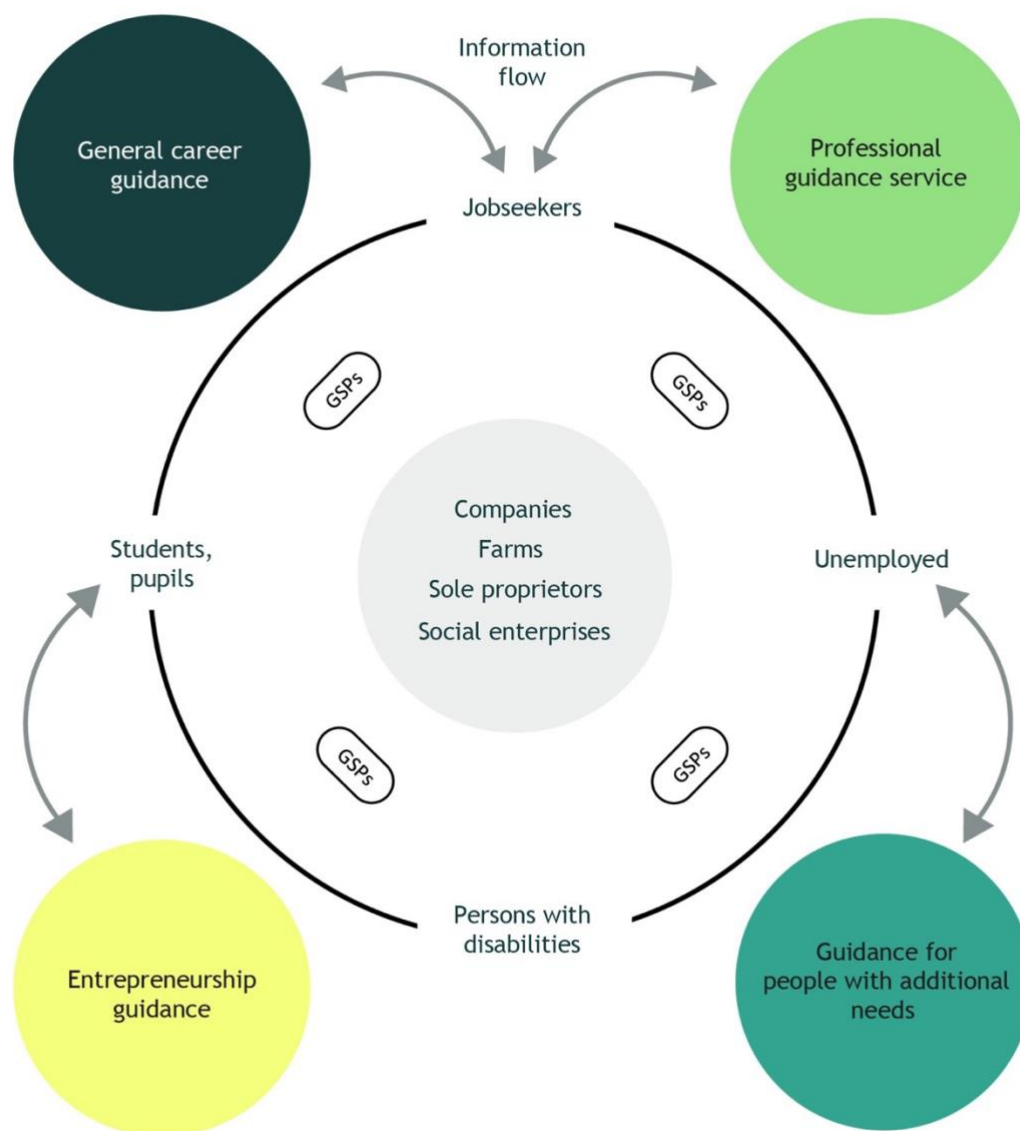


Figure 1: Figure of existing GSM in Croatia, Slovenia, and Spain

All 4 sections of guidance service have multiple organizations working in their field. Later in the Deliverable 1.2 we have listed the organizations from each country, which is working and in charge of this for their region. This helps users of the GSM - from all sides (councillors, students, work providers, etc.) have a better understanding of the system, which is in place in the AgriNext consortium countries.

3.1. GSM in Croatia

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 organizations carry out professional guidance activities for several groups of users, and some for target groups or targeted areas of activity.

Table 1: Institutes and organizations involved in GSM of Croatia

Institutions and Organizations			
General guidance service	Professional guidance service	Entrepreneurship guidance service	Guidance for people with disabilities
Croatian Employment Service (CES)	Ministry of Agriculture	The Croatian Chamber of Economy	Advisors at the Croatian Employment Service
Career Information and Counseling Centers (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 centers of competence	
University career development centers	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.		

3.1.1. General career guidance

The Croatian Employment Service and Career Information and Counselling Centres carry out general professional guidance for all group users and all areas of activity. Through the mentioned institutions, unemployed people, jobseekers, pupils, students, and everyone else can get information about opportunities for career development at the national level. In addition, they organize 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 centers provide career development services for students from component faculties, while career development centers at higher education institutions, that educate students in the field of agriculture, provide specific services for these students.

Croatian Employment Service (CES)

The services of the Croatian Employment Service (CES) are intended for different groups of users: unemployed people, job seekers, people in a disadvantageous position on the labour market, future entrepreneurs, students, primary and secondary school students. Vocational guidance for all groups of users is carried out primarily within the Vocational Guidance Department, which provides information on educational opportunities at the county and national level, on employment opportunities and on career development in general. Users' counselling is conducted by professional guidance counsellors, and online tools for career counselling are also available.

As part of the Active Employment Policy Measures, unemployed and employed persons can use various supports for the purpose of education, employment, or self-employment. Subsidies for self-employment are intended for all unemployed people who plan to start their own business. Support for education is intended for all unemployed and employed people through the voucher system, and education in the field of digital and green skills is especially encouraged.

Career Information and Counselling Centres (CISOK)

Career information and counselling centres were established within the Croatian Employment Service as spatially separated units to make them more accessible to young people and to all those who are not traditional clients of the Croatian Employment Service. CISOK provides individual and group professional counselling and information for all groups of users, creates various informative materials and brochures, and organizes presentations of various opportunities for education, employment, and career development. CISOK conducts workshops on career management skills, entrepreneurial skills, job search skills, self-assessment of one's own possibilities and potential, and creation of professional opportunities. There are currently 17 CISOKs in 16 cities in the Republic of Croatia, where counsellors such as pedagogues, psychologists, and teachers work, who are additionally educated in the field of career development. All information is available on the CISOK portal at <https://cisok.hr/>, and the services are free for all users.

Employment agencies

In addition to the Croatian Employment Service, which is a public service provider, mediation and guidance services are also provided by private employment agencies. Most employment agencies have the option of storing resumes in a resume database or creating jobseeker profiles, which enables users to be informed about specific career opportunities at the national level or abroad. Some agencies are specialized in a certain sector of activity.

University career development centres

Career development centres operate at most universities in Croatia. Career development centres provide systematic support to students in strengthening their competencies for managing their own careers and making the transition to the labour market easier. They work to connect students and future employers through various activities that include work-based learning, project activities in which companies are partners in the implementation, improvement of professional practice, organization of company visits, company presentations, organization of career days, etc. Centres for career development provide information on the possibilities of continuing education and training in the professional field, interdisciplinary fields, and entrepreneurship. In addition, through workshops and lectures, they further improve the skills of creating a career plan, social networking, and career management in general.

Digital platforms to encourage career development.

Digital career guidance platforms such as <http://e-usmjeravanje.hzz.hr/> or <https://cisok.hr/> provide general information on education, job search, career development and offer digital career management tools that include tools for creating a career plan, job catalogues, various online questionnaires, etc.

Digital job search platforms provide advice on career management in general, information on various conferences, seminars, or trainings in addition to information on vacancies. The largest such platforms are Moj Posao and Posao.hr (<https://www.moj-posao.net/> and <https://www.posao.hr/>).

Several digital platforms provide overviews of different educational programs at the national level. Some of them are finder of institutions from the Agency for Vocational Education and Adult Education, Edukacija, Educentar, Vouchers, etc.

Links:

- <https://www.asoo.hr/obrazovanje/obrazovanje-odraslih/pretrazivanje-obrazovanja-odraslih/>
- <https://edukacija.posao.hr/neformalno-obrazovanje/>
- <https://www.educentar.net/HR/ProgramsOnline/Index/>
- <https://vauceri.hzz.hr/>

3.1.2. Professional guidance service linked to the MA.

Organizations such as the Ministry of Agriculture, state agencies, professional chambers, farmers' associations and various other professional organizations or educational institutions that implement educational programs in the field of agriculture provide targeted professional guidance services for the field of agriculture.

Institutions for adult education

Various institutions implement verified adult education programs: public colleges, secondary schools, universities, etc. The institutions provide a detailed description of their programs and opportunities upon completion of education, and through individual consultations they can provide additional assistance to the individual in choosing the most suitable program depending on career goals and opportunities.

Ministry of Agriculture:

- Various forms of financial assistance, such as incentive funds, investment loans, subsidies, grants, fees, and interest rates that are adapted to the needs of agricultural producers.
- The Ministry of Agriculture, as well as its branches and regional offices, provide advisory services to farmers on agrotechnical practices, farm management, marketing, and product promotion.
- Insuring farmers against accidents and natural disasters, which threaten the harvest, crops, and livestock.
- The Ministry of Agriculture organizes various forms of education and training for farmers, with the aim of strengthening their knowledge and skills in the field of agriculture.

Croatian Agency for Agriculture and Food:

- Aids in the field of food safety, veterinary and phytosanitary protection of plants and animals, and improvement of food production and processing.
- The Agency carries out the supervision of food and livestock at the national level, carries out food and animal feed control, does analyses in laboratories, ensures compliance with European Union standards, promotes good agricultural practice, and educates the population about food safety.
- Provides support in the development of rural areas and assistance in obtaining support for agricultural producers.

Croatian Agency for Agriculture and Food:

1. Provides advisory support to farmers and businesses in agriculture on cultivation, production, and marketing of products.
2. Controls the market of food and agricultural products to ensure food safety, reduce damage from plant and animal diseases and avoid excessive use of pesticides. It carries out food quality control and certifies products for the use of labels of origin.
3. Implements financial support programs for agricultural producers, e.g. subsidies for the purchase of equipment, reduction of interest on loans, etc.
4. Conducts research and development in the field of agriculture, to increase productivity and improve the efficiency.
5. Public body responsible for operational implementation of direct support measures, rural development measures, maritime and fishing measures (in the part of delegated functions) and joint market organization measures.
6. Responsible for keeping registers and maintaining and using the Integrated Administrative and Control System (IACS) through which direct payments to farmers are received, processed, and controlled.
7. Manages the following registers and databases:
 - Register of farmers
 - ARKOD - system for digital identification of land parcels; and accompanying registers (vineyard register, register of primary food producers, register of subjects in organic production),
 - ISAP - centralized electronic database (for simultaneous entry of data from all 26 locations of PAAFRD in the Republic of Croatia) and
 - AGRONET - a protected internet application through which farmers review data about their farm and fill out grant applications electronically.

Croatian Chamber of Agriculture (CCA):

1. CCA organizes various trainings, seminars, workshops, conferences and provides consultancy and support to farmers in various areas such as plant and livestock cultivation, use of technology, marketing, and finance.
2. Represents the interests of farmers and cooperates with other organizations to ensure efficient protection of farmers' interests.
3. Works on the development of rural areas in Croatia through various projects that promote sustainable agriculture, food security, improvement of living conditions and environmental protection.
4. Organizes various gatherings to connect farmers and enable them to exchange experiences and knowledge.
5. Promotes agriculture (importance of agriculture in society, warns on problems faced by farmers, promotes the recognition of Croatian agricultural products and the market for them)

Croatian Chamber of Agronomists (CCA)

- Gives expert opinions during the preparation of general acts in the field of agronomic profession to the local and regional self-governmental bodies and the ministry responsible for agricultural affairs.
- Encourages the adoption of regulations and gives opinions on regulations within the agricultural profession, in the programming of sustainable development of agriculture, rural development and improvement, and the work of authorized agronomists.
- Participates in the organization of scientific and professional gatherings, symposia and consultations.

Local Action Groups (LAGs)

- They encourage communication, exchange of experience and cooperation and give impetus to related development initiatives in the rural part of Croatia.
- They create local development strategies and direct and monitor their implementation, including the use of support funds.
- Gather and combine existing human and financial resources from the public, private and civil sectors, and volunteers.
- Unite local stakeholders around joint projects and cross-sectoral actions, to achieve synergy, common ownership and the critical mass needed to improve the economic competitiveness of the area.

Croatian Rural Development Network (HMRR)

- It encourages the development of rural communities, strengthens their abilities, and contributes to the development of participatory democracy in the rural area of Croatia.
- Advocates the interests of local stakeholders from the rural area in the processes of creating, adopting and implementing policies and regulations.

- By working together and cooperating with organizations from different sectors and at different levels, it contributes to the sustainable development of rural areas in Croatia and Europe.
- Encourages the exchange of opinions, the transfer of knowledge and experiences and the dissemination of information essential for the development of rural areas.

Croatian Organic Farmers Associations Alliance

- Work on sharing experience and mutual support, as well as on achieving a common vision of creating sustainable models of ecological production, healthy nutrition, and food sovereignty.
- Forms solidarity exchange groups and solidarity eco-groups as short supply chains in the local market, and at the same time generators of development of local communities and realization of stronger connections between the city and the countryside.
- Organizes the participation of members at various events, eco-fairs, and educations.
- Promotes innovative models in ecological production such as biodynamics, permaculture, etc.

Company Intertim - AGRODOX (application for running an agricultural business, monitoring activities, costs, weather conditions, conversion, and calculation of certain units), free and easy to use.

The company Agrivi - eGAP platform (records of agricultural production, land, mechanization, plantations, annual results, contains Agroklub databases related to plant protection products, planting material, the application is adapted to each individual activity, e.g. fruit growing, viticulture, etc.).

Arkod - Agro GTF (a mobile application of the Payments Agency for Agriculture, Fisheries and Rural Development intended for farmers to prove agricultural activity using geotagged photos).

3.1.3. Entrepreneurship guidance

Support for entrepreneurship is organized through the Croatian Chamber of Economy and the Croatian Chamber of Trades and Crafts, entrepreneurship centres, business incubators, development agencies, regional competence centers, private consulting companies, etc. They provide information on support, provide legal advice, organize training on business and help to create business plans.

The Croatian Chamber of Economy

The Croatian Chamber of Economy (CCE) is the largest business network in Croatia organized through the system of county chambers. CCE provides several services to potential entrepreneurs and those who are already entrepreneurs. Among other things, it organizes various educations in the field of business, employment, legal regulations, and the development of specific professional competencies. It organizes conferences and fairs and trips to fairs abroad. It provides information on all sources of financing, i.e. grants for entrepreneurs, as well as information on current tenders. Provides legal advice and digital review of laws, ordinances, and regulations. In the framework of the "e-Start a business" application, it provides support to individuals entering entrepreneurship. The professional association of Agriculture of the Croatian Chamber of Commerce, which gathers members engaged in plant production and animal husbandry, operates within the CCE. All services and information are available through the Digital Chamber platform:

<https://digitalnakomora.hr/home>

Croatian Chamber of Trades and Crafts

The Croatian Chamber of Crafts (HOK) is a professional business organization of craftsmen that promotes the interests of various groups of craftsmen. It organizes seminars, professional meetings and various promotional and educational projects, business meetings, fairs and enables more favourable performances at fairs for members of the chamber. In addition, HOK provides information important for trade operations, lending, financing, and legal advice. The Guild for Fisheries and Aquaculture and the Guild for Agriculture and Freshwater Fisheries operate within the HOK.

Regional centres of competence

Regional centres of competence are places of development of vocational education and training. A total of 25 regional competence centres have been appointed at the national level. In the field of agriculture, secondary schools in Požega, Marčan and Vinkovci have been named as regional centres of competence. In addition to regular vocational education, various formal and informal adult education programs are implemented within these centres with an emphasis on the acquisition of practical knowledge.

Entrepreneurial support institutions

Entrepreneurial support institutions provide various services aimed at the development of entrepreneurship. These can be entrepreneurial centres that provide professional and educational assistance, business incubators in charge of helping beginner entrepreneurs, and entrepreneurial accelerators intended for entrepreneurs in the phase of business development and expansion.

Development agencies

Development agencies operate in the territory of individual counties with the aim of supporting regional development. Depending on local specific goals, they provide support in the preparation and implementation of EU projects, information on tenders, support in the creation of business and strategic plans, education, and seminars.

Private consulting companies

Private consulting companies can provide various forms of assistance and information in the field of entrepreneurship, business, preparation, and implementation of EU projects and conduct various educations within the framework of adult education.

3.1.4.Guidance for people with additional needs

Vulnerable groups on the labour market (persons with disabilities, 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.

Advisors at the Croatian Employment Service

For the most numerous vulnerable groups on the labour market (persons with disabilities, women victims of violence, etc.), employment counsellors have been appointed within the CES. They provide information on measures to encourage employment, educational and employment opportunities, create individual professional employment plans and generally support career development.

Associations that gather members of certain vulnerable groups

Various associations are founded with the aim of providing assistance to certain vulnerable groups (persons with disabilities, women victims of violence, members of the Roma national minority, former drug addicts, etc.). Among other things, associations organize various educations for their members and inform about various opportunities for education and development.

3.2. GSM in Slovenia

In Slovenia, there are two established guidance and counselling systems:

- Education and training institutions,
- The Employment Service of Slovenia and other institutions in the field of career guidance.

Young people have access to guidance by school counsellors and career counsellors at universities' career centres as well as by guidance counsellors in any of 12 Career centres of the Employment Service of Slovenia.

Adults can receive free guidance at Career centres of the Employments Service of Slovenia or educational guidance at 17 regional adult education guidance centres operating in the frame of the Slovenian Institute for Adult Education.

Table 2: The main Institutes and organizations involved in GSM of Slovenia

Institutions and Organizations			
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	CPI - Institute of the Republic of Slovenia for Vocational Education and Training	Chamber of Commerce	Career Centers 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			

3.2.1. General career guidance

General career guidance for labour market needs is provided by organisations that are more oriented toward employers and jobseekers, and for the people who are more oriented towards lifelong learning driven by labour market demands or the desire for personal growth. Both strands address jobseekers and their career paths. **The VKO Point - Lifelong Career Orientation (I Know Where I'm Going)** is the central website for all providers of lifelong career orientation services in Slovenia and policy makers in this field, and within it is also the **Modular Training for Career Counsellors (MUKS)**, which is a multidisciplinary non-formal training programme for counsellors in the field of VKO. **The Ministry of Education** runs the **OSV - Basic Skills Portal** with online classrooms for self-learning information and advice for adults.

The largest organisation under the **Ministry of Labour, Family, Social Affairs and Equal Opportunities** is the **Employment Service of Slovenia** with its regional units. The Institute implements the national employment policy and accordingly calls for funding for active employment policy measures through various education, training and employment programmes. It identifies deficit occupations for which it offers scholarships. The objectives of active employment policy follow the country's strategic documents and actions, while at the same time ensuring that measures can be adapted to rapidly changing labour market conditions and needs. Active employment policy programmes are aimed at the unemployed, employed persons and employers. The Employment Service is an independent legal entity with the status of a public institution, operating uniformly throughout Slovenia. Our activities are based on: the applicable labour market legislation, expert guidelines and platforms, and adopted strategic documents. The core activities include:

- job placement and employment counselling,
- providing career guidance,
- providing unemployment insurance,
- implementation of active employment policy measures,
- issuing work permits and recruiting foreigners,

- the production of analytical, development and other professional materials in the field of our activity,
- labour market information and information of public interest.

Active employment policy measures include:

- training and education, both non-formal and formal.
- employment incentive schemes, which provide financial support to employers when they hire unemployed people from vulnerable groups.
- job creation, which aims to promote work and social inclusion and improve the skills and work skills of the most vulnerable groups of unemployed people,
- the measure to promote self-employment is aimed at the realisation of entrepreneurial ideas and job creation in micro-enterprises, job replacement and job sharing - the measure is aimed at the acquisition of new skills and competences by persons employed by employers and at increasing the competitiveness and flexibility of enterprises that train their employees.

Employment agencies (AGADO, ATAMA, adecco, Optius, etc.) are also involved in job placement and lifelong GS and are granted a concession by the competent ministry to provide services for the labour market. Their work includes calls for student work, job vacancies, and career counselling, work permits for foreigners, etc.).

Jobseekers can find out about job vacancies via the various digital platforms operated by these institutions (**Job Search, MojeDelo, Deloglasnik, etc.**).

Students and pupils can take up student work through student services. There they get their first work-related experience: cooperation with colleagues, responsibility, respect for superiors, etc., which is often not related to the field they are studying for (**Mjob, e-student service, etc.**).

Organisations in the field of lifelong learning

The target group for advice and guidance from these organisations are adults aged 15 and over who, while building their careers and looking for a job, want to acquire formal education, additional non-formal skills, recognition of non-formal skills or retraining. Organisations working in this field include the **Andragogical Centre of the Republic of Slovenia (ACS)**, the **Community of Higher Education Institutions (SVŠ)**, the **Public Scholarship, Development, Disability and Maintenance Fund (JŠRIPS)**, **People's Universities**, non-profit organisations such as Nefiks, Prizma (Foundation for Improving Job Opportunities), etc.

All these organisations also run various projects at different levels of career guidance. Some examples: Professional Support for Information and Counselling Activities and the Evaluation of Non-formally acquired Skills, the Career Centre for Young People project, etc.

The Andragogic Centre RS (ACS) is the central public institution and the umbrella body for adult education in the Republic of Slovenia. The main purpose of its activities is to develop the field of adult education in accordance with the Resolution on the National Programme of Education in the Republic of Slovenia (2013-2020) and other national and European strategic documents and development orientations in adult education. The competences and responsibilities of the ACS are also defined by the legal regulations in education, in particular the Law on the Organisation and Financing of Education and the Law on Adult Education (2018).

They also act as the national coordinator of the European Programme for Adult Learning (EPAL), promoting a culture of lifelong learning and, within this, adult learning, through various research,

programmes, projects and events. They liaise with policy makers at national and international level and other stakeholders in the field of education and training, as well as with coordinators and participants in various projects, adult education institutions and individual learners in Slovenia and beyond. We actively participate in international organisations in all areas of our work. More than 40 training programmes are prepared and delivered annually for approximately 800 adult learners. The successful involvement of participants in the programmes is based on research and development projects that resonate in the national and international environment. They work to increase access to education for learning-disadvantaged adults. In doing so, we develop the foundations for learning support (counselling and evaluation) and continuously upgrade our educational programmes in quality. They contribute to spreading awareness of the accessibility and the importance of lifelong learning and non-formally acquired skills, which enhance the quality of life of individuals and improve society.

Public adult education organisations are modern and pedagogical training centres that provide education and improve the quality of life of vulnerable groups. At the national level, **ZLUS (the Union of Slovenian Universities)** represents and represents the interests and positions of its members and is therefore one of the key professional partners for the development and implementation of the strategy for lifelong learning and adult education. The advisory activity in the IO, which is carried out as a public service, is carried out by public adult education organisations. All Slovenian citizens can receive information and advice, as 35 organisations are involved in this field throughout Slovenia.

The Community of Higher Education Institutions represents and pursues the common interests of 49 public and private higher education institutions, in cooperation with national, local, international bodies and organisations.

A key role is to link higher education institutions with stakeholders in education, training, and business, as well as to develop policies and implement projects in the field of higher education and professional research. In this way, it contributes directly to the development of local communities and provinces. In the field of **Career Centres (CC)**, it carries out several activities with students, schools, career counsellors, employers, associations, and the Ministry of Education:

- a system for the operation of career counselling has been developed (methodologies for monitoring KC activities, for monitoring the labour market and for determining the profitability of students' theses, seminars, and project work for companies),
- in the project **Development of Lifelong Career Guidance and Counselling in Higher Education**, an interactive platform for Career Guidance <https://studenti.skupnostvss.si> (up-to-date content, access to the Career Opportunities and Career Counselling search engine, e-classroom on the <http://moodle.skupnost-vss.si/> domain, trainings for full-time and part-time students),
- provide training and advice for career counsellors, and maintain the materials on the Career Counsellor Info Point and the e-learning room,
- organising meetings with employers by region or by study programme, employer-student meetings in the form of business breakfasts,
- organising a Career Day for secondary school students, a Consultation for school counsellors in secondary and primary schools to increase the enrolment of new candidates.

Developed by: the Career Opportunities Finder app for students, employers, careers advisers and practical training organisers. The job portal will publish vacancies for practical training for higher education students and for work.

The Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia - JŠRIPS RS is the central institution in the Republic of Slovenia in the field:

- promotion of human resources development and scholarships,
- promotion of employment of persons with disabilities and preservation of jobs for them,
- guaranteeing rights of workers in case of employer's insolvency,
- guaranteeing the right of children to maintenance compensation, and the central,
- mediating and receiving body in international maintenance recovery procedures.

The Ministry of Labour, Family, Social Affairs and Equal Opportunities is responsible for the Fund's area of activity. The mission of the Fund is to develop human resources for greater employability, lifelong learning, and competitiveness, to promote the transfer of knowledge, and to link the scientific research field and universities with the economy by providing support mechanisms to better align the education system with the needs of the labour market. They contribute to the technological, scientific, and economic renewal of Slovenia and to its integration into the international research and education area. Their programmes strengthen young people's competences to improve their practical skills and encourage investment in both company employees and individuals.

Professional guidance service linked to the MA.

In the area of **multifunctional agriculture and rural development**, guidance service is provided in two areas: guidance during vocational training and studies, or for retraining and validation of informally acquired skills, and in **agricultural advice**, which is aimed at those engaged in agriculture and complementary activities and rural development.

In Slovenia, **regular and part-time training for multifunctional agriculture** is provided at various agricultural, food and forestry vocational secondary schools, colleges, and faculties (a list of schools and programmes is available on the AgriNext platform). Career guidance is provided within the 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 practical training). The schools employ practical training/education organisers who provide the link between employers, mentors, and students during the PUP. **Competence and Career Centres (CCCs)** are already in place at school centres to provide career guidance to students and to bring stakeholders together. CCCs link school activities, employers, and the wider environment (CPI, Community of Colleges, project partners....). Retraining, further training and the acquisition of additional non-formal knowledge and skills take place within the school centres or at the people's universities, where career counsellors are based. The **Centre for Vocational Education-CPI** acts as a link between the needs of the labour market and the vocational education system, introducing new or updating old training programmes. Universities have Career Centres where students are informed about various calls for applications, scholarships, extracurricular activities, volunteering, study mobility opportunities, workshops such as personal growth, events such as meetings with employers, practical training advice, etc.

In the area of **multifunctional agricultural guidance service**, 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 **Local Action Groups - LAS**.

In Slovenia, the following organisations are active in the field of multifunctional agriculture and rural development:

- The Slovenian Chamber of Agriculture and Forestry (KGZS) with its regional units, whose members are mainly farmers;
- the Chamber of Agricultural and Food Enterprises (ZKŽP) within the Slovenian Chamber of Commerce and Industry, whose members are mainly enterprises linked to agricultural production and processing,
- the Slovenian Agency for Agricultural Markets and Rural Development (ARSKTRP),
- the Slovenian Agricultural Institute, which is a scientific research organisation, and the
- Local Action Groups (LAS) for rural development.

Professional guidance service linked to the MA during training.

The **Centre for Vocational Education - CPI** established in 1995 as the central Slovenian institution for development, research, and consultancy in the field of vocational and professional education. It was established by the Government of the Republic of Slovenia and co-founded by the Chamber of Commerce and Industry of Slovenia and the Chamber of Crafts of Slovenia. The Centre carries out research, development and advisory work and is the meeting, coordination, and networking point for the interests of the State and the social partners in vocational and professional education, as well as for the implementation of the tasks of the SQF-EQF National Coordination Point.

Its main areas of activity are:

- Studying labour market trends and preparing occupational profiles and competence-based occupational standards.
- Development of the methodology and preparation of modern modular-based education programmes for lower and secondary vocational education and in for secondary and higher vocational education.
- Monitoring the introduction of educational programmes, the evaluation of final examinations and the vocational baccalaureate and the development of new methodological and didactical concepts of knowledge, learning and teaching.
- Training and upgrading the skills of teachers, practitioners and trainers in vocational and professional education and providing professional support and advice to vocational and professional education providers.
- Promoting and coordinating various development and innovation projects in vocational and technical schools.
- Developing a modern teaching materials and learning technologies in vocational and professional education.
- Participation in EU professional organisations and networks for vocational and professional education.
- Promoting and encouraging vocational education.

An example of **secondary and vocational education and higher education** in the field of multifunctional agriculture is the public institution **BC Naklo**, an educational, research and development institution that places a strong emphasis on a sense of nature, on the production and processing of healthy food and on environmental improvement in cooperation with the economy. It encourages entrepreneurship and innovation and is committed to personal development and a friendly working environment for its employees. The Centre divides into 3 units: Secondary School and Gymnasium, Higher School, Inter-enterprise Training Centre with the agricultural estate and horticulture production, a shop, a project office (involved in practical training) and a kitchen. A Competence and Career Centre (CCC) has been set up within the College. For this purpose, an e-

classroom is set up in which calls for tenders and other relevant information and materials for career development available to students.

The Ljubljana Biotechnical Faculty (BF) as an example of career guidance in the field of multifunctional agriculture. The BF is a research and educational community of higher education teachers, students, researchers, and collaborators who provide higher professional and postgraduate education, scientific research, professional and advisory work in the life sciences (biology, microbiology), agriculture, forestry, and fisheries (forestry, zootechnics, agronomy) and related production technologies (forestry, food science, biotechnology). The common basis of all the study and scientific disciplines at the Faculty of Biotechnology is natural resources (land, space, flora, fauna, and water) and their sustainable management, which places the faculty among the social institutions that every nation should have.

The BF runs the BF Career Centre, which organises:

- Competence and other employability skills workshops,
- Networking and speed-dating with employers,
- Consultations on challenges abroad, entrepreneurship, internships in cooperation with the UL Career Centres,
- Career fairs, career days and much more.

They offer personalised career advice to help you manage your career path effectively.

Centre of the Republic of Slovenia for Mobility and European Education and Training Programmes (CMEPIUS). Through international cooperation, they promote, develop, and connect knowledge, people, and experiences in the education area. CMEPIUS carries out public service activities as defined in its founding Decision. Regular activities (national agency of the European Community programmes and international mobility programmes): Erasmus+ programme (successor to Erasmus+ (2014-2020) and Lifelong Learning), scholarships (CEEPUS, Bilaterals, Osimo, Slovenian language courses). Projects and support activities:

- eTwinning,
- The EPAL platform,
- EURAXESS (information support for researcher mobility in the European area),
- Study in Slovenia,
- European Language Award,
- ESS - Innovative Public Institution,
- Organisation of events,
- Programme evaluations,
- Recognition of quality projects (quality apples, golden cable).

3.2.2. Professional guidance service linked to the MA and rural development.

The Ministry of Agriculture, Forestry and Food carries out tasks in the fields:

- agriculture, rural development, nutrition, plant protection,
- veterinary medicine and zootechnics,
- forestry, hunting, fisheries,
- the safety and quality of feed and foodstuffs, the use of food contact materials in the production,

- processing and distribution of foodstuffs, and the safety and quality of foodstuffs in the catering industry, institutional catering establishments, and catering establishments at work.

MKGP recognises that individuals and society need adequate habitat, good quality natural resources and safe food of the right quality. That is why they promote the sustainable development of food supply chains, the conservation of natural resources and the care for a vital countryside.

A library of **knowledge portals** and a wide range of content. The challenges we face can be addressed more effectively through the knowledge generated by a wide range of research projects, research institutions, public and advisory services, and innovations by farmers, foresters, and the food processing industry. To facilitate access to the results, an information portal is available to strengthen the **Agricultural Knowledge and Innovation System (AKIS)**.

AKIS defines the whole system of knowledge exchange: how people and organisations interact in a country or region. AKIS can include agricultural practice, businesses and authorities, research... and can be very diverse depending on the country or area. When developing new AKIS, technical, organisational, and social aspects (systems approach) should be considered, helping to bridge the gap between science and practice. The term Agricultural Knowledge and Innovation System (AKIS) is used to describe the bringing together of people and organisations to promote mutual learning and the creation, sharing and use of knowledge and information related to agriculture. Very different people create agricultural knowledge. Farmers, advisers, researchers, education and training providers, input suppliers, retailers, media service providers and ministries are all part of a national or regional AKIS because they need, create or exchange knowledge. Collaboration between these diverse groups can be significantly improved: more interaction and exchange of ideas will foster innovation and increase impact.

The European Innovation Partnership (EIP) is a new European policy concept to foster innovation and more effective integration between research and innovation. Five European Innovation Partnerships have been set up as part of the "Innovation Union", one of which is the European Innovation Partnership on Agricultural Productivity and Sustainability (**EIP-AGRI**). The main objective of EIP-AGRI is to promote competitive and sustainable agriculture and to contribute to ensuring stable production of food, feed and biomaterials, the sustainable management of the natural resources on which both agriculture and forestry depend, and coexistence with the environment.

The Slovenian Chamber of Agriculture and Forestry (KGZS) provides a public agricultural advisory service (JSKS), which is defined by legal acts and is primarily aimed at agricultural holdings. Its tasks are:

- to provide advice on the technological, economic, and environmental aspects of agricultural activity,
- to advise and assist in drawing up development plans for agricultural holdings,
- to advise and assist in the implementation of agricultural policy measures,
- to advise and assist in the organisation and operation of breeders' organisations, growers' organisations, and other forms of production association of agricultural producers,
- to advise on agricultural and agricultural regulations,
- to manage, guide and coordinate the work of the JSKS and to train advisers.

KGZS ensures the transfer of knowledge from scientific fields into practice and facilitates access to the National Vocational Qualification Certificate. In its activities, the KGZS pursues fundamental objectives, which are in line with the objectives of agricultural policy in the Republic

of Slovenia and in accordance with the Resolution on strategic orientations: raising the technological competence and economic efficiency of farming, increasing the competitiveness of agricultural holdings, adapting to environmental requirements, new standards, and climate change. To achieve these objectives, it uses a variety of methods, including various types of education, training, consultations, and events. The KGZS provides advice and training in the framework of various public procurement contracts under the Rural Development Programme and publishes reports on visits to good practice at home and abroad.

The Chamber of Agricultural and Food Enterprises (ZKŽP) acts in the interests of its members, which are mainly food-processing and agribusiness companies. The Chamber offers its members various services and products in the field of food labelling and safety, public procurement, or international business. They run a HACCP school and other consultancy services, a Catalogue of Foodstuffs for Public Procurement and a Catalogue of Improved Composition Foodstuffs and related consultancy services, workshops on food labelling, risk assessment, international business.

The Common Agricultural Policy Strategic Plan 2021-2027 notes that Slovenian agricultural research institutions don't establish competence centres for human resources development, which would make an important contribution to the transfer and exchange of knowledge between them and other knowledge users. However, one competence centre in the field of food has been established (KOC HRANA 2). Competence centres are partnerships between companies and other organisations within an industry. The main purpose of the networking is to increase the skills of staff already employed in the sector, to acquire new competences to make employees, companies, and the sector more competitive on the market, and for Slovenian companies to cooperate within the sector in this area.

The **Competence Centre for Human Resources Development - KOC Food2** has also been established, which operates within the **Chamber of Commerce and Industry**. The aim of the Competence Centre is to bring the Slovenian agri-food sector up to par with the more developed EU chains in key economic aggregates. The key challenge is how to encourage a greater number of SMEs and entire chains to establish a business model that focuses on the importance of developing integrated products and services, innovation, research and development, process optimisation and digitalisation.

The Slovenian Agency for Agricultural Markets and Rural Development (ARSKTRP): The Agency's core mission is the implementation of the Common Agricultural Policy, based on the transparency, regularity and legality of all payments made. Efficient, rapid, and accurate technical implementation of agricultural policy measures supports the preservation and development of rural areas in Slovenia and the strengthening of agricultural markets. It therefore works with all those directly or indirectly involved in agriculture and rural areas, tendering for funding, providing advice, and monitoring its use.

The Slovenian Agricultural Institute (KIS) is very complex, but above all, it is a research, expertise, and advisory institution. Research work at the Slovenian Agricultural Institute is linked to the broader fields of agriculture, ecology, and environmental protection. Research work is guided by the needs of ensuring food security and sustainable food production in Slovenia, which are reflected in the protection of the environment, the preservation of soil fertility, biodiversity, and the traditional rural agricultural landscape. They organise various training and advisory activities, mainly for farmers, e.g. courses on safe and economical tractor driving, seminars on agricultural and measuring techniques, etc. Within the framework of our professional activities, we monitor the occurrence of plant pests, record and diagnose them, draw up risk assessments, prepare expert documents for plant pests, management measures and issue advice, carry out field trials, etc.

Local Action Groups for rural development LAS-s based on a tripartite partnership composed of representatives of public institutions, business and civil society. Their tasks are to promote sustainable development by pooling available human and financial resources and encouraging local actors to implement joint projects and multi-sectoral actions. The involvement of different partners enables the agricultural sector to adapt, increases environmental care, diversification of rural activities and quality of life. Many of their projects involve various education and training and entrepreneurial initiatives reflecting the needs of the specific local rural environment.

3.2.3. Entrepreneurship guidance

The network of support for entrepreneurship 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, competence centres, awarding prizes to successful entrepreneurs, etc.

The Slovenian Public Agency for the Promotion of Entrepreneurship, Internationalisation, Foreign Investment and Technology - SPIRIT implements the orientations of Slovenia's development programmes with the aim of achieving an entrepreneurial, innovative, technologically developed, export-oriented and attractive destination for foreign investors. It implements the national policy of promoting entrepreneurship through various calls for financial incentives, the organisation of events, project activities and training. It has also set up an entrepreneurial portal with a list of innovation environment entities (SIOs) such as incubators.

The various Chambers (Chambers of Commerce, Chambers of Industry, Slovenian Chamber of Agriculture and Forestry, etc.) act in the interest of their members and a large part of their training and consultancy activities are devoted to the entrepreneurial ecosystem.

Business incubators in private, public-private ownership offer entrepreneurs and those embarking on an entrepreneurial journey everything they need to enter the world of entrepreneurship quickly, efficiently, and affordably. They work based on various projects and programmes, an individual mentoring programme and expert advice, assistance in applying for calls for tender and general information, contacts with potential investors, various events and workshops, tours of good practices and the organisation of various specialised programmes. As well as business consultancy in the fields of accounting, finance, tax, law, marketing and internationalisation, training in a wide range of thematic areas, assisting in obtaining grants and grant funding and organising events, networking with economic operators, knowledge institutions and the business support environment in Slovenia and abroad. They also offer potential and existing entrepreneurs an affordable co-working space or office rental in a co-working space.

3.2.4. Guidance for people with additional needs

It is a fundamental principle of a democratic society to ensure that people with additional 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, in short, to a system of full rehabilitation aimed at finding a place for persons with disabilities in the open labour market. Training and personal motivation are particularly important, as for people with disabilities, finding a job is even more specific, more difficult and requires additional activities.

Special educators who are in constant contact with teachers, parents, social services, the WBL (work-based learning) organiser and others, provide guidance service for people with additional needs who decide to enter lower vocational education after completing a specialised primary school. Their work includes advice on learning, solving everyday problems, career guidance, etc. They also advise people with disabilities who have had decisions to adapt their education at university within the Career Centres.

After finishing primary school, people with disabilities can either enrol in adapted (or specialised) education for those with severe mental disabilities, who are later placed in care and work centres, or 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, spiritual counselling.

Under the Act on **Employment Rehabilitation and Employment of People with Disabilities**, employment rehabilitation providers operate as a public service within a network of employment rehabilitation providers. The network includes public institutions and other legal or natural persons who meet the conditions laid down for the provision of vocational rehabilitation services.

3.3. GSM in Spain

Due to the political organisation system in Spain (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.

To present an organised idea of the guidance service model in Spain, in this task we will show at a general level what is the organisation of the organisational system in this respect.

About 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, although multifunctional agriculture has been put into practice in Spain intuitively and with the help of public and private administrations.

Table 3: The main Institutes and organizations involved in GSM of Spain

Institutions and Organizations			
General career guidance	Professional guidance service	Entrepreneurship guidance	Guidance for people with disabilities
The State Public Employment Service (SEPE)	VET Centres: Secondary Education Institutes (IES) and Integrated Vocational Training Centres (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)		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.	Spanish Federation of Popular Universities: Popular Universities and the Territorial Associations of Popular Universities (ATUP)	Andalusia emprende and its Business Support and Development Centers (CADE)	

3.3.1. General career guidance

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. Functions:

- Planning and promoting employment policy proposals focused on the needs of individuals and companies: vocational guidance through individual and personalised itineraries, vocational training for employment, employment promotion programmes, etc.
- To manage and control unemployment benefits, making effective the right of unemployed people to protection.
- To carry out research, studies, and analyses, at state and provincial level, on the labour market situation and the situation of the labour market and measures to improve it.

The SEPE is made up of: **Central Services.** A territorial network made up of 17 Territorial Coordination Offices and 52 Provincial Directorates. In addition to a wide network of Benefit

Offices, distributed throughout the 50 provinces, Ceuta, and Melilla, from which unemployment benefits are managed in person, and which are physically shared with the Public Employment Services of the Autonomous Communities. The offices in Ceuta and Melilla also manage employment and training. DIGITAL PLATFORM: <https://www.sepe.es/HomeSepe>

Employment services of the Autonomous Communities: Active employment policies are transferred to the Autonomous Communities. In Ceuta and Melilla, it is managed by the SEPE. The Autonomous Communities have competences in employment matters: training, labour guidance and intermediation between labour supply and demand. The most frequent task of the Autonomous Employment Services is to register as a jobseeker, since to receive unemployment benefit, subsidy or extraordinary aid, it is first necessary to be registered. There are several employment offices in each province of each Autonomous Community.

Institutions at municipal level with competences in the field of career guidance. 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/her possibilities in the labour market, how to improve his/her capacities, job search tools, knowledge of the labour market, etc. Sometimes they create independent bodies such as the IMFE in the case of Malaga or they integrate them within the structure of the City Council itself, as is the case of the Guidance Service of the Madrid City Council. A selection of websites has been made below, as the number of pages and platforms for this task is unmanageable.

Those municipalities that do not have their own guidance service (usually those with less than 20,000 inhabitants and a small budget) the **Provincial Councils (Diputaciones)** provide vocational guidance services for these municipalities dependent on them. If they do not have specific services, they carry out employment programmes to improve the labour market integration and training of the inhabitants of these districts.

DIGITAL PLATFORMS:

Diputación de Cuenca, programa de empleo: <https://www.dipucuenca.es/red-crea2>

Diputación Provincial de Granada: <https://www.dipgra.es/contenidos/unidad-orienta/>

Most **Vocational Guidance Services** are financed by F.E.D.E.R. funds, they are structured through Employment Programmes, sometimes financing the Guidance Services of different public entities such as town councils, regional councils, associations, federations or as support to the regional employment services.

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

The placement agencies are an instrument of both the State Public Employment Service and the Public Employment Services of the Autonomous Communities, which the latter may use to the extent they deem necessary to ensure that job seekers find employment as quickly as possible.

DIGITAL PLATFORMS:

https://www.sistemanacionalempleo.es/AgenciasColocacion_WEB/listadoAgencias.do?modo=inicio

3.3.2. Professional guidance service linked to the MA.

These are the institutions 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**.

VET Centres

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 (CIFP)**.

In the case of the IES, there is no PGS service as such, in fact each of the degrees have a transversal training module which is that of Vocational Training and Guidance, but there is no real guidance. In the case of the CIFP (or CPIFP if it is private), they have guidance services, but the variability of their methodology is very wide, from a connection with the guidance services of the respective autonomous community to a simple database with job offers, so it is not possible to establish a homogeneous working model.

Agrarian associations

We find different organisations at national and regional level, which have autonomy, usually at provincial level, but a priori they are based more on offering training and services to their members than on offering them a professional guidance service and, like the previous ones, they do not work in multifunctional agriculture.

- COAG <http://www.coag.org/>
- UPA <https://www.upa.es/>
- ASAJA <https://www.asaja.com/>

Popular Universities

These are hypothetical initiatives at the municipal level, with a wide variability, in total; there are around 231 Popular Universities throughout Spain. They are grouped in the **Spanish Federation of Popular Universities**, which, according to this, 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. Its aims are:

- To defend the common interests of the Popular Universities and the ATUPs, which constitute the Popular University Project.
- To represent the Popular University Project institutionally, both nationally and internationally.
- To promote respect and loyalty to democracy and human rights, as well as to contribute to development cooperation and the promotion of the values of equality, justice, and solidarity.
- To contribute to obtaining resources for the maintenance of the Popular University Project.
- To facilitate and promote training, information, and communication in the Popular University Network.
- To comply with and enforce compliance with the Statutes, Conceptual Bases, and General Programming Framework.
- To support the creation of new Volkshochschulen.
- Promote the associations among the Volkshochschulen, with the creation and support to the Territorial Associations of Volkshochschulen.

3.3.3. Entrepreneurship guidance

Chambers of Commerce

The Spanish Chamber of Commerce is a public law corporation whose purpose is the representation, promotion, and defence of the general interests of Spanish companies. In addition, it represents and coordinates the territorial Chambers of Commerce. They have services to promote competitiveness, financial aid to launch business projects and they offer help with carrying out procedures and the necessary certifications.

Business incubators

Organizations designed with the aim of helping to create young companies and to support entrepreneurs in terms of technical and financial issues, advising them to evaluate their ideas and guide them to consolidate their business. In this way, those people who embark on entrepreneurship for the first time do so with the help of professionals and with resources for their activity. However, they cannot accept all the proposals that come to them. In this sense, the teams that manage the incubators oversee making a selection of those that have a greater sense of future projection. Some of the criteria that are based on the selection may be technical viability or the professional sector. When the proposal has passed this selection phase, the process starts, divided into three well-differentiated stages: pre-incubation, incubation, and post-incubation.

Andalusia *emprende* and its Business Support and Development Centres (CADE)

Public body of the Andalusian government that helps to start up, develop and consolidate business ideas with specialised services, provided by a qualified technical team of specialists from a wide network centre present throughout the region. The services that offers are:

- Study of the business idea and creation of a viability plan.
- Help in the search for public and private financing and to request incentives so that you can start up your business activity.
- 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 the optimal management of the company.
- Completely free business hosting to 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.

Municipal Institutes of Economic Development (IMDEEC -in Córdoba-). They 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.

Specifically, the IMDEEC (Córdoba) establishes that its objective is to create employment and wealth together with all the entities and agents involved in the city and to position Córdoba as a focus for attracting projects and investments. To achieve this, they accompany companies throughout their entire trajectory. In its beginnings, reducing the risks inherent in launching any project, through the Entrepreneur Care Service, a Network of Business Incubators with offices and warehouses for subsidised rent, or with financial aids for new self-employment projects.

The growth, modernization and competitiveness of existing companies is also promoted, with economic incentives, training programs, and giving the visibility needed by those projects that generate wealth in the city.

Educational programs to promote entrepreneurship (Entrepreneurship Classrooms and Innicia in Andalusia). Each *consejería de educación* (regional government in charge of education) has educational programs focused on the development of entrepreneurship in education. In Andalusia, specifically, we have two programs: *Aulas de emprendimiento* (**Entrepreneurship Classrooms**) and *Innicia*.

These programs have the following objectives:

- Raise awareness of the students in the educational centre, in entrepreneurship in general and in its social, sustainable, or collaborative versions.
- Consolidate the "Soft-Vocational skills" (personal, social, and professional skills) as transversal and necessary skills in students to succeed as entrepreneurs and enhance their autonomy, confidence, and employability.
- Create a physical space that encourages creativity, innovation, teamwork and, therefore, innovation and entrepreneurship.
- Generate real and initial experiences of entrepreneurship in the participating students.

Digital Platforms:

- <https://www.camara.es>
- <https://www.andaluciaemprende.es>
- <https://imdeec.es/>
- <https://www.juntadeandalucia.es/educacion/portals/web/formacion-profesional-andaluza/docente/formacion-y-empresa/emprendimiento/aulas-emprendimiento>
- <https://www.juntadeandalucia.es/educacion/portals/web/innicia>
- <https://www.juntadeandalucia.es/educacion/portals/web/ced/planesyprogramas/programas-innovacion-educativa>

3.3.4. Guidance for people with additional needs

O.N.C.E. is a state-wide foundation created for the Cooperation and Social Inclusion of People with Disabilities. Every year it allocates at least 60% of its budget to its Training and Employment Plan. Direct training for employment is carried out through the **INSERTA, Employment and Youth Employment activities**, co-financed by the European Social Fund.

Its main lines of action are as follows:

- To provide 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.
- Promote the creation of employment for people with disabilities, using the different ways and formulas existing in Spanish legislation.
- Support the creation of occupational placements in collaboration with the entities of the associative movement of people with disabilities and their families.

DIGITAL PLATFORM:

Fundación ONCE: <https://www.fundaciononce.es/es/que-hacemos/formacion-y-empleo>

3.4. GSM in Ireland

In Ireland, career and professional/employment guidance are provided nationally through public service (state), private practice, and non-government organizations (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 counsellor work together in developing and implementing a career action plan. In Vocational Education and Training, career guidance counselling supports individuals to make the right decisions and to help them make those decisions within the context of their career life.

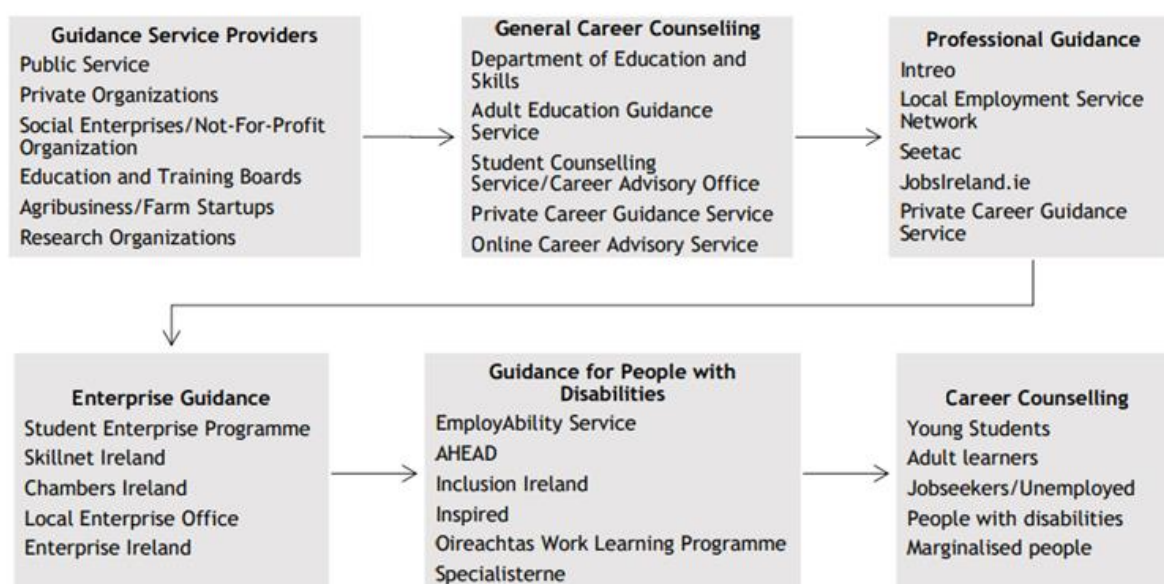


Figure 1: Existing Guide service model Source: https://www.agrinext-project.eu/mma/AgriNext_D1.2_Guidance_Service_Model.pdf/2023090715140260/?m=1694092442

3.4.1.General career guidance/Counselling

According to the national guidelines, career guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist 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, and educational and career guidance.

Department of Education and Skills (DES)

The Department of Education and Skills (DES) compels schools at the post-primary level (students aged 12 to 18) to develop a whole school guidance plan as part of their overall school development plan, considering students' needs, resources, and contextual factors. The plan details the roles and responsibilities of all those involved in school guidance, student needs, school infrastructure, and other factors. In 2017, the National Centre for Guidance in Education (NCGE) published the

Whole school guidance framework following a collaboration with stakeholders and public consultation. This framework outlines the planning guidance services and competence development for students in guidance-related learning from the first year upto the sixth. It also provides the framework for the delivery of Guidance for all, Guidance for some, and Guidance for a few, based on the continuum of support model of the Department's National educational psychological service.

Guidance counsellors must be qualified teachers with recognized postgraduate qualifications in guidance. Guidance in post-primary schools encompasses the three elements of personal, career, and education counselling, delivered in classroom-based activities and one-to-one sessions with the guidance counsellor. Many schools include a "Career Guidance" section on the school website to provide general information for parents and students. Also, students can access work experience in the transition year Programme (fourth year) and attend college/university open days during the senior cycle (i.e., the fourth, fifth, and sixth year) in post-primary school.

Adult Education Guidance Service (AEGS)

The Adult Educational Guidance Service (AEGS) within the Education and Training Boards (ETBs) provides career guidance to students in further/ vocation education and training (FET/VET). The AEGS services work with adults and early school leavers over 16 years. Career guidance is provided within the sixteen ETBs. Training centres of the ETBs provide information and advice to students on career progression options. The AEGS supports people in exploring their further education and training options while developing a personal career progression plan. They provide free up-to-date information and guidance on education opportunities to the designated target groups, including early school leavers, the unemployed, lone parents, and disadvantaged adults. Also, the State Agency for Further Education and Training Authority, SOLAS, is developing new apprenticeship models and examining how guidance can be available for those accessing or attending apprenticeships.

The Career Guidance Counsellor assists the individual in identifying their unique strengths, experiences, and potential, taking a step-by-step approach to achieving their goals and reaching their full potential. The interventions reflect the social, psychological, educational, and economic situation. Guidance is on a one-to-one basis, where an individual is seen for up to an hour to consider options that include time to tell their story while giving space for articulating ambitions, goals, and achievements. And a practical exercise of matching educational choices to future careers and developing a career plan.

The guidance model followed by the career counsellor is an integrated model of adult educational guidance counselling which is inclusive of personal, educational, and vocational guidance, working in partnership at the local level, meeting a spectrum of guidance needs of the target groups, employing a range of methodologies including information provision, one-to-one guidance, group guidance and outreach provision based within the education and training boards.

Student Counselling Service/Career Advisory Office

Career advisory offices and student counselling services develop career guidance activities for students in universities and institutes of technology. The model of guidance provided depends on progression options to work or further studies and developments in the institution itself. Employability modules/career management skills is provided as an integrated element of course curriculum in some institutions with the agreement and collaboration with the academic staff. The method of service delivery is information, advice, and guidance via the helpdesk, quick queries, and one-to-one consultations. Career services in most institutions refer students to student support/ personal counselling services when appropriate.

Student counselling service/career advisory office is a confidential and free service available to all registered students enrolled in colleges and universities across Ireland. The service aims to provide easily accessible career guidance support to assist students in their educational and career decision-making process. There are four key steps in the process: knowing yourself (what motivates them); knowing what's out there (where the opportunities are); making a choice to pursue a particular role; and figuring out the steps to reach your goal.

Guidance counsellors assist students in exploring and planning their career ambitions by identifying and articulating how their learning experiences, in the classroom and outside (extra-curricular activities), contribute to career readiness. Career services and supports include Career planning and preparation - helping students understand how to plan their career, prepare them for job search, and raise awareness of the options available; Careers education - Programmes to develop student's personal and career insight, self-awareness, and development, and the skills of teamwork, communication, and leadership as well as developing cross-cultural awareness and preparation for the workplace. Counselling sessions with a career guidance counsellor usually last 40-60 minutes. The counsellor will discuss the frequency and number of sessions with you depending on your needs (usually weekly/bi-weekly and anywhere from 1 to 6 sessions).

Private 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 do not recommend individual guidance counsellor and does not accept responsibility for any private arrangement between guidance counsellors and clients.

Private career guidance counsellor offers career guidance and counselling to students, graduates, and adults in transition or seeking change. They support the individual to make informed choices about their career choices, future education, and employment opportunities. Private career guidance service is available through in-person or online appointments, including webinar access. Also, guidance for interviews, presentations, and job applications, including CV formatting, cover letters, application forms, personal statements, and specialized guidance for career decision-making and career change.

Online Career Guidance

Online career guidance provides help with CVs, applications and tests, career ideas, finding a job, internships, interviews, assessment centres, job descriptions, job offers, working life, and skills for getting a job. For example, GradIreland.com is accessed by third-level graduates.

3.4.2. 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

Intreo is Ireland's national employment service under the Department of Social Protection, responsible for employment and professional support for jobseekers and employers. Established in 2013, Intreo is a one-stop shop or single point of contact for all job seekers. It offers practical, tailored employment/ professional services and support for both job seekers and employers at a

local, regional, and national level. Employment guidance services are delivered nationally through the 63 local employment service offices.

Professional guidance counsellors at the Intreo offices work directly with individuals in preparing for and finding 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.

Local Employment Services Network (LESN)

Local Employment Service (LES) is a network of community-based employment services managed by local development companies and NGOs. LESN provide a free, friendly, and confidential service, with a range of supports to enable jobseekers secure employment. The networks act as a gateway or access point to a full range of opportunities for jobseekers. The LESN aims to meet the needs of each individual client and the local environment within which they operate.

LESN community-based model of guidance services incorporates activities to understand people experiencing complex challenges (rather than just skill deficits/lack of career clarity) and using therapeutic approaches (e.g., as simple as a friendly welcome, caring and listening) to positively impact a person's journey towards the labour market. These principles of high support and holistic employment focused guidance, directed towards the development of a career plan, aim to strengthen the human (skills and knowledge), social (connection with others) and psychological (hope, optimism, resilience, and efficacy) capital required to implement this plan.

Within the LESN, a range of services are available for individuals, including one to one career guidance meetings with guidance officers to discuss employment, self-employment options and opportunities; assistance with the identification of suitable courses and how to enrol if clients are interested; provision of information on schemes and work experience Programmes e.g. assistance in completing applications for work, review of CV's, cover letters and interview preparation; follow up with clients who have secured employment to determine if they require any further assistance with training and education to further up-grade their skills; clients have access to the LESN weekly newsletter. The jobs newsletter contains a list of local jobs advertised in local and national media and forwarded to the LESN by local employers.

Seetac

Seetac is a private company with skilled professionals across Ireland supporting 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 counsellors offer a face-to-face meeting for personalized individual assessment and a tailored personal progression plan. The guidance counsellor assesses the skills, experience, confidence level, needs, and work goals of the individual and helps create a career progression plan that will include activities, actions, and job-focused targets. Individuals will have access to training and development support, including online modules, work placements, careers advice, self-employment advice, and Seetec's online training tools.

JobsIreland.ie

JobsIreland.ie is Ireland's national online platform for job advertising and recruitment service. It is a one-stop shop that connects employers and jobseekers. The online service provides professional guidance on developing tailored CV, writing cover letters, and preparing for job interviews.

3.4.3. Entrepreneurship guidance

Student Enterprise Programme

The Student Enterprise Programme is an exciting and rewarding Programme that encourages students to try their hand at running a business and become entrepreneurs while still in school. It is Ireland's biggest enterprise education Programme for young student entrepreneurs (< 18 years) taking part each year from September to May. Students get to set up their own businesses and do everything a real-life entrepreneur would do, from coming up with the business idea to marketing & writing a business plan.

The student Enterprise Programme designated Student Enterprise Co-ordinator will guide student entrepreneurs in enhancing creativity, improving communication skills, providing practical uses for business studies topics, encouraging students to consider self-employment as a career choice, equipping students with the skills to set up and run their own business, combining classroom learning with real-life experiences, and providing them the opportunity to meet and learn from entrepreneurs in the local community, including visits by local entrepreneurs, excellent PR opportunities for schools, and excellent mentorship support tools for students and schools.

Skillnet Ireland

Skillnet Ireland is a business support agency of the Government of Ireland, responsible for advancing competitiveness, productivity, and innovation of businesses through enterprise-led workforce development. Its mission is to facilitate increased participation in enterprise training and workforce learning in Ireland. Skillnet has developed bespoke Programmes to ensure enterprises have the skills to thrive. For instance, MentorsWork is a 12-week business-support Programme that provides targeted support to help SMEs across Ireland sustain and improve their business.

Mentors/guidance counsellor assists the business owner 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. The guidance counsellor/business mentors provide individuals with innovative Programmes, including manufacturing, cyber security, wind energy, software Programming, digital marketing, customer service, logistics, and warehousing.

Chambers Ireland

Chambers Ireland is the largest Irish business network, with a geographic reach and membership base that spans cities, towns, and communities nationwide. It is the largest Irish business network, with membership base that spans cities, towns, and communities nationwide. The chambers work closely with SMEs to help them thrive in the business environment. Members of the chambers work with local business leaders helping their businesses find opportunities and helping them to expand their client base.

Members of the chambers understand the concerns of small enterprises and are positioned to provide guidance. The members play a vital role in supporting individual enterprises across every sector in achieving their goals. The Chambers provide training and networking opportunities for entrepreneurs to develop their business skills and talent – ensuring they can learn from our experiences and work closely with SMEs to help them thrive in the business environment. Members of the chambers work with local business leaders helping their businesses find opportunities and helping them to expand their client base.

Local Enterprise Office

The Local Enterprise Offices is a one-stop shop for seeking information and support on starting or growing a business in Ireland, whether you are a new entrepreneur or an existing small business owner. The Local Enterprise Office provides advice, information, and support to individuals for starting or growing their businesses. With 31 dedicated teams across the Local Authority network in Ireland, Local Enterprise Offices offer advice on local property solutions for start-ups and business expansions, organize key enterprise events, facilitate effective business networking, and promote entrepreneurship education in the local community.

Local enterprise office advisor/guidance counsellor links individuals with mentors (experienced experts) in developing their business plan and helps micro-enterprises to deliver on their business idea by providing business information, advisory services, enterprise support, and a range of alternative funding options available. They provide high-quality training to meet the needs of enterprises, including starting own business, managing business portfolios, marketing, sales, financial management, strategy and business planning, advice on local authority regulations, planning, accessibility, environment, procurement, and other issues affecting your business, and guide entrepreneurs to the services most relevant to support their growth and development of their business.

Enterprise Ireland

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. In this way, they support sustainable economic growth, regional development, and secure employment. Enterprise Ireland offers customized management development Programmes, delivered in collaboration with leading international providers, to inspire business leaders to equip them with the tools and techniques to operate more effectively and to achieve business results in international markets.

Enterprise Ireland works with entrepreneurs across the business development spectrum - from early-stage entrepreneurs to established business owners and Irish multinational companies. A range of services is extensive, from funding to making introductions in international markets; funding supports - a range of supports for start-ups, expansion plans, and R&D business plans; export assistance - including the provision of in-market services, local market information, and the facilities of our international office network; supports to develop competitiveness - helping companies to become leaner to make them more competitive in the international markets; incentives to stimulate in-company R&D - new product, service, and process development to ensure sustainability and growth through the evolution of products and services.

Services are made available to clients through Enterprise Ireland Development Advisers. The development advisers work with companies through all stages of business development - from start-ups to established small and medium-sized enterprises, right through to Irish international companies with the ability to achieve significant scale. The Development Adviser is responsible for assessing client business needs and agreeing with them on how Enterprise Ireland might best be able to help them in their business. The Development Adviser can make introductions to other specialists within Enterprise Ireland, such as In-Market Advisers, Technology Advisers, Human Resource Development Advisers, and Investment Advisers.

3.4.4. Guidance for Persons with Additional 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 organizations offer a range of career and professional/employment services to persons with disabilities.

Oireachtas Work Learning Programme (OWL)

The Oireachtas Work Learning (OWL) and Training Programme is an applied learning, development, and socialization Programme for young adults with an intellectual disability. The Programme is based on the Supported Employment Model and aims to provide an applied learning experience to trainees in a busy work setting. OWL trainees receive applied learning experience in a work setting. The OWL graduate Programme aims to find meaningful and viable employment in civil and public service. It provides blended work experience placements and sourcing work experience placements across other Civil Service organizations. The training Programme is managed by two sponsor organizations and two voluntary bodies.

Guidance counsellors work with people with disabilities to support them in developing the skills that will lead them to paid employment in the open labour market.

EmployAbility Service

EmployAbility service is Ireland's national employment and recruitment service for people with disability, an injury, or an illness to get and keep a job. It is a government-supported professional service that provides a job coach/counsellor to people with disabilities. The EmployAbility Service works through sponsor organizations in local communities and voluntary organizations on behalf of the Department of Employment Affairs and Social Protection (DEASP). The service provides career advice and employment support by assigning a job coach to individuals who desire it. Career advice includes identifying individual skills and helping them to search, apply and find a job; matching individuals' skills with employers' needs; supporting individuals to adjust to the workplace after securing a job; and advising on employee benefits and entitlements.

The job coach/guidance counsellor provides support by identifying the individual skills, interests, and aspirations and matching suitable employment opportunities. Also, a guidance counsellor examines the various tasks involved in the job and supports the individual in developing the technical and social skills needed to do the job.

Inspired

Inspired is a not-for-profit organization that provides services for adults with mild to moderate intellectual disabilities who have completed post-primary or secondary school. The organization believes that people with intellectual disabilities should be an integral part of society, having equal rights to participate in education and employment. Students can develop valuable life skills that will positively impact their independence and well-being. Engaging, practical, and interactive methods are used to teach literacy and numeracy skills, digital literacy skills, science, technology, engineering, and maths (STEM) skills, and social-emotional learning (SEL).

At Inspired, guidance counselling focuses on individual ability, enabling participants to achieve their full potential by encouraging personal choices, supports participants in exploring job options while identifying their career goals. The service is on the delivery of continued learning and employment support for each participant. Guidance coordinator at Inspired uses a person-centred approach, working together with participants to explore their skills, interests, and career aspirations. Work placement and training opportunities follow on from this, as the participant is

supported on their journey towards employment. Inspired also delivers a bespoke career guidance transition Programme to senior students in local schools.

Specialisterne

Specialisterne is a private specialist consultancy for neurodivergent people (autistic people, those on the autism spectrum, with ADHD, dyspraxia/DCD, dyslexia, and similar neurodiversity), supporting them into employment. Specialisterne matches the skills and characteristics of these individuals with roles that will suit their unique ways of working while also harnessing their strengths. Also, they help them find employers who will make the most of their abilities while appropriately accommodating their challenges.

Guidance counsellors work with these individuals to identify their strengths and provide life coaching, career coaching, health and wellness coaching, and parent coaching.

WALK

Walk facilitates individuals to fulfil their career and employment ambitions in life by supporting them to realize their potential, access opportunities, and build their natural supports. WALK Programmes support adults who have an intellectual disability and wish to explore the world of work and experience paid employment.

Guidance counsellors provide participants with professional job coaching that will advance their career development, and personal growth, increase confidence and self-esteem, and increase skills development and decision-making while providing necessary training and support for the employer.

Open Doors

The Open Doors Initiative provides pathways to education, employment, and entrepreneurship for marginalized people, including refugees, asylum seekers, and migrants, people with disabilities and disadvantaged youth, LGBTIQ+, people with a criminal past, and any intersectionality between the groups to work through training, education, employment, and entrepreneurship.

Guidance counselling involves further training and skill development, CV preparation advice, and mentorship supports for successful employment.

4. Conclusions of the SWOT analysis of the existing GSM and interviews with GSPs

4.1. SWOT analysis of the Existing GSM

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. SWOT Analysis is a tool that can help to analyse what a model or a system presents the best now, and to devise a successful strategy for the future.

4.1.1. Common strengths of the existing GSM in Croatia, Ireland, Slovenia, and Spain

Descriptions of the existing GSM and SWOT analyses show strengths:

- Existence of educational and vocational guidance services and nation-wide career guidance centres for post-primary, second level and third level students including adult guidance.
- A diversified network of Guide service provider (adviser) at different stages of the career path.
- Decentralisation of guidance - local and regional, large presence of such services throughout the national territory and adequate, accessible career guidance centre within the local communities
- Existing of specialised career guidance for people with special needs, entrepreneur's numerous organizations that offer information/help to farmers.
- Mostly free of charge

4.1.2. Common weaknesses of the existing GSM in Croatia, Ireland, Slovenia, and Spain

Descriptions of the existing GSM and SWOT analyses show weaknesses:

- **Networking** between guide service provider (advisers, career counsellors) professional advisers and other stakeholders on **job market of MA** is not established, also information and contacts are scattered.
- Visibility of the GSP activities from different organisations is not clear.
- Information on MA and rural development among general GSP and on the part of Public Administrations is poor.
- There is low awareness between farmers of the lifelong learning/training in professional and soft skills and bad transparency of non-formal training especially because there insufficient IT literacy of farmer (especially the elderly).
- More sufficient financial resources for better quality information and skilled GSP are needed (lack of expert GSP in newer/modern profession or in response to the changes and needs in the labour market).

4.1.3. Common opportunities of the existing GSM in Croatia, Ireland, Slovenia, and Spain

Descriptions of the existing GSM and SWOT analyses show opportunities:

- Awareness of opportunities in the areas of **multifunctional agriculture and rural development**, maintaining and expanding rural jobs and maintaining rural population density, organization of promotional activities, workshops, and networking opportunities as well as changing the production systems.
- Identification of **new career paths** within **multifunctional agriculture and rural areas**, the possibility of continuous education and training in the field of a certain profession, use of various training opportunities abroad, motivation for lifelong learning and updating of training in the field of multifunctional agriculture, and in newer profession e.g., Big Data etc
- Improved **communication and information** among the stakeholders in the multifunctional agriculture labour market, the common point of information gathering, communication, and cooperation between guide service providers from different fields.
- Better connection of different economic sectors within the country (e.g. agriculture - tourism), generation of **new business models**, and improvement of the financial and economic profitability of farms.
- Mutual **connection with research organizations** to apply for "bigger" projects, applications for projects financed by the European Union, and the possibility of using structural funds ensuring funds for better information of farmers.

4.1.4. Common threats of the existing GSM in Croatia, Ireland, Slovenia, and Spain

Descriptions of the existing GSM and SWOT analyses show treats:

- Reduced funding for advisory work
- Reduced funding for agriculture and rural development, lack of continuous measures and support for agricultural development
- Competitiveness of other professions, reduced interest in multifunctional agriculture, and resistance to change and to introduce innovations in the agricultural sector.
- Unfavourable legislation concerning the work of advisers and the conditions for formal and non-formal training.
- Role conflict for guidance service provider who are often required to move between administrative duties and the demands of professional practice, creating ambiguity and tensions, and Insufficient availability of services for micro-entrepreneurs.

4.2. Conclusions of interviews with GSPs

As the existing GSM covers the four different areas of consulting/guiding, the choice of GSPs for interviews from the general and professional fields was suitable. Read the interviews at the appendix.

4.2.1. Comments on existing GSM

The improvement of GSM must ensure the flow of information to connect the whole range of different support institutions and to ensure a sustainable flow of information and cooperation between the institutions involved in the career cooperation process/guide service.

It seems important to establish the possibility of long-term counselling/guidance and, at the same time, to raise awareness of the importance of lifelong learning.

The model should be upgraded by including education and stressing the importance of communication and cooperation. Building on the personal knowledge, skills, and preferences of individual job seekers and linking them to specialist areas.

In addition to continuous professional development and in-house training for GSP, services can achieve good practice by ensuring they promote ethical standards and behaviour. Strengthen links with professional, research, and training associations.

4.2.2. What do GSPs do?

Career guidance after leaving education and during retraining, before entering the labour market, advice, and motivation for independent learning. The clients are adults aged 15 and over, often vulnerable groups, including the long-term unemployed, school leavers, the unemployed elderly, the less educated employed, the homeless, foreigners, people from rural areas (mainly due to the difficulty of accessing education), in addition to people with disabilities.

Career guidance follows well-defined stages/processes where the individual and counsellors are involved in developing and implementing a career action plan. The guidance process involves in-person interaction with the guidance practitioner working together to identify key strengths, career identity, and learning needs. Successful implementation of a career plan relies heavily on the person-practitioner relationship and commitment.

Providing information on new developments in training programmes (IP). For guidance GSPs in primary and secondary schools (on new developments in vocational education, the importance of the Personal Achievement Map, individualised approaches, pedagogical methods and forms of work, etc.).

In the professional field GSP specializes in agriculture and environmental management, as well as a career counsellor, working with students and alumni of agrarian VET, as well as occupational training.

4.2.3. Competencies needed for GSPs

At daily work, GSPs need the following skills and competencies:

- different forms of communication,
- different forms of motivation,
- obtaining, selecting, and transferring different information related to obtaining formal and non-formal education or retraining, and possibilities of financing education...
- digital competencies,

- cooperation with different stakeholders,
- pedagogical and pedagogical skills,
- ability to manage projects,
- work as a team in diverse groups,
- prepare and deliver training for different target groups of teaching staff at different levels and subject areas,
- ability to find compromises, critical thinking, focus on the student's well-being,
- ability to empathise,
- document interactions and progress with people who are job seeking,
- accommodate diversity,
- collect, analyse, and use information,
- convey information clearly when speaking and writing.
- ability to motivate.

Skills and competencies that are missing to respond to the rapid changes in the labour market

- higher levels of digital literacy,
- monitoring trends and future careers,
- different ways and forms of communication depend on the specific vulnerable groups and individuals,
- communication and understanding of specific areas of expertise, e.g. understanding training programmes and acquisition of competencies,
- perceiving the need for non-formal training

Conclusions of the SWOT analysis of the existing GSM and interviews with GSPs were starting points to develop/upgrade the existing GSM and develop a curriculum and training content for GSPs within AgriNext GSM.

Part two

5. New guidance service model

New GSM upgrade the existing GSM and a simplified presentation of the essential findings and analyses of the existing GSM.

At the heart of the model is the MA job market, which emphasizes.

- employers involved in the labour market in the MA field.
- individual people (students, job seekers...) who need a personalized approach on their career path.
- rural opportunities, which can be starting points for formal and informal education and new business models of farming.

The first round of new GSM shows the **Information Exchange Spot** which could be performed in the form of a digital platform and a Business Incubator for Rural Excellence, which will be developed for the field of Multifunctional Agriculture in the AgriNext project.

The other three circles highlight the different levels of activity of all stakeholders involved in the career guiding process:

- second round/first level: consultants who work directly with providers and demanders on the labour market.
- third round/second level: intermediate advisers who pass on information from the third level, where there are political decision-makers and implementers who, in accordance with the adopted strategies and legal acts, educate advisers from the first level
- fourth circle: political decision-makers and executors of EU and national policy.

Arrows within each circle/level and arrows between levels indicate communication channels and information exchange.

The existing GSM model, which shows the four areas of guiding service (general, professional, entrepreneurial and people with additional needs), is useful for all types of GSP, as it gives them a good overview of organizations and their roles in career counselling. The centre of the model draws attention to the specific labour market in the field of MA, where employers are farms, farms with complementary activities, agricultural cooperatives, ...

The new GSM model is an upgrade or a supplement to the old one and is primarily intended for political decision-makers and implementers of laws and for the other stakeholders in the job market of MA. It pays attention to the opportunities in rural development and emphasizes communication and information exchange between different GSPs.

5.1. Description of New GSM in English

List of Abbreviations

GS	Guidance service
GSM	Guidance service model
GSP	Guidance service provider
MA	Multifunctional Agriculture
VET	Vocational education and training
IES	Information exchange spot



Figure 1: New Guidance Service Model (English)

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, emigration, 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, adaptability of the learning system) in the following areas:

- **Technological developments:** precision farming, which is using innovative technologies, presenting a farm management concept capable of increasing long-term efficiency, managing uncontrolled changes, and reducing negative environmental impacts, involving chemical and microbiological solutions for environmentally friendly and economically efficient farming, and implementing innovative solutions/approaches to prevent climate change.
- **Climate change:** introducing new production and farming technologies, promoting sustainable use of natural resources, especially water and soil, zero-waste circular economy, and renewable energy sources.
- **Digitalisation and robotics:** use of digital tools and robotics to plan, monitor, evaluate and find solutions for economic and ecological production, processing of agricultural products, replacing labour in demanding and hazardous tasks, improving communication, marketing, and management, and introducing simulation modelling.
- **Conservation and protection of nature and cultural heritage:** raising awareness of the importance of protecting nature, motivation to change traditional agriculture, and opportunities in MA etc.
- **Adaptations in occupational safety:** social and technological developments are creating new forms of health protection and a healthy environment.
- **Multifunctional agriculture, reflected in its role in rural areas:** agricultural production and processing - impacts on the environment and the landscape. Social and economic impacts on rural areas and, in connection with this, the possibilities of extending and upgrading the basic farming activities - rural tourism, processing of agricultural products, marketing of agricultural products, agricultural machinery services, educational activities, care for the elderly and disabled, various forms of rehabilitation such as the use of agricultural machinery etc. Rural recreational activities - field adventures, competitions, training, walking, meditation, and new sporting activities.
- **Entrepreneurship and marketing:** integration into the entrepreneurial ecosystem, finding niche markets and new forms of marketing, developing new business models in intra-sectoral and cross-sectoral integration etc.
- **Management and governance:** enhancing skills in managing agricultural holdings, various forms of enterprises and associations, raising and investing finance, and governance in risky situations.
- **Legislation and regulation:** compliance of work and management with legislation, and opportunities to influence changes in legislation.
- **Functional literacy:** ensuring understanding of instructions, regulations, procedures, forms etc.
- **Communication skills:** for business and marketing purposes, professional communication, social networks and the internet, and interpersonal communication.

- **Personal growth:** balancing work, leisure and family life, and the importance of lifelong learning.
- **Rural connectivity and accessibility:** addressing challenges related to rural connectivity and accessibility, including infrastructure development and digital connectivity.
- **Building alliances within and across sectors:** encouraging collaboration and partnerships within and across sectors to leverage resources, expertise, and opportunities.
- **Education of ethical attitudes:** fostering ethical attitudes related to sustainable development, animal husbandry, climate change, socially responsible work, tolerance, equality etc.

The labour market in the field of MA is intertwined with:

- **Labour supply (employers):** farms, farms with complementary activities, production and processing enterprises, cooperatives, farmers' associations, public services - advice, research, training, policy implementation, project work etc.
- **Demand for work and search for new opportunities:** jobseekers, unemployed, pupils, students. Some of them are included in vulnerable groups such as people with disabilities, foreigners, people with disabilities, long-term unemployed etc.

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

- GSPs - who have direct contact with labour market participants and provide certain public services, working in the field of formal and non-formal education, in the field of lifelong learning, counsellors for people with disabilities interest associations, private counsellors etc.
- GSPs/intermediaries - acting as intermediaries, operating at the following level, and linking policy makers 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. From the analysis of the current GSM of the other AgriNext partners, there are many organisations in the field of guidance that have very well-developed guidance concepts and excellent platforms in place. However, we find that the integration between the different organisations and advisors is poor, as well as the flow and transparency of information regarding advice in the field of MA.

We therefore propose that: a level of "information exchange spot" - IES for multifunctional agriculture be introduced in the GSM, which would be an information exchange point 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, and policy makers). The IES would be organised physically (it could be integrated into an existing organisation) by region and a single platform would be created. The IES would 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 "competences market" where competences needed by employers and

those offered by job seekers are gathered, etc., and a digital tool to ensure compatibility between the competences needed and those offered. The IES should be kept up to date.

There is a need for training and dissemination among stakeholders in the field of MA and in society in general.

Within the model, training for career and other counsellors, teachers, trainers, and mentors will be set up to raise awareness on MA.

The work of counsellors in different fields and at different levels must be defined by the majority as public services working in the public interest, independent of various internal and external influences (changes in the labour market, demographic changes, economic changes, political options etc.).

The roles of counsellors at different levels in the model must be clearly defined: responsibilities, role, tasks, target groups, and cooperations 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/employer-oriented. It will also be necessary to target specific employers who are potential for a given user and to guide them through well-posed questions to 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 would be more effective.

GSPs/practitioners should use a Learner-Centered Instruction approach in their work. It could include:

- Considering user's knowledge and experience.
- The user is encouraged to choose between different training contents and activities.
- The user's mother tongue and cultural habits are a resource for further career development.
- Advice should be tailored to the user's needs and competences.

In this method, counsellors suggest the following to the users:

- **The content of the guidance given by the counsellor is in line with the user's needs and competences.**
- **Offer guidance, resources, and support to help individuals make informed decisions about their careers.**
- **The role of the counsellor in the career guidance process is to establish trust and a safe environment, the counsellor guides the interview in the way that user comes to a solution on his/her/their own.**

The user and the GSP work together to set the goals and the individual steps to achieve them.

The user is expected to be responsible, interested, conversational, cooperative, creative, and reflective on the advice given. With the help of the counsellor, the user develops skills in career planning and management, decision-making and in dealing with more complex barriers to employment.

The counsellor-practitioner must have a good knowledge of the employer's requirements, wishes and expectations, which are not fully specified in the calls for tenders, and must therefore make personal contact with the employer and, if necessary, with school and professional counsellors.

School counsellors and university-based career centres should liaise with the practical training organisers who accompany the trainees during the training with the employers.

Counsellors and intermediaries in different fields (career guidance, multifunctional agriculture, business advice, advice for people with disabilities, etc.) should also be well informed about the policies implemented by the relevant ministries and the funding possibilities and competences of the various organisations implementing these policies. They should also be actively involved in the design of these policies and in the allocation of funding, as they work with the consultant-practitioners who are directly active in the labour market.

Their tasks and responsibilities are to bring together the various stakeholders, to analyse and monitor information in a bottom-up as well as a top-down system, to pass on information to the implementing consultants, to educate and train them, and to provide individual advice to the implementing agents, etc.

5.2. Description of New GSM in Croatian

Popis kratica

UU	Usluga usmjeravanja
MUU	Model usluge usmjeravanja
PUU	Pružatelj usluge usmjeravanja
MP	Multifunkcionalna poljoprivreda
SOO	Strukovno obrazovanje i osposobljavanje
MRI	Mjesto za razmjenu informacija

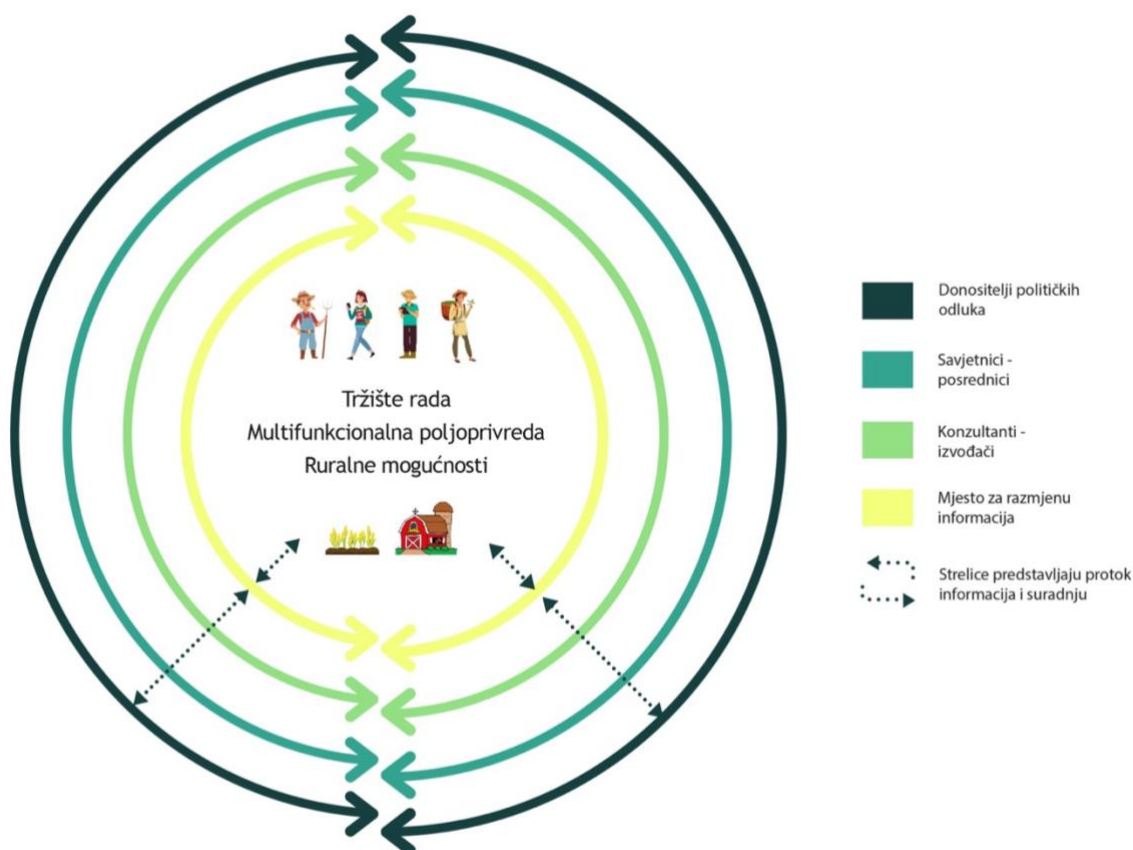


Figure 2: Novi Model usluge usmjeravanja (CRO).

Model je fokusiran na tržište rada za multifunkcionalnu poljoprivredu (MP) i ruralne mogućnosti. Ponuda i potražnja za radnom snagom unutar poljoprivrednog sektora fluktuiraju ovisno o demografskim kretanjima (starenje stanovništva, iseljavanje itd.), poljoprivrednoj i ekološkoj politici, klimatskim promjenama, tehnološkom razvoju, digitalizaciji i robotizaciji, interesu mladih za multifunkcionalnu poljoprivredu i očuvanje ruralnih područja, itd. Kao odgovor na brze promjene na tržištu rada, model identificira prilike koje se manifestiraju u okviru [Zajedničke poljoprivredne politike 2023.-2027.](#) i drugih strateških dokumenata, koji su u skladu s održivim

razvojem i [Europskim zelenim planom](#), a služe kao polazište za nove inicijative u obrazovanju i osposobljavanju.

Model sugerira mogućnosti za stvaranje novih formalnih i neformalnih izobrazbi kao odgovor na brze promjene na tržištu rada u području MP i mogućnosti integracije u postojeće formalne izobrazbe (fleksibilnost, prilagodljivost sustava učenja) u sljedećim područjima:

- **Tehnološki razvoj:** precizna poljoprivreda, koja koristi inovativne tehnologije, predstavlja koncept upravljanja farmom koji može povećati dugoročnu učinkovitost, upravljati nekontroliranim promjenama i smanjiti negativne utjecaje na okoliš, uključujući kemijska i mikrobiološka rješenja za ekološki prihvatljivu i ekonomski učinkovitu poljoprivredu, implementirati inovativna rješenja/pristupe za sprječavanje klimatskih promjena...
- **Klimatske promjene:** uvođenje novih proizvodnih i poljoprivrednih tehnologija, promicanje održivog korištenja prirodnih resursa, posebice vode i tla, kružno gospodarstvo (zero-waste), obnovljivi izvori energije...
- **Digitalizacija i robotika:** primjena digitalizacije i robotike za planiranje, praćenje, procjenu i pronalaženje rješenja za ekonomičnu, ekološku proizvodnju i preradu poljoprivrednih proizvoda, zamjena radne snage na zahtjevnim i opasnim poslovima, poboljšanje komunikacije, marketinga i upravljanja, uvođenje simulatora...
- **Očuvanje i zaštita prirode i kulturne baštine:** podizanje svijesti o važnosti zaštite prirode, motivacija za promjenu tradicionalne poljoprivrede, mogućnosti u MP i dr.
- **Prilagodbe u zaštiti na radu:** društveni i tehnološki razvoj, stvaraju nove oblike zaštite zdravlja i zdravog okoliša.
- **Multifunkcionalna poljoprivreda u ruralnim područjima:** poljoprivredna proizvodnja i prerada - utjecaj na okoliš i krajolik - društvena uloga u ruralnim područjima te mogućnosti proširenja i nadogradnje osnovne poljoprivredne djelatnosti: seoski turizam, prerada poljoprivrednih proizvoda, marketing poljoprivrednih proizvoda, usluge poljoprivredne mehanizacije, obrazovne djelatnosti, skrb za starije i nemoćne osobe, razni oblici rehabilitacije, npr. korištenje poljoprivredne mehanizacije i sl., sport: tereni, natjecanja, treninzi, novi oblici sporta...
- **Poduzetništvo i marketing:** integracija u poduzetnički ekosustav, pronalaženje tržišnih niša i novih oblika marketinga, razvoj novih poslovnih modela u unutarsektorskoj i međusektorskoj integraciji itd.
- **Menadžment i upravljanje:** usavršavanje vještina upravljanja poljoprivrednim gospodarstvima, razni oblici poduzeća i udruga, prikupljanje i ulaganje financijskih sredstava, upravljanje u rizičnim situacijama...
- **Zakonodavstvo i regulativa:** usklađenost rada i upravljanja sa zakonodavstvom, mogućnosti utjecaja na izmjene zakonodavstva...
- **Funkcionalna pismenost:** osiguravanje razumijevanja uputa, propisa, procedura, obrazaca, itd.
- **Komunikacijske vještine:** za poslovne i marketinške svrhe, profesionalna komunikacija, društvene mreže i internet, međuljudska komunikacija...
- **Osobni razvoj:** usklađivanje posla, slobodnog vremena i obiteljskog života, važnost cjeloživotnog učenja.

- **Ruralna povezanost i pristupačnost:** rješavanje izazova povezanih s ruralnom povezanošću i pristupačnošću, uključujući razvoj infrastrukture i digitalnu povezanost.
- **Izgradnja saveza unutar i između sektora:** poticanje suradnje i partnerstva unutar i između sektora kako bi se iskoristili resursi, stručnost i prilike.
- **Odgoj etičkih stavova:** njegovanje etičkih stavova vezanih uz održivi razvoj, stočarstvo, klimatske promjene, društveno odgovoran rad, toleranciju, jednakost i dr.

Tržište rada u području MP isprepleteno je sa sljedećim:

- **Ponuda radne snage (poslodavci):** poljoprivredna gospodarstva, gospodarstva s dopunskim djelatnostima, proizvodna i prerađivačka poduzeća, zadruge, udruge poljoprivrednika, javne službe - savjetovanje, istraživanje, obuka, provedba politika, projektni rad...
- **Potražnja za poslom i traženje novih prilika:** tražitelji posla, nezaposleni, učenici, studenti. Neki od njih uključeni su u ranjive skupine kao što su osobe s invaliditetom, stranci, osobe s invaliditetom, dugotrajno nezaposleni itd.

Savjetnici koji se susreću s poslodavcima i tražiteljima posla dolaze iz različitih područja kao što su savjetovanje o karijeri, profesionalno savjetovanje, savjetovanje za osobe s invaliditetom i djeluju na različitim razinama kako je navedeno u MUU-u:

- savjetnici - imaju neposredan kontakt sa sudionicima na tržištu rada i pružaju određene javne usluge, djeluju u području formalnog i neformalnog obrazovanja, u području cjeloživotnog učenja, savjetnici su za interesne udruge osoba s invaliditetom, privatni savjetnici i dr.
- konzultanti - djeluju kao posrednici na idućoj razini i povezuju donositelje politike s osobama koje to prakticiraju.
- donositelji političkih odluka i financijeri - dionici koji utječu na odluke o politici i financiranju.

Strelice unutar MUU-a označavaju suradnju i razmjenu informacija između različitih savjetnika unutar i između različitih razina. Iz analize trenutnog MUU-a drugih AgriNext partnera, jasno je da postoji mnogo organizacija u području savjetodavstva koje imaju vrlo dobro razvijene savjetodavne koncepte i izvrsne platforme. Međutim, smatramo da je integracija između različitih organizacija i savjetnika loša, kao i protok i transparentnost informacija u vezi sa savjetima u području MP. Stoga predlažemo sljedeće: da se u MUU uvede razina „mjesto za razmjenu informacija“ - MRI za multifunkcionalnu poljoprivredu, koja bi bila točka razmjene informacija za sva gore navedena područja (savjetovanje u karijeri, profesionalno savjetovanje, poslovno/financijsko savjetovanje, savjetovanje za osobe s invaliditetom, itd.) i razinama (agenti za savjetovanje, savjetnici posrednici i kreatori politika). MRI bi bio organiziran fizički (mogao bi se integrirati u postojeću organizaciju) po regijama i stvorila bi se jedinstvena platforma. MRI bi uključivao kratke opise i poveznice za sve potrebne platforme, zbirku svih projekata s kratkim opisima i poveznicama, kratke opise svih organizacija i kontakt osoba odgovornih za svako područje savjetovanja, zbirku svih formalnih i neformalnih obrazovanja i osposobljavanja, „tržište kompetencija“ - digitalni alat za osiguravanje kompatibilnosti između potrebnih i ponuđenih kompetencija gdje se nalaze sve kompetencije koje traže poslodavci i kompetencije koje nude tražitelji posla. MRI model treba učestalo ažurirati.

Općenito, postoji potreba za obukom i razmjenom informacija između dionika u području MP i u društvu.

U okviru MRI modela organizirat će se obuka za karijerne i druge savjetnike, nastavnike, edukatore i mentore kako bi se podigla svijest o MP.

Rad savjetnika u različitim područjima i na različitim razinama se moraju definirati kao javne službe koje rade u javnom interesu, neovisno o raznim unutarnjim i vanjskim utjecajima (promjene na tržištu rada, demografske promjene, ekonomske promjene, političke opcije...).

Uloge savjetnika na različitim razinama u modelu moraju biti jasno definirane: odgovornosti, uloga, zadaci, ciljna skupina, suradnja, itd.

Prema analizama pregleda dosadašnjih modela profesionalnog usmjeravanja, konzultanti - pružatelji usluga više su orijentirani na korisnika, a manje na poslodavca. Također, potrebno je ciljati na konkretne poslodavce koji su potencijalni odabir za određenog korisnika i voditi ih kroz dobro postavljena pitanja do željenih informacija potrebnih za savjetovanje korisnika... Povezivanjem s drugim dionicima na multifunkcionalnom poljoprivrednom tržištu i savjetnicima/stručnjacima, suradnja između poslodavca i zaposlenika bila bi učinkovitija.

Savjetnici - praktičari u svom radu koriste pristup poučavanja usmjerenog na učenika/korisnika:

- Obzirom na znanje i iskustvo korisnika.
- Korisnik se potiče na izbor između različitih sadržaja i aktivnosti obuke.
- Korisnikov materinski jezik i kulturne navike su resurs za daljnji razvoj karijere.
- Savjeti trebaju biti prilagođeni potrebama i sposobnostima korisnika.
- U ovoj metodi savjetnici sugeriraju korisnicima sljedeće: **Sadržaj smjernica koje daje savjetnik usklađen je s potrebama i kompetencijama korisnika.**
- **Nude smjernice, resurse i podršku kako bi pomogli pojedincima da donesu informirane odluke o svojoj karijeri.**
- **Uloga savjetnika u procesu profesionalnog usmjeravanja je uspostaviti povjerenje i sigurno okruženje, savjetnik vodi razgovor na način da korisnik sam dolazi do rješenja.**

Korisnik i PUU zajedno postavljaju ciljeve i pojedinačne korake za njihovo postizanje.

Od korisnika se očekuje da bude odgovoran, zainteresiran, razgovorljiv, kooperativan, kreativan i promišljen o danim savjetima. Uz pomoć savjetnika, korisnik razvija vještine planiranja i upravljanja karijerom, donošenja odluka i suočavanja sa složenijim preprekama zapošljavanju.

Savjetnik - praktičar mora dobro poznavati zahtjeve, želje i očekivanja poslodavca koji nisu u cijelosti navedeni u natječajima, te stoga mora ostvariti osobni kontakt s poslodavcem, a po potrebi i sa školskim i stručnim savjetnicima.

Školski savjetnici i sveučilišni centri za karijerno savjetovanje trebali bi se povezati s organizatorima praktične nastave koji prate obuku tijekom izobrazbe kod poslodavaca.

Savjetnici - posrednici u različitim područjima (profesionalno usmjeravanje, multifunkcionalna poljoprivreda, poslovni savjeti, savjeti za osobe s invaliditetom itd.) također bi trebali biti dobro upoznati s politikama koje provode nadležna ministarstva te mogućnostima financiranja i nadležnostima različitih organizacija koje provode te politike. Trebali bi biti aktivno uključeni u osmišljavanje tih politika i raspodjelu sredstava, budući da rade sa savjetnicima - praktičarima koji su izravno aktivni na tržištu rada.

Njihovi zadaci i odgovornosti su okupiti različite dionike, analizirati i pratiti informacije u sustavu odozdo prema gore i obrnuto, prenijeti informacije konzultantima za provedbu, educirati ih i obučavati, pružati individualne savjete provedbenim agentima, itd.

5.3. Description of New GSM in Slovenian

Seznam okrajšav

KS	Karierno svetovanje
MKS	Model kariernega svetovanja
VK	Večnamensko kmetijstvo
IZM	Informacijsko izmenjevalno mesto



Figure 3: Nov model kariernega svetovanja (SLO).

V središču modela je trg dela na področju večnamenskega kmetijstva (VK) in priložnosti, ki jih ponuja podeželje. Ponudba in povpraševanje po delovni sili znotraj kmetijskega sektorja nihata glede na demografska dogajanja (staranje prebivalstva, izseljevanje,...) kmetijsko in okoljsko politiko, podnebne spremembe, razvoj tehnologij, digitalizacijo in robotizacijo, interes mladih za večnamensko kmetijstvo in ohranjanje podeželja itn. Priložnosti na področju VK in priložnosti podeželja, ki se kažejo znotraj [Skupne kmetijske politike 2023 do 2027](#) in ostalih strateških dokumentov, ki so v skladu s trajnostnim razvojem ter [Evropskim zelenim dogovorom](#) so izhodišča za nova izobraževanja in usposabljanja, ki predstavljajo odgovore na hitre spremembe trga dela.

Priložnosti za oblikovanje novih formalnih in neformalnih izobraževanj, ki so odgovor na hitre spremembe na trgu dela na področju VK in možnosti vključevanja v že obstoječa formalna izobraževanja (fleksibilnost, prilagodljivost učnega sistema) so v/pri:

- Tehnološkem razvoju: precizno kmetijstvo - PK (z uporabo inovativnih tehnologij predstavlja koncept upravljanja kmetijskih gospodarstev, s pomočjo katerega je mogoče dolgoročno povečevanje učinkovitosti, obvladovanje nenadzorovanih sprememb in zmanjševanje negativnih vplivov na okolje), kemične in mikrobiološke rešitve za okolju prijazno in ekonomsko učinkovito kmetovanje, inovativne rešitve za preprečevanje podnebnih sprememb...
- Podnebnih spremembah: uvajanje novih tehnologij pridelave in reje, trajnostno koriščenje naravnih virov, predvsem vode in tal, krožno gospodarstvo z ničelno stopnjo odpadnih snovi, obnovljivi viri energije,...
- Digitalizaciji in robotizaciji, ki bo omogočala načrtovanje, spremljanje, vrednotenje in iskanje rešitev za ekonomično, ekološko pridelavo in predelavo kmetijskih pridelkov, nadomeščanje delovne sile pri zahtevnih in nevarnih opravilih, izboljšanje komunikacije, trženja in upravljanja, uvajanje simulatorjev...
- Ohranjanju in varovanju narave in kulturne dediščine, ki zahteva ozaveščanje o pomenu varovanja, motiviranost za spremembe tradicionalnega kmetijstva, priložnosti za VK ipd.
- Prilagoditvah iz varnosti pri delu, ki z družbenim in tehnološkim razvojem postavlja nove oblike varovanja zdravja in zdravega okolja.
- Večnamenskem kmetijstvu, ki se kaže v njegovi vlogi na podežlju: kmetijska pridelava in predelava - vpliva na okolje in krajino - družbena vloga na podežlju in v povezavi s tem možnosti razširitve in nadgradnje osnovne dejavnosti kmetovanja: turizem na podežlju, predelava kmetijskih pridelkov, trženje kmetijskih pridelkov, storitve kmetijske mehanizacije, izobraževalne dejavnosti, skrb za ostarele in invalide, različne oblike rehabilitacij, npr. mladi zasvojeni z digitalizacijo, tradicionalna in umetna obrt, celostni pristop k zdravemu življenju, šport na podežlju: tereni, tekme, treningi, nove oblike športa ipd.
- Podjetništvu in trženju: vključevanje v podjetniški ekosistem, iskanje tržnih niš in novih oblik trženja, novi poslovni modeli v povezovanju znotraj sektorja in medsektorskem povezovanju...
- Upravljanju in vodenju kmetijskih gospodarstev, različnih oblik podjetij in združenj, pridobivanje in vlaganje finančnih sredstev, vodenje v rizičnih razmerah...
- Zakonodaji in predpisih: skladnost dela in upravljanja z zakonodajo, možnosti vplivanja na spremembe zakonodaje...
- Funkcionalni pismenosti: razumevanje navodil, predpisov, postopkov, obrazcev...
- Komunikaciji v poslovne in tržne namene, strokovni komunikaciji, družabnih omrežjih in internetu, medosebni komunikaciji...
- Osebni rasti: usklajevanje dela, prostega časa in družinskega življenja, pomen vseživljenjskega učenja
- Povezanosti in dostopnosti podeželja
- Gradnji zavezništev znotraj panog in medpanožno
- Vzgoji etičnih stališč povezanih s trajnostnim razvojem, rejo živali, podnebnimi spremembami, družbeno odgovornim delom, strpnosti, enakosti...

Na trgu dela s področja VK se prepletata:

- Ponudba dela (delodajalci): kmetije, kmetije z dopolnilnimi dejavnostmi, pridelovalna in predelovalna podjetja, zadruga, združenja kmetov, javne službe - svetovanje, raziskovanje, izobraževanje, izvajanje politike, projektno delo itn.
- in
- Povpraševanje po delu in iskanje novih priložnosti: iskalci zaposlitve, brezposelni, dijaki, študenti. Med njimi se nekateri vključujejo v ranljive skupine kot so osebe s posebnimi potrebami, tujci, invalidi, dolgotrajno brezposelni itd.

Svetovalci, ki se srečujejo tako s ponudniki/delodajalci kot povpraševalci/iskalci zaposlitev prihajajo iz različnih področij kot so: karierno svetovanje, strokovno svetovanje, svetovanje osebam s posebnimi potrebami, svetovanje za delodajalce, podjetniško svetovanje, svetovanje za ljudi s posebnimi potrebami, in delujejo na različnih nivojih, kot je prikazano na MKS:

- svetovalci - izvajalci, ki imajo neposreden stik z udeleženci na trgu dela in izvajajo določene javne službe, delujejo na področju formalnega in neformalnega izobraževanja, na področju vseživljenjskega izobraževanja, svetovalci osebam s posebnimi potrebami, interesna združenja, podjetniško svetovanje, zasebni svetovalci ...
- svetovalci - posredniki, delujejo na naslednjem nivoju in povezujejo politične odločevalce z izvajalci
- politični odločevalci in viri financiranja - ti deležniki vplivajo na politične in finančne odločitve.

Puščice znotraj modela nakazujejo sodelovanje in izmenjavo informacij med različnimi svetovalci znotraj posameznega nivoja in med različnimi nivoji. Iz analiz sedanjih modelov ostalih partnerjev projekta AgriNext je razvidno, da na področju svetovanja obstaja veliko organizacij, ki imajo zelo dobro izdelane koncepte svetovanja in vzpostavljene odlične platforme. Ugotavljamo pa, da je povezovanje med različnimi organizacijami in svetovalci slabo. Enako velja tudi za pretok in preglednost informacij v zvezi s svetovanjem na področju večnamenskega kmetijstva.

Zato predlagamo da se v model uvede nivo »informacijsko izmenjevalno mesto« - IZM za večnamensko kmetijstvo, ki bi predstavljalo izmenjevalnico informacij z vseh zgoraj omenjenih področij (karierno svetovanje, strokovno svetovanje, podjetniško/finančno svetovanje, svetovanje osebam s posebnimi potrebami...) in nivojev (svetovalci izvajalci, svetovalci posredniki in politični odločevalci).

IZM bi bilo organizirano fizično (lahko se vključi že v katero od obstoječih organizacij) po regijah in vzpostavljena bi bila enotna platforma. IZM bi vključevalo kratke opise in povezave na vse potrebne platforme. Vzpostavljen bi bil zbornik vseh projektov s kratkimi opisi in povezavami, kratki opisi vseh organizacij in kontakti oseb, ki so odgovorne za posamezna področja svetovanja ter zbirka formalnih in neformalnih izobraževanj in usposabljanj. Vzpostavljen bi bil »trg kompetenc«, kjer se zbirajo kompetence, ki jih potrebujejo delodajalci in kompetence, ki jih ponujajo iskalci zaposlitev - digitalno orodje za kompatibilnost med potrebnimi in ponujenimi kompetencami. IZM bi moralo biti stalno posodobljeno.

Obstaja potreba po usposabljanju in razširjanju med deležniki na področju VK, ter v družbi na splošno. Znotraj modela bo vzpostavljeno usposabljanje za karierne in druge svetovalce, učitelje, trenerje in mentorje z namenom ozaveščanja o VK.

Delo svetovalcev na različnih področjih in nivojih mora biti večinsko opredeljeno kot javne službe, ki delajo v interesu javnosti, neodvisno od različnih notranjih in zunanjih vplivov (spremembe na trgu dela, demografske spremembe, ekonomske spremembe, politične opcije...).

Vloge svetovalcev na različnih nivojih v modelu morajo biti natančno opredeljene: pristojnosti, vloga, naloge, ciljna skupina, sodelovanje ...

Karierni svetovalci (glede na analizo obstoječega modela kariernega svetovanja) delujejo bolj usmerjeno v uporabnike in manj v ponudnike/delodajalce. Potrebno se bo usmeriti tudi na konkretne delodajalce, ki so potencialni za določenega uporabnika in jih skozi dobro zastavljena vprašanja voditi do željenih informacij, potrebnih za svetovanje uporabniku. S povezovanjem z ostalimi deležniki na trgu večnamenskega kmetijstva in svetovalci/strokovnjaki bi bilo sodelovanje med ponudniki in uporabniki delovnih mest bolj učinkovito.

Karierni svetovalci naj pri svojem delu uporabljajo pristop usmerjen v uporabnika svetovalnih storitev (ang. Learner - Centered Instruction):

- Upoštevajo uporabnikovo znanje, izkušnje, želje, potrebe, sposobnosti, interese in vrednote.
- Uporabnik naj sam izbira med različnimi vsebinami usposabljanj in aktivnostmi.
- Materin jezik in kulturne navade uporabnikov predstavljajo vir za nadaljnjo karierno pot.
- Svetovanje naj bo v skladu z uporabnikovimi potrebami, željami in kompetencami.
- Svetovalci po tej metodi uporabnikom predlagajo različne možnosti: nadaljnje izobraževanje, prekvalifikacijo, samostojno pot, določenega delodajalca ...
- Vloga svetovalca v procesu kariernega svetovanja je vzpostaviti zaupanje in varno okolje, svetovalec vodi razgovor tako, da uporabnik sam pride do rešitve.

Uporabnik in svetovalec skupaj zastavita cilje in posamezne korake do uresničitve.

Od uporabnika se pričakuje odgovornost, zanimanje, pogovor, sodelovanje, kreativnost in refleksija na podano svetovanje. Uporabnik ob svetovalčevi pomoči razvija veščine načrtovanja in vodenja kariere, sprejemanja odločitev ter reševanja kompleksnejših ovir zaposlovanja.

Karierni svetovalci morajo dobro poznati zahteve, želje in pričakovanja delodajalca, ki v razpisih niso popolno opredeljeni, zato mora stopiti v osebni stik z delodajalcem po potrebi pa tudi v stik s šolskimi svetovalci in svetovalci na strokovnem področju.

Svetovalni delavci v šolah in kariernih centrih po univerzah se morajo povezovati z organizatorji praktičnega usposabljanja, ki spremljajo usposabljanje v času izobraževanja pri delodajalcih.

Svetovalci - posredniki z različnih področjih (karierno svetovanje, svetovanje na področju večnamenskega kmetijstva, podjetniško svetovanje, svetovanje osebam s posebnimi potrebami,...) morajo biti dobro seznanjeni s politiko, ki jo izvajajo posamezna pristojna ministrstva, možnosti financiranja in pristojnostmi različnih organizacij, ki to politiko uresničujejo. Prav tako pa morajo aktivno sodelovati tudi pri kreiranju teh politik in razporejanju finančnih sredstev, saj sodelujejo s kariernimi svetovalci, ki neposredno delujejo na trgu dela.

Njihove naloge in pristojnosti so povezovanje različnih deležnikov, analiziranje in spremljanje informacij po sistemu od spodaj navzgor kakor tudi po sistemu od zgoraj navzdol, prenašanje informacij na karierne svetovalce, njihovo izobraževanje in usposabljanje, individualno svetovanje ipd.

5.4. Description of New GSM in Spanish

Listado de abreviaturas

GS	Servicio de Orientación
GSM	Modelo de Servicio de Orientación
GSP	Proveedor de Servicio de Orientación
MA	Agricultura Multifuncional
EFP	Educación y Formación Profesional
IES	Punto de intercambio de Información

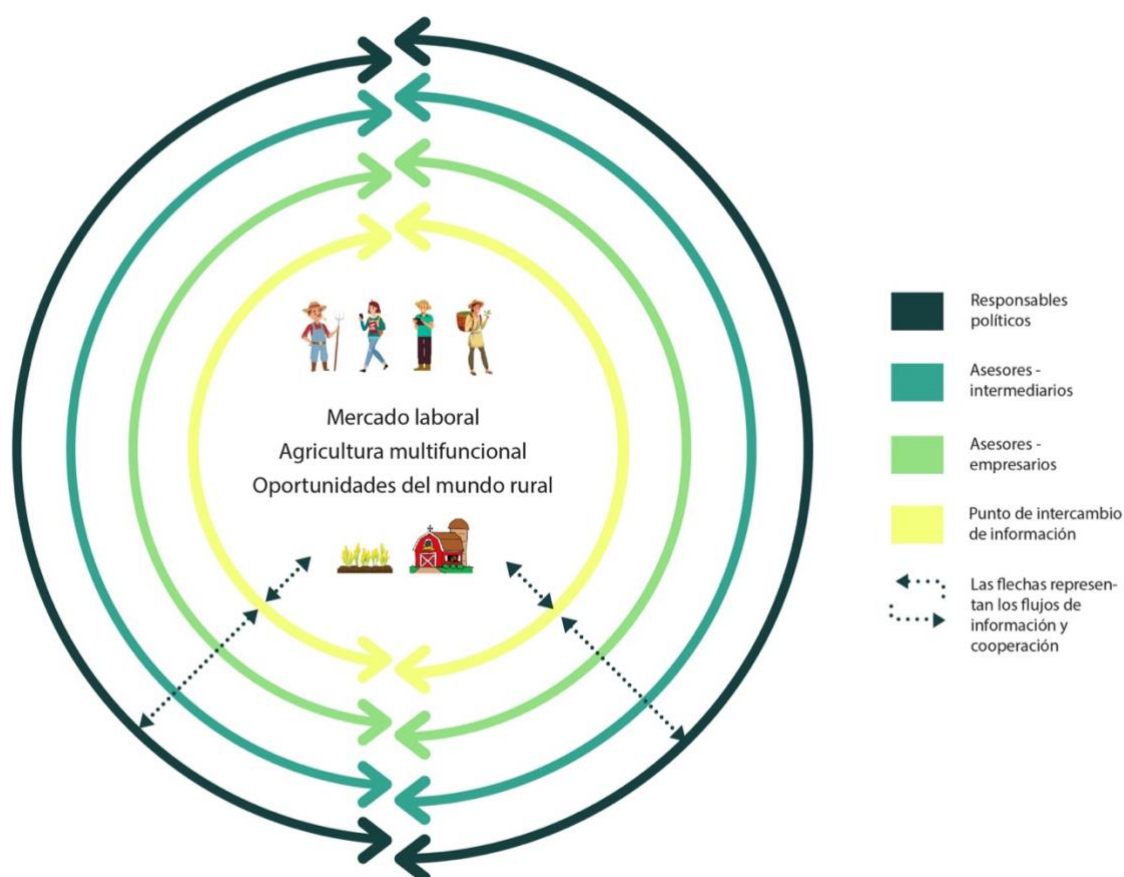


Figure 4: Nuevo Modelo de Servicio de Orientación (ESP).

El modelo se centra en el mercado laboral para la agricultura multifuncional (MA) y las oportunidades rurales. La oferta y la demanda de mano de obra dentro del sector agrícola fluctúa según la evolución demográfica (envejecimiento de la población, emigración, etc.), las políticas agrícolas y medioambientales, el cambio climático, los avances tecnológicos, la digitalización y la robotización, el interés de los jóvenes por la agricultura multifuncional y la conservación rural, etc. En respuesta a los rápidos cambios en el mercado laboral, el modelo identifica oportunidades que se manifiestan dentro de la Política Agrícola Común 2023-2027 y otros documentos

estratégicos, que están en línea con el desarrollo sostenible y el Pacto Verde Europeo, sirviendo como punto de partida. puntos para nuevas iniciativas de educación y formación.

El modelo sugiere oportunidades para la creación de nueva formación formal y no formal en respuesta a los rápidos cambios en el mercado laboral en el campo de MA y la posibilidad de integrarse en la formación formal existente (flexibilidad, adaptabilidad del sistema de aprendizaje) en los siguientes áreas:

- **Desarrollos tecnológicos:** agricultura de precisión, que utiliza tecnologías innovadoras, presenta un concepto de gestión agrícola capaz de aumentar la eficiencia a largo plazo, gestionar cambios incontrolados y reducir los impactos ambientales negativos, involucrando soluciones químicas y microbiológicas para una agricultura ecológica y económicamente eficiente, implementando soluciones/enfoques innovadores para prevenir el cambio climático...
- **Cambio climático:** introducción de nuevas tecnologías productivas y agrícolas, fomento del uso sostenible de los recursos naturales, especialmente agua y suelo, economía circular cero residuos, energías renovables,...
- **Digitalización y robótica:** utilización de la digitalización y la robótica para planificar, monitorear, evaluar y encontrar soluciones para la producción y el procesamiento económico y ecológico de productos agrícolas, reemplazando mano de obra en tareas exigentes y peligrosas, mejorando la comunicación, el marketing y la gestión, introduciendo simuladores...
- **Conservación y protección de la naturaleza y el patrimonio cultural:** sensibilización sobre la importancia de proteger la naturaleza, motivación para cambiar la agricultura tradicional, oportunidades en MA, etc.
- **Adaptaciones en materia de seguridad laboral:** los desarrollos sociales y tecnológicos, están creando nuevas formas de protección de la salud y un medio ambiente saludable.
- **Agricultura multifuncional,** reflejada en su papel en el medio rural: producción y transformación agrícola - impacto en el medio ambiente y el paisaje - papel social en el medio rural y, en relación con ello, las posibilidades de ampliación y mejora de la actividad agraria básica: el turismo rural , procesamiento de productos agrícolas, comercialización de productos agrícolas, servicios de maquinaria agrícola, actividades educativas, cuidado de ancianos y discapacitados, diversas formas de rehabilitación, por ejemplo, el uso de maquinaria agrícola, etc. Deportes rurales: campos, competiciones, entrenamientos, nuevas formas de deporte...
- **Emprendimiento y marketing:** integración en el ecosistema emprendedor, búsqueda de nichos de mercado y nuevas formas de marketing, desarrollo de nuevos modelos de negocio en integración intra e intersectorial, etc.
- **Gestión y gobernanza:** mejora de las habilidades en la gestión de explotaciones agrícolas, diversas formas de empresas y asociaciones, captación e inversión de financiación, manejo de situaciones de riesgo...
- **Legislación y regulación:** conformidad del trabajo y la gestión con la legislación, oportunidades para influir en los cambios en la legislación...
- **Alfabetización funcional:** asegurar la comprensión de instrucciones, normas, procedimientos, formularios, etc.

- Habilidades de comunicación: con fines comerciales y de marketing, comunicación profesional, redes sociales e internet, comunicación interpersonal...
- Crecimiento personal: equilibrio entre trabajo, ocio y vida familiar, la importancia del aprendizaje permanente
- Conectividad y accesibilidad rural: abordar los desafíos relacionados con la conectividad y accesibilidad rural, incluido el desarrollo de infraestructura y la conectividad digital.
- Construir alianzas dentro y entre sectores: alentar la colaboración y las asociaciones dentro y entre sectores para aprovechar los recursos, la experiencia y las oportunidades.
- Educación de actitudes éticas: fomento de actitudes éticas relacionadas con el desarrollo sostenible, la ganadería, el cambio climático, el trabajo socialmente responsable, la tolerancia, la igualdad, etc.

El mercado laboral en el campo de MA está entrelazado con:

- Oferta de mano de obra (empleadores): fincas, fincas con actividades complementarias, empresas de producción y procesamiento, cooperativas, asociaciones de agricultores, servicios públicos -asesoramiento, investigación, capacitación, implementación de políticas, trabajo de proyectos...

y

- Demanda de trabajo y búsqueda de nuevas oportunidades: demandantes de empleo, desempleados, alumnos, estudiantes. Algunos de ellos están incluidos en colectivos vulnerables como personas con discapacidad, extranjeros, personas con discapacidad, parados de larga duración, etc.

Los asesores que se reúnen tanto con los proveedores/empleadores de empleo como con los solicitantes de empleo/buscadores de empleo provienen de diversos campos, como el asesoramiento profesional, el asesoramiento vocacional, el asesoramiento para personas con discapacidad, y operan en diferentes niveles, como se indica en el GSM:

- orientadores: proveedores que tienen contacto directo con los participantes del mercado laboral y brindan ciertos servicios públicos, que trabajan en el campo de la educación formal y no formal, en el campo del aprendizaje permanente, orientadores para asociaciones de interés de personas con discapacidad, consejeros privados, etc.
- consultores: actúan como intermediarios, operan en el siguiente nivel y vinculan a los responsables de la formulación de políticas con los profesionales.
- tomadores de decisiones políticas y financiadores: estos "stakeholders" influyen en las decisiones políticas y de financiamiento.

Las flechas dentro del GSM indican la cooperación y el intercambio de información entre diferentes asesores dentro y entre los diferentes niveles. Del análisis del GSM actual de los socios de AgriNext, queda claro que hay muchas organizaciones en el campo de la orientación que tienen conceptos de orientación muy bien desarrollados y excelentes plataformas. Sin embargo, encontramos que la integración entre las diferentes organizaciones y asesores es deficiente, así como el flujo y la transparencia de la información sobre el asesoramiento en el campo de MA. Por lo tanto, proponemos que: se introduzca un nivel de "punto de intercambio de información" - IES para la agricultura multifuncional en el GSM, que sería un punto de intercambio de información para todas las áreas mencionadas anteriormente (asesoramiento profesional, asesoramiento

empresarial/financiero, consejería para personas con discapacidad, etc.) y niveles (agentes de orientación, consejeros intermediarios y legisladores). La IES se organizaría físicamente (podría integrarse en una organización existente) por región y se crearía una plataforma única. La IES incluiría breves descripciones y enlaces a todas las plataformas necesarias, un compendio de todos los proyectos con breves descripciones y enlaces, breves descripciones de todas las organizaciones y contactos de las personas responsables de cada área de asesoramiento, un compendio de todo, formal y no formal educación y formación profesional formación, un "mercado de competencias" donde se reúnan las competencias que necesitan los empresarios y las que ofrecen los demandantes de empleo, etc. -una herramienta digital para asegurar la compatibilidad entre las competencias que necesitan y las que ofrecen... Las IES deberían mantenerse al día hasta la fecha.

Existe la necesidad de formación y difusión entre los actores del campo de la MA y en la sociedad en general.

Dentro del modelo, se establecerá una formación para profesionales y otros orientadores, profesores, formadores y mentores para crear conciencia sobre la AM.

El trabajo de los orientadores en diferentes campos y en diferentes niveles debe ser definido por la mayoría como servicios públicos que trabajan en el interés público, independientemente de diversas influencias internas y externas (cambios en el mercado laboral, cambios demográficos, cambios económicos, opciones políticas...).

Los roles de los orientadores en los diferentes niveles del modelo deben estar claramente definidos: responsabilidades, rol, tareas, grupo objetivo, cooperación, etc.

Según los análisis de las revisiones de los modelos de orientación profesional anteriores, los consultores - proveedores - están más orientados al usuario y menos al proveedor/empleador. También será necesario apuntar a empleadores específicos que sean potenciales para un usuario determinado y guiarlos a través de preguntas bien planteadas a la información deseada necesaria para asesorar al usuario... Vinculándose con otras partes interesadas en el mercado agrícola multifuncional y asesores /expertos, la cooperación entre los proveedores de empleo y los usuarios del empleo sería más eficaz.

Los orientadores en prácticas utilizarán un enfoque de instrucción centrada en el trabajo del alumno:

- Teniendo en cuenta el conocimiento y la experiencia del usuario.
- Se anima al usuario a elegir entre diferentes contenidos y actividades formativas.
- La lengua materna y los hábitos culturales del usuario son un recurso para un mayor desarrollo profesional.
- El asesoramiento debe adaptarse a las necesidades y competencias del usuario.
- En este método, los orientadores sugieren lo siguiente a los usuarios: El contenido de la orientación dada por el orientador está en línea con las necesidades y competencias del usuario.
- Ofrecer orientación, recursos y apoyo para ayudar a las personas a tomar decisiones informadas sobre sus carreras.
- El rol del orientador en el proceso de orientación vocacional es generar confianza y un ambiente seguro, el orientador guía la entrevista de manera que el usuario llegue a una solución por sí mismo.

El usuario y el GSP trabajan juntos para establecer los objetivos y los pasos individuales para alcanzarlos.

Se espera que el usuario sea responsable, interesado, conversador, cooperativo, creativo y reflexivo sobre los consejos dados. Con la ayuda del orientador, el usuario desarrolla habilidades en la planificación y gestión de carrera, la toma de decisiones y el manejo de barreras más complejas para el empleo.

El orientador en prácticas debe tener un buen conocimiento de los requisitos, deseos y expectativas del empleador, que no se especifican completamente en las convocatorias de licitación, y por lo tanto debe establecer contacto personal con el empleador y, si es necesario, con la escuela y los consejeros profesionales.

Los orientadores escolares y los centros profesionales universitarios deben comunicarse con los organizadores de formación práctica que acompañan a la formación durante el curso de la formación con los empleadores.

Los orientadores, intermediarios en diferentes campos (orientación profesional, agricultura multifuncional, asesoramiento empresarial, asesoramiento para personas con discapacidad, etc.), también deben estar bien informados sobre las políticas implementadas por los ministerios relevantes y las posibilidades de financiación y competencias de las diversas organizaciones que implementan estas políticas. También deben participar activamente en el diseño de estas políticas y en la asignación de fondos, ya que trabajan con los orientadores en prácticas, que están directamente activos en el mercado laboral.

Sus tareas y responsabilidades son reunir a las diversas partes interesadas, analizar y monitorear la información en un sistema de abajo hacia arriba y de arriba hacia abajo, transmitir información a los consultores de implementación, educarlos y capacitarlos, brindar asesoramiento individual a los agentes ejecutores, etc.

6. Brochure of the new GSM in English, Croatian, Slovene, and Spanish

The new AgriNext GSM informative brochure was created to inform the readers about the new Guide Service Model in the field of multifunctional agriculture. It is useful for GSPs and other stakeholders in the job market to be aware of more communication and information exchange. It will also be useful material for training for guidance service providers.

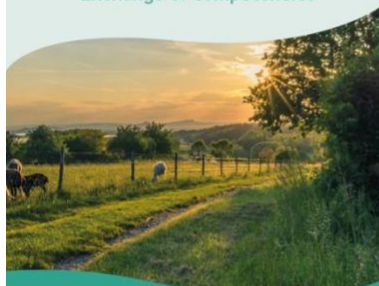
It has been designed in collaboration with partners & translated to all consortium languages. It's also available online for printing (pdf format) & other purposes.

6.1. Brochure of the new GSM in English



Guidance Service Model

Erasmus + Project AgriNext:
Agricultural and rural excellence
Incubator and Platform for the
Exchange of competencies



The model focuses on the labour
market for multifunctional
agriculture and rural opportunities.



Co-funded by
the European Union

New AgriNext-proposed guidance service model:



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, adaptability of the learning system) in the following areas:

- Technological developments
- Climate change
- Digitalization and robotics
- Conservation and protection of nature
- Adaptations in occupational safety
- Multifunctional agriculture
- Entrepreneurship and marketing
- Management and governance
- Legislation and regulation
- Functional literacy
- Communication skills
- Personal growth
- Rural connectivity and accessibility
- Building alliances within and across sectors
- Education of ethical attitudes

IES - Information exchange spot

From the analysis of the current **guidance service model** of the **AgriNext partners**, there are many organisations in the field of guidance that have very well-developed guidance service concepts and excellent platforms in place.

However, we find that the **integration** between the different organisations and advisors is **poor**, as well as the flow and transparency of information regarding advice in the **field of multifunctional agriculture**.

We therefore propose that: a level of "information exchange spot" - IES for multifunctional agriculture be introduced in the GSM, which would be an information exchange point for all the areas of: career counselling, professional counselling, business/financial counselling, counselling for people with disabilities, etc. and levels: extension agents, intermediary counsellors and policy makers.

Counsellors-practitioners should use a **Learner-Centered Instruction approach** in their work. It could include:

- Considering user's knowledge and experience.
- The user is encouraged to choose between different training contents and activities.
- The user's mother tongue and cultural habits are a resource for further career development.
- Advice should be tailored to the user's needs and competences.

In this method, **counsellors suggest** the following to the users:

- The content of the guidance given by the counsellor is in line with the user's needs and competences.
- Offer guidance, resources, and support to help individuals make informed decisions about their careers.
- The role of the counsellor in the career guidance process is to establish trust and a safe environment, the counsellor guides the interview in the way that user comes to a solution on his/her/their own.

**LEARN MORE
ABOUT THE PROJECT:**

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6.2. Brochure of the new GSM in Croatian



Model usluge usmjeravanja

Erasmus + Projekt AgriNext:
Inkubator poljoprivredne i ruralne
izvršnosti i platforma za razmjenu
kompetencija



Model je fokusiran na tržište rada
multifunkcionalnu poljoprivredu i
ruralne mogućnosti.



Co-funded by
the European Union

Novi AgriNext prijedlog za model usluge usmjeravanja



Model sugerira mogućnosti za stvaranje novih formalnih i neformalnih izobrazbi kao odgovor na brze promjene na tržištu rada u području multifunkcionalne poljoprivrede i mogućnosti integracije u postojeće formalne izobrazbe (fleksibilnost, prilagodljivost sustava učenja) u sljedećim područjima:

- Tehnološki razvoj
- Klimatske promjene
- Digitalizacija i robotika
- Očuvanje i zaštita prirode i kulturne baštine
- Prilagodbe u zaštiti na radu
- Multifunkcionalna poljoprivreda
- Poduzetništvo i marketing
- Menadžment i upravljanje
- Zakonodavstvo i regulativa
- Funkcionalna pismenost
- Komunikacijske vještine
- Osobni razvoj
- Ruralna povezanost i pristupačnost
- Izgradnja saveza unutar i između sektora
- Odgoj etičkih stavova

MRI - Mjesto za razmjenu informacija

Iz analize trenutnog modela usluge usmjeravanja (MUJ) od strane AgriNext partnera, jasno je da postoji mnogo organizacija u području savjetodavstva koje imaju vrlo dobro razvijene savjetodavne koncepte i izvršne platforme.

Međutim, smatramo da je integracija između različitih organizacija i savjetnika loša, kao i protok i transparentnost informacija u vezi sa savjetima u području multifunkcionalne poljoprivrede.

Stoga predlažemo sljedeće: da se u MUJ uvede razina „mjesto za razmjenu informacija“ - MRI za multifunkcionalnu poljoprivredu, koja bi bila točka razmjene informacija za sva navedena područja: karijerno savjetovanje, profesionalno savjetovanje, poslovno/financijsko savjetovanje, savjetovanje za osobe s invaliditetom, itd. i razinama: agenti za savjetovanje, savjetnici posrednici i kreatori politika.

Savjetnici - praktičari su svom radu bi trebali koristiti pristup poučavanja usmjerenog na učenika/korisnika. To bi moglo uključivati:

- Uzimanje u obzir znanje i iskustvo korisnika.
- Korisnik se potiče na izbor između različitih sadržaja i aktivnosti obuke.
- Korisnikov materinski jezik i kulturne navike su resurs za daljnji razvoj karijere.
- Savjeti trebaju biti prilagođeni potrebama i sposobnostima korisnika.

U ovoj metodi savjetnici sugeriraju korisnicima sljedeće:

- Sadržaj smjernica koje daje savjetnik usklađen je s potrebama i kompetencijama korisnika.
- Nude smjernice, resurse i podršku kako bi pomogli pojedincima da donesu informirane odluke o svojoj karijeri.
- Uloga savjetnika u procesu profesionalnog usmjeravanja je uspostaviti povjerenje i sigurno okruženje, savjetnik vodi razgovor na način da korisnik sam dolazi do rješenja.

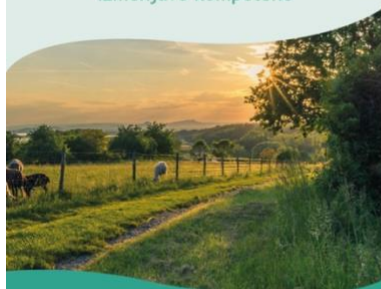
VIŠE O
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6.3. Brochure of the new GSM in Slovene



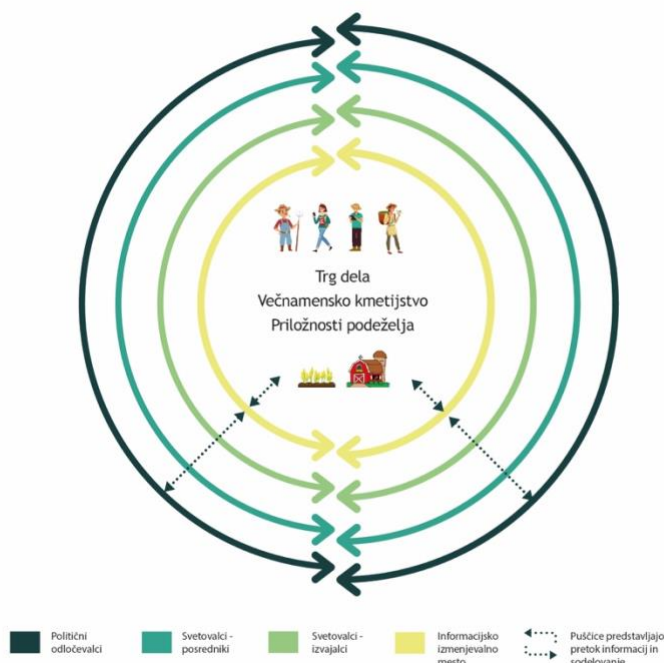
Erasmus + Projekt AgriNext:
Inkubator kmetijske in podeželske
odličnosti in platforma za
izmenjavo kompetenc



Model se osredotoča na trg dela
za večnamensko kmetijstvo in
priložnosti na podeželju



Nov AgriNext model kariernega svetovanja



Model predlaga priložnosti za oblikovanje novega formalnega in neformalnega usposabljanja kot odziv na hitre spremembe na trgu dela na področju večnamenskega kmetijstva in možnost vključevanja v obstoječe formalno usposabljanje (prožnost, prilagodljivost učnega sistema) na naslednjih področjih:

- Tehnološki razvoj
- Podnebne spremembe
- Digitalizacija in robotika
- Ohranjanje in varstvo narave
- Prilagoditve na področju varnosti pri delu
- Večnamensko kmetijstvo
- Podjetništvo in trženje
- Upravljanje in vodenje
- Zakonodaja in predpisi
- Funkcionalna pismenost
- Komunikacijske spretnosti
- Osebna rast
- Povezljivost in dostopnost podeželja
- Ustvarjanje zavezništov znotraj sektorjev in med njimi
- Izobraževanje o etičnem odnosu

IZM - Informacijsko izmenjevalno mesto

Iz analize trenutnega modela kariernega svetovanja partnerjev projekta AgriNext je razvidno, da imajo številne organizacije na področju svetovanja zelo dobro razvite koncepte storitev svetovanja in odlične platforme.

Vendar pa ugotavljamo, da je povezovanje med različnimi organizacijami in svetovalci slabo, prav tako pa tudi pretok in preglednost informacij v zvezi s svetovanjem na področju večnamenskega kmetijstva.

Zato predlagamo, da se v model kariernega svetovanja uvede "informacijsko izmenjevalno mesto" - IES" - za večnamensko kmetijstvo, ki bi bila točka za izmenjavo informacij za vsa področja: karierno svetovanje, poklicno svetovanje, poslovno/finančno svetovanje, svetovanje za invalide itd. in ravni: svetovalci, posredniški svetovalci in oblikovalci politik.

Svetovalci praktiki bi morali pri svojem delu uporabljati **na učenca osredotočen pristop k poučevanju**. To lahko vključuje:

- Upoštevanje znanja in izkušenj uporabnika.
- Uporabnika spodbujamo, da izbira med različnimi vsebinami in dejavnostmi usposabljanja.
- Uporabnikov materni jezik in kulturne navade so vir za nadaljnji poklicni razvoj.
- Svetovanje mora biti prilagojeno uporabnikovim potrebam in kompetencam.

Pri tej metodi **svetovalci uporabnikom predlagajo naslednje**:

- Vsebina svetovanja svetovalca je v skladu s potrebami in kompetencami uporabnika.
- Ponudite svetovanje, viro in podporo, ki posameznikom pomagajo pri sprejemanju informiranih odločitev o njihovi poklicni poti.
- Vloga svetovalca v procesu kariernega svetovanja je vzpostaviti zaupanje in vamo okolje, svetovalec vodi razgovor tako, da uporabnik sam pride do rešitve.

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6.4. Brochure of the new GSM in Spanish



Proyecto Erasmus +
AgriNext: Agricultural and rural
excellence Incubator and Platform
for the Exchange of competencies



Este modelo se basa en el mercado
laboral al rededor de la agricultura
multifuncional y las oportunidades
del mundo rural.



Propuesta de modelo servicio de orientación de AgriNext:



Este modelo propone oportunidades de formación formal y no formal en respuesta a los cambios del mercado laboral en el ámbito de la AM. Tiene la posibilidad de integrarse en la formación formal existente (flexibilidad, adaptabilidad del sistema de aprendizaje) en los siguientes ámbitos:

- Evolución tecnológica
- Cambio climático
- Digitalización y robótica
- Conservación y protección de la naturaleza
- Adaptaciones en seguridad laboral
- Agricultura multifuncional
- Emprendimiento y marketing
- Legislación y reglamentación
- Gestión y gobernanza
- Alfabetización funcional
- Habilidades de comunicación
- Crecimiento personal
- Conectividad y accesibilidad rural
- Creación de alianzas dentro de los sectores y entre ellos
- Educación en actitudes éticas

Punto de intercambio de información

El análisis del modelo actual de servicios de orientación muestra que existen muchas organizaciones que ofrecen servicios de orientación de calidad y que cuentan con plataformas para ello.

Sin embargo, constatamos que la integración entre diferentes organizaciones y asesores es insuficiente, así como el flujo y la transparencia de la información sobre asesoramiento en el ámbito de la agricultura multifuncional.

Por lo tanto, proponemos que: se introduzca en el GSM un nivel de "punto de intercambio de información" para la agricultura multifuncional en las áreas de: asesoramiento de carrera, asesoramiento profesional, asesoramiento empresarial/financiero, asesoramiento para personas con diversidad funcional, etc. y niveles: agentes de extensión, asesores intermediarios y responsables políticos.

Se debe promover un enfoque de **Enseñanza Centrada en el Alumno** que:

- Tenga en cuenta los conocimientos y la experiencia del alumno.
- Anime al alumno a elegir entre distintos contenidos y actividades de formación.
- Utilice la lengua materna y los hábitos culturales del alumno como recurso para su desarrollo profesional.
- Se adapte a las necesidades y competencias del usuario.

En este método:

- El contenido de la orientación ofrecida por el orientador se ajusta a las necesidades y competencias del alumno.
- Se ofrece orientación, recursos y apoyo para ayudar a las personas a tomar decisiones sobre sus carreras.
- El papel del orientador en el proceso es el de establecer confianza y generar un entorno seguro, guiando la entrevista de manera que el usuario llegue a una solución por sí mismo.

**DESCUBRE MÁS
SOBRE EL PROYECTO:**

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7. Conclusion

Multifunctional agriculture is a globally accepted principle of the role of the farms. The farm has private goods and economic outcomes with food production, livestock breeding, and complementary activities (agriculture tourism, food processing, day-care, direct food selling, education programs...). In the context of MA 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.

MA should be generator of new business models (more eco-sustainable model with greater environmental awareness), changing in the production systems, and improvement of the financial and economic profitability of farms.

Existing GSM in Croatia, Slovenia, Spain, and Ireland shows numerous public and private organizations and institutes that offer guidance services in four areas: general, professional, entrepreneurship guidance, and guidance for people with additional needs and they are well distributed and accessible within the local communities throughout the countries. In each above-mentioned country, diversified networks of guidance services at different stages of the career paths are provided. The guide services in educational systems (Vocational Educational Training, Universities...) and lifelong learning are very well developed and supported by responsible ministries of education. There is good diversification of formal education in the agriculture sector and large range of non-formal education (Deliverable 1.1). Guidance in schools encompasses the three separate but interlinked areas of personal and social development, entrepreneurship education, educational guidance, and career guidance. Processes of career guidance service suit individual skills, interests and values with in-person contact with career guidance providers. Public guide services work free of charge.

SWOT analyse of the existing GSM shows some weaknesses. Networking between career advisers, professional advisers, and other stakeholders on job market of MA is not established, also information and contacts are scattered. Visibility of the 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 between farmers of the lifelong learning/training in professional and soft skills and bad transparency of non-formal training especially because of the insufficient IT literacy of farmers (especially the elderly). Presence of GSP in the field is insufficient and there is lack of individualized support for farmers based on the "one stop shop" principle. More sufficient financial resources for better quality information and skilled GSP are needed (lack of expert GSP in newer/modern profession or in response to the changes and needs in the labour market).

In the middle of new GSM is MA and rural development to raise awareness of opportunities in these areas for inclusion in formal and non-formal education, new professions, and entrepreneurship opportunities as maintaining and expanding rural jobs and rural population density.

Improving communication and information within the stakeholders in the MA labour market and 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 (Croatian, Ireland, Slovenia, and Spain) in the AgriNext project IES will be provided in the AgriNext platform and could be organised physically like part of Business Incubator for Rural Excellence. IES for the field of MA is an information exchange point for the areas of general career counselling, professional counselling, entrepreneurship counselling, counselling for people with special needs and different levels: stakeholders on the job market of MA, direct GSP, GSP intermediaries, policymakers.

The role of the policy makers market in the last level of New GSM is very important especially in the legislation field and establishing founds for supporting better information and communication of farmers and other stakeholders in the field of MA, education and motivation for lifelong learning, for more qualified and up to date GSP, and...

8. Appendixes

8.1. Instructions for the partners WP1, Task 1.4 - Guide Service Model

AgriNext Task 1.4 Instructions (T1.4)

WP1 - Guidance service model, T1.4 Establishing/updating guidance service model.

Within this task, we will upgrade existing/establish new models of guidance service, that will include training opportunities of the job market, that are related to new, rapidly changing job market demand, more training opportunities (formal and non-formal) and more individualized, learner-centered approach, according to learners' preferences, abilities and job market demands.

Instructions for partners:

Prepare an updated GSM based on previous, existing GSM inside your organization & organizations in your field.

Technical guidelines:

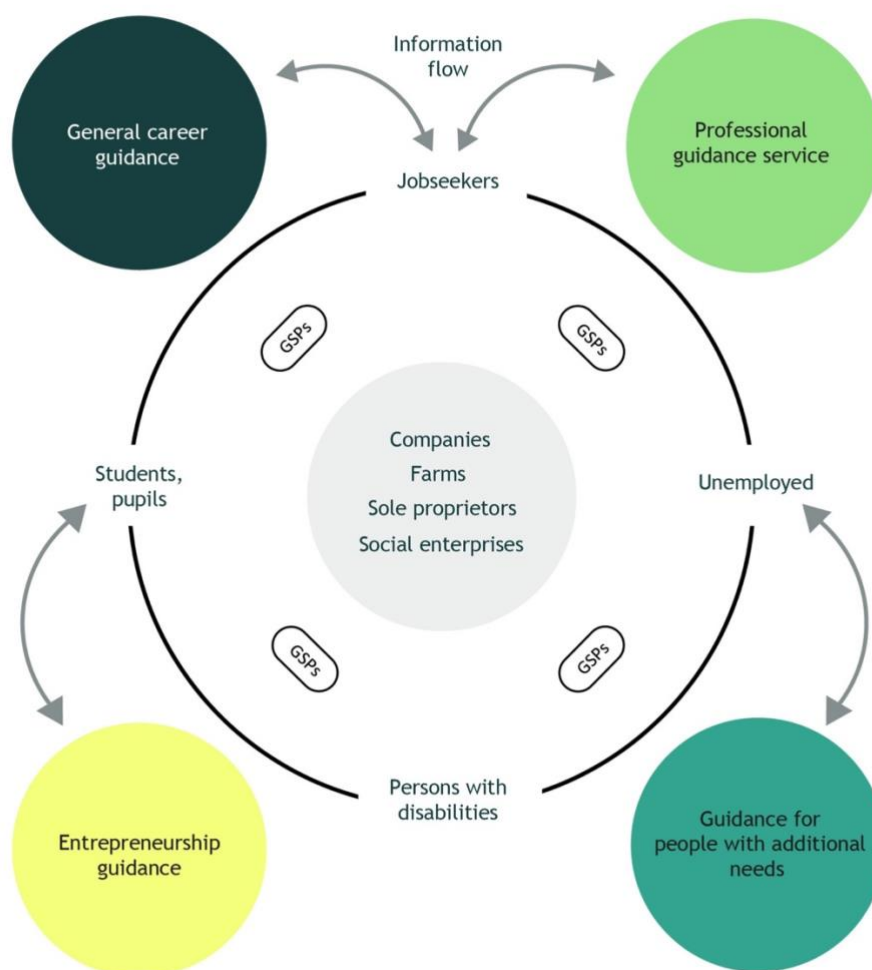
- [To ensure high quality and visually matching work, please use the AgriNext word template, which can be found on Freedcamp.](#)
- The work should be submitted **once per each participating organization**.

Content guidelines:

1. Make an overview of the guide service systems (describe the functioning of the involved organization/institutions)
2. Make dialogues with GSP inside your organization to find out what they guide/consult the people in their career path. For those who love working with animals, working in the countryside, working outdoors, with a good attitude toward nature, their work should be variable and exciting, start a new business in the agriculture sector or change traditional farming to multifunctional agriculture...**What kind of education does she/he need, what job is suitable for her/him, where to get all this information, ...**
3. Design a model of existing career guidance (GSM) in the field of multifunctional agriculture at national level. Career counselling is aimed at students in education, jobseekers (first-time entrants to the labor market), the unemployed and people with disabilities.

Below is a template model in which you can enter your data (if this model format is suitable for you) or create your own.

The role of guidance service models in multifunctional agriculture



1. Briefly describe the functioning of the existing career guidance in your country in the field of multifunctional agriculture (up to 1 page).
2. Briefly describe the functioning of each organization within the career guidance model and the role of the career counsellor in these organizations (up to half a page per organization).
3. Interview 1-2 career counsellors in different organizations. The questions should be mainly related to their work and their role in career counselling, who they counsel, how they are connected to the labor market, what are their skills and competences, what are the gaps in the career counselling system/model, what skills and competences would they need to be more responsive to the labor market in their work.
4. Make a SWOT analysis of the existing career guidance model in your country.
5. Write/sketch a proposal for a new model of career guidance based on the above findings, with emphasis on addressing the gaps identified in the SWOT analysis and integrating educational activities/ in response to changes and needs in the labor market.

Good luck with your task!

If you have any additional questions, feel free to contact the project coordinator Luka Orehar.

8.2. SWOT Analysis

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

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

Croatia

- Insufficient connection service provider GSP-a
- Insufficient qualification of employees for career counselling
- Insufficient awareness of farmers about the need for continuous training
- Insufficient financial resources for better quality information
- Insufficient IT literacy of farmers, especially the elderly
- Poor communication between the system and end users
- Insufficient presence of advisers in the field
- Lack of individualized support for farmers based on the "one stop shop" principle
- Each organization 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 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/lack of motivation.
- Low awareness of the importance of lifelong learning/training in professional and soft skills
- Non-transparency of non-formal training
- Poor communication / understanding (what does one want, expect) between labour market stakeholders.

Spain

- Lack of knowledge of Multifunctional Agriculture (MA) 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 of guidance counsellors

Ireland

- Difficulty to access career guidance within short notice
- High fee to access private career guidance.
- Lack of expert career guidance in newer/modern profession 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, 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 - POSSIBILITIES/OPPORTUNITIES

Croatia

- Applications for projects financed by the European Union and the possibility of using structural funds
- Mutual connection with research organizations 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
- Organization of promotional activities, workshops and networking opportunities
- The possibility of continuous education and training in the field of certain profession
- Use of various training opportunities abroad
- Better connection of different economic sectors within the country (e.g. agriculture - tourism)
- Synergistic action of all stakeholders in the system for the purpose of enabling export competitiveness
- Ensuring funds for better information of 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 within the stakeholders in the multifunctional agriculture labour market
- Motivation for lifelong learning and updating of training in the field of multifunctional agriculture
- Common point 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 needed in apprenticeship
- Career guidance in newer profession e.g., AI, Big Data etc
- One-one mentoring, particularly for entrepreneurs
- Career guidance is linked to employment

T - THREATS/OBSTACLES
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 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
- Competitiveness of other professions, 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 MFA.
- Resistance to change and to introducing innovations in the agricultural sector.

Ireland

- Career guidance service is only an extension of the main activity of public career guidance centres or private organizations.
- 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

8.3. Interviews with Guide Service Providers

8.3.1. Interviews with GSP in Croatia

Interview with Nikolina Škrinjar, expert advisor in Croatian Chamber of Economy

The interview was related to the main career guidance services of Croatian Chamber of Economy, who they counsel, how they are connected to the labour market, what are the shortcomings of the existing model and suggested improvements.

1. Who seeks your services, who do you provide advice to?

The main clients of Croatian Chamber of Economy (CCE) are entrepreneurs or people who are planning of some form of self-employment. CCE also organize or participate in organization of different activities for pupils and students like Job Fairs or Career days.

2. How are you connected to the labour market (employers, job seekers, trainees, etc.)?

CCE Organize various educations in the field of business-like public procurement, taxes, taxes benefits and accounting. They also organize consultations with the expert in the field of trade, legal issues, taxes and all the knowledge about business that farmers who are starting their own business are not familiar with. Farmers can also get support in creating their business plan and information about the market.

3. What are your skills and competencies?

Agricultures that are applying for the EU funds can get help in analysing the potential of their project idea for specific fund so they can get information about acceptability before applying. They can also get advice about EU funds in general. CCE cooperate with different expert associations, higher education institutions as well as vocational high schools in all sectors. It also helps entrepreneurs in promotion through the possibility of organizing promotional activities, event sponsorship or catalogues.

4. What skills are you missing in your work to respond to the rapid changes in the labour market?

Guidance service providers in CCE must have wide range of organizational skills, communication skills, counselling skills, presentation skills, knowledge in promotion and training need analysis, and knowledge about educational system and labour market on local, national and international level.

5. Do you have any comments on the existing model of career guidance that we have developed within the project?

To be connected more efficiently to the labour market and clients in different sectors there are Professional associations in the Croatian Chamber of Commerce. In the sector of agriculture these are: Association of Agriculture, Association of Fishery and Association of Vine Production.

6. What are the shortcomings of the current model of career guidance?

CCE underline the mutual connection and cooperation between all the stakeholders in the Guidance Service Model. On the other side, users emphasize the need for “one stop shop” principle when it comes to getting all the information needed to start their own business or to bring their career decision in entrepreneurship. CCE developed digital platform that gathers information about first step in entrepreneurship, development of business, networking, financing from

different sources and specific programs and projects (<https://digitalnakomora.hr/home>). Platform has also access to e-learning modules and labour market data.

7. What improvements to the existing model do you suggest?

To motivate users to attend different trainings and education more frequently there are plans to increase the visibility of the services and to get access to all the services online.

8.3.2. Interviews with GSP in Slovenia

Interview with Ms Mojca Rozman, Guidance career provider at the People's University Kranj (LUK).

Our university has had an adult education-counselling centre since 2016, and from 2021, the counselling service will be run as a public service. Advice is provided to adults aged 15 and over, with priority given to vulnerable target groups.

What are your tasks and what is your role in career guidance? Do you specialise in particular areas, e.g. agriculture, horticulture, etc.

The counselling we provide at our university is divided into 3 strands:

- Pre- and in-service counselling for those who have not completed their education, or who want to retrain or acquire additional skills. This includes career counselling after leaving education and during retraining, before entering the labour market,
- Evaluation of acquired skills (informal and formal), including the issuing of opinions and the preparation of folders for the NQF (National Vocational Qualification),
- Advice and motivation for independent learning at the Centre for Independent Learning.

I am mainly involved in pre- and in-service counselling and in the evaluation of acquired skills. We are not particularly specialised fields of expertise, but we would benefit greatly from knowing where to get information about in the programmes that exist in a particular field and the knowledge, skills and competences that are being developed areas.

1. Who seeks your services, who do you provide advice to?

Our clients are adults aged 15 and over, and we prioritise reaching vulnerable groups, including the long-term unemployed, school leavers, the unemployed elderly, the less educated employed, the homeless, foreigners, people from rural areas (mainly due to the difficulty of accessing education), in addition to people with disabilities.

2. How are you connected to the labour market (employers, job seekers, trainees, etc.)?

Every year we organise a meeting with employers from our area. We cooperate with some of them by organising various trainings for their employees, mainly language trainings (most of them are currently Slovenian language trainings for foreigners, where we adapt to the wishes of the employers in terms of space and time of the trainings), or by having our participants in formal trainings participate in practical trainings with work.

3. What are your skills and competencies?

I took part in a training course organised by the Slovenian Employment Service, the Modular Guidance Career Provider counselling for Career Counsellors. The Andragogic Centre organised a comprehensive training with very useful literature and worksheets (various questionnaires to guide the counsellor in interviews with vulnerable people, such as my professional experience, various

entrance tests to check background knowledge, e.g. self-questionnaire for digital competences, language level, etc.).

The skills and competences I use as a consultant are mainly:

- different forms of communication,
- different forms of motivation,
- obtaining, selecting and transferring different information related to obtaining formal and non-formal education or retraining,
- possibilities of financing education...
- digital competences,
- cooperation with different stakeholders,
- andragogic and pedagogical skills: methods of learning how to learn, methods of teaching, applications for calls for tenders, preparation of Europass.

4. What skills are you missing in your work to respond to the rapid changes in the labour market?

Different ways and forms of communication depending on the specific vulnerable groups and individuals. Communication and understanding for specific areas of expertise, e.g. understanding training programmes and acquisition of competences, perceiving the need for non-formal training, e.g. home carer for disabled relatives, patients, the elderly or companion for the elderly, etc.

5. Do you have any comments on the existing model of career guidance that we have developed within the project?

I agree with the existing model, but I would just like to comment that you change it to a vulnerable group instead of people with disabilities and that you include education and stress the importance of communication and cooperation.

6. What are the shortcomings of the current model of career guidance?

As I mentioned above.

7. What improvements to the existing model do you suggest?

Building on the personal knowledge, skills and preferences of individual job seekers and linking them to specialist areas.

Interview with Ms Jelka Čop, Undersecretary at the Centre for the Development of Vocational Education at the Slovenian Centre for Vocational Education (CPI)

1. What are your tasks and what is your role in career guidance? Do you specialise in particular areas, e.g. agriculture, horticulture, etc.?

My tasks include participating in the training of female counsellors. This includes providing information on new developments in training programmes (IP). I have the most in-depth knowledge of food and veterinary medicine, as well as agriculture and horticulture. In recent years, I have been working a lot in the field of individualisation. We have also involved extension workers in the development of the model. We have produced some tools, which have been presented at seminars for extension workers and have received very good feedback. The electronic tools are available on the website: <https://cpi.si/individualizacija/>. A smaller part is only available in printed form.

2. Who seeks your services, who do you advise?

For guidance counsellors in primary and secondary schools (on new developments in vocational education, the importance of the Personal Achievement Map, individualised approaches, pedagogical methods, and forms of work, ...

3. How are you connected to the labour market (employers, jobseekers, trainees, etc.)?

The CPI has various tasks The Centre for the Development of Vocational Qualifications analyses labour market needs and prepares occupational standards, which are the basis for the preparation of educational programmes and/or national vocational qualifications or continuing vocational training and development programmes. The CPI cooperates with all the relevant chambers in the fields of expertise, from the preparation of occupational standards to the preparation of educational programmes. We aim to provide sufficiently broad and up-to-date training programmes to enable employment in a wide variety of jobs/fields.

4. What are your skills and competences?

Ability to manage projects, work as a team in diverse groups, prepare and deliver training for different target groups of teaching staff at different levels and subject areas, ability to find compromises, critical thinking, focus on the student's well-being, ability to empathise, etc.

5. What skills are you missing in your work to respond to the rapid changes in the labour market?

Higher levels of digital literacy, monitoring trends and future careers, psychological skills.

6. Do you have any comments on the existing model of career guidance that we have developed within the project?

I miss a description of the model, which would show how to ensure the flow of information to connect the whole range of different support institutions and how the consultation processes themselves are carried out. For example, perhaps the focus is on:

- empowering the individual through coaching methods to find the most appropriate solution for their future,
- to develop their areas of strength or talents,
- to learn how to set goals, how to break down a larger goal into several smaller manageable goals,
- to have the courage to ask for help, and to realise the importance of lifelong learning for their career and for their active involvement in society.

7. What are the shortcomings of the current career guidance model?

The critical point for me is how to ensure a sustainable flow of information and cooperation between the institutions involved in the career cooperation process.

It seems important to me to establish the possibility of long-term counselling and, at the same time, to raise awareness of the importance of lifelong learning.

Too few counsellors for the number of candidates in need of counselling (change of norms - in Slovenia the number of students per counsellor has slightly decreased due to the increasing and more difficult problems faced by students after the Coronation and the establishment of a counselling service for adult participants).

8. What improvements to the existing model do you suggest?

Supplementing the model with short and clear descriptions to help those in need of advice. A guide for those who will provide the guidance on how the guidance process should be carried out, what are the tasks of the career counsellor and what are those of the user, how is the recognition of prior learning, including non-formal and informal learning, etc.?

8.3.3. Interview with GSP in Spain

Interview with Fernando Nadal, from the CFIFP San Blas

Fernando Nadal, from the CFIFP San Blas, has been interviewed and is the person in charge of the Job Guidance Department of the same. The CFIFP San Blas is a National Reference Centre for environmental management.

1. What are your tasks and what is your role in career guidance? Do you specialise in particular areas, e.g. agriculture, horticulture, etc.

He is personally specialized in agriculture and environmental management, as well as having been a career counsellor for quite some time. The Department oversees connecting companies for its students and alumni, as well as occupational training.

2. Who seeks your services, who do you advise?

The centre works with students and alumni of agrarian VET, and in relation to guidance and occupational training they collaborate with the INAEM, the public regional agency for GS.

3. How are you connected to the labour market (employers, job seekers, trainees, etc.)?

About employment, they have a platform that puts companies in the sector in contact with job seekers, for this they collaborate with the regional employment service (INAEM) and have a platform called FPEMPLEA at the regional level. <https://www.fpemlea.es/>

4. What are your skills and competencies?

Help to enhance the person's skills, discover new ones, guidance in the process of self-knowledge, based on the motivations and desires of the people who demand their services.

5. What skills are you missing in your work to respond to the rapid changes in the labour market?

In the case of agricultural vocational training, there is a great gap with what is known as Agriculture 4.0, that is, greater digitization is needed in the agricultural sector and in the knowledge of it by all the actors in it.

6. Do you have any comments on the existing model of career guidance that we have developed within the project?

The issue of including disadvantaged groups is interesting and considering long-term job seekers.

7. What are the shortcomings of the current model of career guidance?

The main shortcoming in our area is the lack of labour supply in the agricultural world, and it is not something that depends on information or platforms, it is rather a problem that labour needs are not considered and therefore agricultural profitability, which is one of the strengths that the sector could have with the improvement of digitization.

8. What improvements to the existing model do you suggest?

Clearly emphasize the improvement of digital skills already mentioned in Agriculture 4.0

8.3.4. Interviews with GSP in Ireland

Interview with Katherine O'Connor, Guidance Service Counsellor at Intreo - Irish Public Employment Service

1. How would you describe the career guidance service in Ireland?

Career guidance follows well-defined stages/processes where the individual and counsellors are involved in developing and implementing a career action plan. The guidance process involves in-person interaction with the guidance practitioner working together to identify key strengths, career identity, and learning needs. Successful implementation of a career plan relies heavily on the person-practitioner relationship and commitment. This process is highly dependent on the skills and approach of the practitioner involved in delivering the service. It also relies on the continuum of support offered so that the person throughout their journey toward the labour market. Such involves building networks with those who can support them, such as mentors within the education and training sector and the workplace.

2. Who is the guidance service intended for?

Career guidance service is for persons who are uncertain about their future, are considering returning to or continuing with education, are having difficulty finding or keeping suitable employment due to a lack of appropriate educational qualifications and wish to explore new forms of further education and training. While employment guidance services are for the unemployed and others who depend on social welfare payments, including some lone parents and people with disabilities, and some with experienced short periods of unemployment while others will have longer unemployment spells. Employment guidance uses a life-long approach, supporting young adults through to older workers, and is life-wide, acknowledging challenges across society such as care, early school leaving, addiction, housing, low skills, mental health, etc.

3. Describe the approaches employed by guidance counsellors?

The style used by many community-based guidance services is friendly, caring, and supportive while also being clear and professional. People accessing the service should feel confident that they will be supported and empowered in their journey toward the labour market and feel hopeful for their futures. Thus, adequate time for discussion, feedback, and debriefing is allowed and built into session planning. The individual's needs (education, training, skills, personal situation, employment history, perceived employability competencies, work values, challenges to employment, well-being, etc.) are examined using a registration or profiling form or questionnaire.

Identification and understanding of specific challenges are vital in identifying the types of support and actions required to enable us to move toward the labour market. The outcome of the individual needs assessment (upon initial engagement with the service) determines the extent to which we (the person and practitioner) may need to access support from other appropriate services to address issues that pose challenges to progression (e.g., addiction, literacy).

4. What are the core competencies required for effective guidance counselling?

Core competencies refer to the skills, knowledge, and attitudes common to all career development practitioners, regardless of their employment setting. More importantly, people working in guidance observe a code of ethical behaviour. The core competencies of career/professional guidance counsellors should demonstrate certain attitudes. They need to be: - insightful - honest - open-minded - results-oriented. People working in guidance need to have the required skills. They need to: - document interactions and progress with people who are job seeking -

accommodate diversity - collect, analyze, and use information - convey information clearly when speaking and writing. People working in guidance need to have the required knowledge. They need to know: - career development models and theories - the change process, transition stages, and career cycles - components of the career planning process - the organizations and resources for employment guidance and career development. In Ireland, the National Forum on Guidance devised a Competency Framework for Guidance Practitioners and grouped competencies into five main areas. 1. Theory and practice of vocational, employment, and personal/social guidance throughout the lifespan 2. Labour market education and training 3. Coaching 4. Information and resource management 5. Professional practice.

5. How can career guidance counsellors be more effective?

Organizations delivering career guidance could consider developing in-house training or continuous professional development for staff in methods, approaches, or specialist skills. Focusing on practitioner skills will give people using the service confidence that the employment guidance counsellor has the knowledge, skills, and competences required to do so. It also ensures that staff can respond better to the needs of their clients and enables those clients to make meaningful employment choices. In addition to continuous professional development and in-house training for practitioners, services can achieve good practice by ensuring they promote ethical standards and behaviour. Use evidence-based practices. Strengthen links with professional, research, and training associations.

6. What are some of the challenges encountered by the career guidance services?

People may bring their concerns or worries (e.g., social welfare or financial issues, concern around the conditionality aspect of their social welfare payment, and concern that there are no jobs for which they are suited, health concerns) to these initial meetings. Allowing time for the person to express these concerns can be valuable as it enables trust building and helps them relax so that they can focus on the guidance process. Guidance practitioners need to be aware of these employment barriers, and in some cases, personal issues, to put career and employment options into perspective. Being able to deal appropriately with these issues and their level of impact on the person requires practitioners to be clear about what is within their range of expertise and the amount of support they can offer. Within this context, support typically ranges from listening to active referral.

Alongside this, guidance service is often concerned with governance issues related to funding, the labour market policies in place at national levels, their relationship with the public career services, the quality of the professional guidance provision, and building relationships with employers.

7. Describe the existing guidance model?

For example, in Ireland, the predominant model in recent years has used a Work-First approach, characterized by intensive job search, which in its most basic form aims to move people from welfare into unsubsidized jobs in the shortest time possible. This quick return to the labour market proposes that any job is better than no job. It uses short education, training, and work experience to overcome barriers to employment while monitoring the individual levels of activity and compliance. It uses sanctions rather than trust, 'or carrots and sticks' to motivate the unemployed.

