

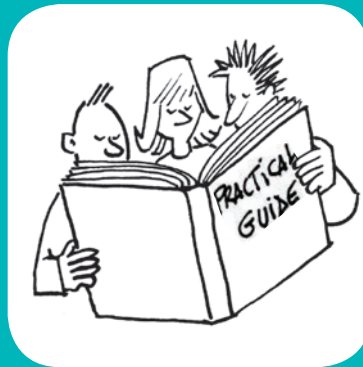
Practical guide



EMERGING OCCUPATIONS IN THE RURAL ENVIRONMENT AND CONSTRUCTION OF TRAINING AND INSERTION PATHWAYS







SUMMARY

Chapter 1 : Develop the capacity to study analyse one's environment

1) Explore the changes in the occupations (from the professionals' point of view)

- Practical fact sheet 1 : Examine a new activity in the career path of professionals
- Practical fact sheet 2 : Examine the problems encountered by the professional in carrying out their occupation
- Practical fact sheet 3 : Examine a new activity in view of company development
- Practical fact sheet 4 : Examine training expectations and needs

2) Explore the changes and opportunities in the professional sectors and territories

- Practical fact sheet 5 : Use professional sector data and information sources
- Practical fact sheet 6 : Use territorial data and information sources
- Practical fact sheet 7 : Identify the territorial governance and the autonomy of territorial players

Chapter 2 : Contribute to changes

1) By drafting a training development

- Practical fact sheet 8 : Draw up a framework document of activities and skills

2) By developing a culture of co-operation

- Practical fact sheet 9 : Construct together a collective vision of change
- Practical fact sheet 10 : Identify the synergies of the players
- Practical fact sheet 11 : Working as a network and building on good practices

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Foreword

It was through their common wish to contribute to the training and professional insertion of young people and to education and lifelong training in rural areas in general, that in 2014 six organisations developed the strategic partnership “Preparing the occupations of tomorrow in the rural environment”. These were PLZMMC in Lithuania, SCF in Italy, Salford City College in the United Kingdom, GSATRH in Greece, the National Union and the Midi-Pyrénées Regional Federation of Maisons Familiales Rurales (MFR).

This commitment was based on a shared analysis which highlighted both the problems encountered by young people in rural areas and the activity and employment possibilities in rural territories considered as melting pots of innovation.

Conscious of the role that training can play in the improvement of the individual, in the development of new skills and in development processes overall, the partners drew up a project which enabled them to study the issues of anticipation of mutation in various occupations and accompaniment of change in the territories.

Spread out over two years, the project combined the carrying out of investigations by each partner in his own country and collective work on two closely linked fields:

- the search for references points and methods which allow networks of players to organise a monitoring system using a proactive approach and to take part in change.
- the elaboration of a training module from the identification of a new activity “equine mediation assistant”.

The project provided shared conclusions which probably indicate the paths to be taken. So, although this practical guide does not ask “what will the occupations of tomorrow be?” it does offer tools to identify, analyse and participate in changes as a group, in a territory.

Identify the changes, the trends

The proposition resulting from the joint efforts is here to use different types of examination and the study of these changes at different levels. In this way the practical fact sheet offered mobilise the examination of:

- the players on the ground, involved in the questioning on their path, their problems, their activities, their expectations or training needs
- their contexts of action in their professional sector, in a territory, in the governance of this territory.

The cross analysis of these changes and trends may sometimes allow us to identify the needs to be taken into account in the conception of new training courses. It is already a way of taking part in changes.

Contribute to changes

We identified here two ways of contributing to changes in order to organise training:

- by developing training
- by cooperation and working as a network

These two ways consider the training organisation as a local stakeholder that is able to accompany people.



PRATICAL GUIDE

Chapter 1 - DEVELOP THE CAPACITY TO STUDY ANALYSE ONES ENVIRONMENT

The practical fact sheets below examine issues from different angles in order to help us understand the changes underway. They are mainly based on encounters, interviews and questionnaires with people involved in these changes through their activities, whether they are aware of this or not.

1) Explore the changes in the occupations (from the professionals' point of view)

In this way, the practical fact sheets below assess changes in the occupations through the examination:

- Of a new activity in the pathway of professionals,
- Of issues encountered by professionals in carrying out their occupation,
- Of a new activity in a company's journey,
- Of training needs and expectations.

EXAMINE A NEW ACTIVITY IN THE PATH OF PROFESSIONALS

Context

This practical fact sheet is the result of the exploration initiated by the players of the MFR of Terrou of the Midi-Pyrénées Regional Federation as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

It is in keeping with individual accounts (Bertaux, 2010) and more specifically accounts of professional life and focuses on a particular segment of the professional pathway¹ of the individual interviewed.

Aim

This practical fact sheet is useful when the change(s) in an occupation can be described as new trends. In this situation, it may be useful to carry out investigation on the ground in order to gather complementary elements, more stabilised elements.

It facilitates the gathering of different pieces of information, from the point of view:

- Of the person: his or her original situation, journey, aspirations and personal realities.
- Of the professional sector: the evolution of professional activities or the trends in connection with socio-economic realities or other elements of the context, the skills acquired or to be acquired, the role of professional training.

It offers a guide on carrying out an interview with a professional (who may also be a work placement mentor or course supervisor, a past pupil, or an apprentice or intern of professional training). This guide will allow the person to relate their present or past experiences from the point of view of the evolution of his occupation.

User guide

Before starting, it is useful to identify the persons to be approached because of their career path. This undertaking can only be carried out in a work group given the task of exploring the changes in the occupations in order to identify new ways of development.

The interview itself will be based on an open examination punctuated with questions in order to obtain complementary information or specific details.

Examination guide

- Can you retrace the major stages of your training path and your professional path?
- Can you explain particularly what is new for you, in carrying out your occupation?

Subjects which can give rise to complementary questions:

- The elements of the context (socio-economic realities, societal expectations, regulatory evolution...).
- The aspirations of the person, what he wants to achieve.
- The evolution of the activities of the company or structure (which has changed or is changing, that which is new).

1. The professional path is the total of sequences, chosen or imposed steps of a person during the entire professional life of a person, from the first day of his first professional activity to the last day of the last activity. Aravis / Forecasting study 2010 «Quel travail dans 20 ans ?» («What work in 20 years?»)



- The background context of these activities.
- How he stands compared to other concerned players, institutions, or sectors.
- The obstacles, the difficulties to be overcome.
- The development perspectives in relation with the needs.
- The evolution of the professional activities of the person interviewed.
- The skills developed by these players in order to adapt to the evolution of activities.
- To sum up, how do you see the future of your sector of activity?

**EXAMPLE OF PARTICULAR POINTS ADDRESSED WITH PROFESSIONALS,
HORSEMEN WHO HAVE DEVELOPED AN ACTIVITY AIMED AT DISABLED
PERSONS AND CARE INSTITUTIONS:**

- The new activities developed by these professionals and that which has led them to this direction during their path.
- The advantages and the limits encountered in the implementation of these activities.
- The links with the institutions and the medico-social professionals.
- What has changed in carrying out their occupation and the required skills.
- Their personal plans and goals.
- Their expectations and needs.

Conclusion:

- How they view the development perspectives of the activities of hippotherapy, the needs of the sector and of equine professionals (including in particular the Bac Pro CGEH or Vocational Certification in Equine Industry Management students), the needs of the professionals of the medico-social sector (educators) in their accompaniment of handicapped persons in these activities.
- How they view the training offer and the training needs.

Recommendations

Before the interview, it is important to:

- Lay out the context and the aim. This will give direction to the interview.
- Explain to the person how the content of the interview will be used in order to incite the person to talk readily.
- Agree on the account-gathering methods. Note-taking can be used during the interview, completed if possible by recording.

Following these interviews, the information gathered during the different interviews will be processed and analysed with the help of an accompanying grid which reflects the desired elements of information. During a working session which brings together professional and members of the training organisation, a cross analysis may take place of the information acquired on the ground and other information sources (interpretation of issues, forecasting studies or overall perspective...) in order to reflect on skills which need to be developed.

EXAMINE THE PROBLEMS ENCOUNTERED BY THE PROFESSIONAL IN CARRYING OUT THEIR OCCUPATION**Context**

This practical fact sheet is the result of the exploration initiated by the players of the GRASTH association as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

Aim

Given the fact that no such questionnaire exists, we decided to create a first questionnaire in order to find out the main difficulties encountered by Therapeutic Riding (TR) therapists based in the rural areas of Greece. The questionnaire contains open-ended and closed-ended questions with a view to facilitate answers and generate answers to questions we may not have thought of. The aim of this is not only to have a good knowledge of the difficulties encountered but also, via this knowledge, to be able to better help and prepare the therapists who will be based in the rural areas.

Questionnaire : DIFFICULTIES ENCOUNTERED IN A RURAL TR CENTER

Name : Age : Gender :

Occupation/Speciality : Marital status :

Residence :

Current situation

What is the infrastructure available (stables, paddocks, arenas, water)	
Number of therapeutic horses available	
Equipment (horse related and therapeutic) available	
Number of therapists available	
Number of patients (children and adults)	
Do you use a horse handler who is not specialized in TR ?	
Do you use other personnel not specialized in TR ?	
If yes, what are their duties ? (name duties)	
How many hours/days do you work?	

Difficulties encountered in your situation

Were there difficulties concerning the following :

Introducing TR to your area	
Finding the appropriate therapists	
Finding the appropriate horses	
Did you use some existing infrastructure (eg a riding club, stables, etc)	
If not, what is the minimum infrastructure created ?	
In finding non-trained personnel	
Cooperation of therapists and non-trained personnel	
Finances	
Other difficulties	

Skills needed for an assistant TR

If you had the possibility to engage a person who is not a trained TR therapist but who would be able to act as an assistant to the therapist, what would be the skills you seek in that person.

Specific horse related skills (enumerate)	
Skills needed to provide assistance to the therapists (enumerate)	
Skills needed to establish a communication with patients (enumerate)	



Context

This practical fact sheet is the result of the exploratory study carried out by the French MFR groups (the National Union and the Midi-Pyrénées Regional Federation) as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

It is also inspired by the approach and the principles of the method «Examination of typical-job processes» (ETED) revised and distributed by the CEREQ (French Centre for Research on Education, Training and Employment) in 2006². This study offers an analysis of an occupation from the point of view of the actual work and how it is carried out.

Aim

This practical fact sheet proposes an interview guide to be employed when discussing with a professional who is a company head, a structure manager or his representative. The starting point may be an evolution, a transformation or even an innovation initiated at company or structure level. This guide then allows us to:

- Identify the changes generated in the exercise of an occupation or occupations³.
- Identify and understand the contextual elements which caused these changes (ecological, digital, economic, social, energy, legal...).
- Work towards the associated new skills.

The aim is not to end up with a framework document of activities which would be too time-consuming but rather to focus on the activities which have been subject to evolutions and changes and to identify the associated skills.

This information-gathering is a starting point to re-examine a training system, update it or complete it and make it more relevant.

User guide

Before starting, it is useful to draw up a panel of experiences selected for their innovative character or unique nature. This undertaking may be carried out among a taskforce set up to examine the changes within companies of a professional sector and to identify new development paths.

The group will then agree on how to carry out the interviews – on average 30-40 minutes - and will use this actual guide, adapted to the context. The guide may even be readjusted after the first interview which is used as a guideline.

2. The ETED method: from analysis of work to occupation framework documents, coordinated Olivier Liaroutzos and Emmanuel Sulzer, Relief, n° 14, 2006, 82 p.

3. Occupations for which the new professional skills are required and/or new occupations and/or traditional occupations which are strongly impacted in how they are carried out.

EXPERIENCE IDENTITY Practical fact sheet

- Practical fact sheet creator	To locate the experience.
- Person contacted	
- Company or structure	
- Occupation - Function	
- Contact details	To rapidly identify afterwards the experience (To be completed after the interview).
- Geographic identification <i>Where does the experience take place?</i>	
- What title would sum up the experience?	

EXAMINATION GUIDE

1	- The company (or structure) is currently under-going a new experience. Why is this new? - What do you do differently now? - Or what do you do differently compared to others?	To record and describe what the change consists of. To identify the nature of the change in question.
2	- How did this experience come about?	To understand the context in which the change came about in order to then cross this information with the identified resources required to exercise the occupation (knowledge, inter-personal skills, aptitudes...).
3	- To which issues or questions does the experience in question try to respond?	
4	- What allowed or allows you to succeed?	
5	- What obstacles were or are you faced with?	To evaluate the effects on the occupation(s).
6	- What has this actually changed in your work (in your activities)? - If the context allows ... What has this changed in the work of other professionals of the company, of the structure? - If the context allows... has this experience made a new function or occupation emerge?	
7	What are the skills that you judge necessary to carry out this new activity (or function or occupation)?	To identify useful skills required or elements of the skill (different types of knowledge, inter-personal competences).
8	How was or is the acquirement of these skills now accompanied?	



RECOMMENDATIONS

It is important to be ready to take notes in order to record what the professional has to say. If he agrees, an audio or video recording may be carried out.

Following the interviews, the body of information gathered during the different interviews will be subject to processing and analysis using an accompanying grid.

Example of accompanying grid:

Title of the experience	Context in which the change came about	Changes in the company, the structure	Changes in the work	Type of change	Associated skills

During a working session which brings together professional and members of the training organisation, a cross analysis may take place of the information acquired on the ground and other information sources (interpretation of issues, forecasting studies or overall perspective...) in order to reflect on skills which need to be developed.



Context

This practical fact sheet is the result of the exploratory study carried out by the ZMMLC governmental organisation as part of its participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

Aim

The Ministry of Agriculture is keen to make sure the social partners, who will be implementing the 2014-2020 rural development programme “transfer and dissemination of knowledge” for the setting up farmers’ organisations in local government and higher education institutions and for the surveying of training in agriculture, food and forestry fields, get adequate preparation as the program also deals with the training of the stakeholders..

This questionnaire enables us to identify the areas which interest farmers and, through an analysis of their answers, the issues that they consider to be important.

**PROFILE THE NEED FOR TRAINING IDENTIFIED BY LITHUANIAN RURAL DEVELOPMENT 2014-2020,
the measure « KNOWLEDGE TRANSFER and OUTREACH activities »**

..... The name of the institution

(I). TRAINING DIRECTIONS AND TOPICS

Evaluate each of the training direction and teaching topics, with a number of rating scale from 1 to 4, where 1-not 2-little true 3-true 4-very true. The line «Other (type)» provides and evaluates the direction of proposed training topics which are not on the list.

TRAINING DIRECTIONS

Name of training course	The scale of assessment			
	1	2	3	4
Crop				
Environment and climate change				
Beekeeping				
The common agricultural policy				
Bio-energy				
On the security work				
Gardening				
Organic farming				
Economy				
Engineering				
Information technology in agriculture				
Livestock farming				
Forestry				
Birding				
Dairying				
Gardening				
The management of the risks				
The right to				
Management				
Veterinary medicine				
Agricultural technology				
Other (type)				

EXAMPLES OF TRAINING TOPICS

Examples of training topics	The scale of assessment			
	1	2	3	4
The protection of plants				
Users of plant protection products				
Agri-environment and the countryside				
Environment and planning a fertilization				
The importance of primary accounting and document management (farmers)				
Application basics				
Bioenergy (biogas) production in agriculture				
The production and use of biomass energy sources for farm				
The growing of vegetables in greenhouses				
The basics of organic farming				
Organic gardening, seeds, berry plants				
Characteristics of organic farming				
Organic farming				
The execution of performance tests				
Animal welfare and health				
The reduction of the incidence of mastitis and milk cows, improving quality				
Complex support requirements				
Fundamentals of the implementation of the principles of cooperation, cooperations				
Forest cultivation and protection				
Forestry issues				
Land drainage and reclamation equipment maintenance				
The production quality and marketing of fattening livestock requirements				
Taxes and contributions innovation for (farmers)				
Tax and innovation contributions (employees of the agricultural companies, accounting)				
The latest technology for the production of organic farms				
The use of new technologies in animal husbandry				
Filling in grant applications and contract administration				
The production of milk, milk products and veterinary-sanitary requirements				
Dairy farm management				
The certification system of milk production				

EXAMPLES OF TRAINING TOPICS

Examples of training topics	The scale of assessment			
	1	2	3	4
Dairy quality assurance				
The formation of the herd of dairy cattle				
Increasing the value added in dairy farm				
The creation of added value in the holding of the farmer				
Ensuring the health and safety of farm				
The calculation of the cost of the crop/livestock holdings (farmers)				
The registration of farm animals				
Farming in environmentally sensitive areas				
Business Economics and evaluation				
Accounting of economic activity, tax and financial management				
Business planning and funding opportunities				
The accounting policies of economic activity (agricultural companies accounting staff)				
A simple farmer's farm business accounting system (using computer programs)				
Farmyard activity accounting dvejybine system and taxes (for beginners)				
Business financial management				
Grasses and a legume crop varieties and the latest technology				
Business policy and the law				
The preparation of business plans and in the implementation of small projects on the farm				
The use of economic evaluation of agricultural machinery				
Agricultural activity in the calculation and declaration of the tax income of the population				
Activities of the agricultural companies, bookkeeping and taxes (using computerised accounting software)				
Accounting for the sale of agri-food products by using cash registers				
Agricultural business risk management contracts of the legal bases and				
Agricultural marketing and sales management				
Operation and maintenance of agricultural machinery technology requirements				
Agricultural waste management and recycling				
Environmental requirements				
Other (type)				

(II). THE ORGANISATION OF TRAINING

Select the most appropriate response option (s), or type (s) of the desired line, « on the other (type) ».

The target group of listeners :

- ☐ Farmers ;
- ☐ Agricultural workers Employed ;
- ☐ Freelance specialists in agriculture ;
- ☐ Other (please specify) ;

The most comfortable training location :

- ☐ Scientific institution ;



- ☐ Educational institution ;
- ☐ Advisory body ;
- ☐ Municipal facilities ;
- ☐ District facilities ;
- ☐ Community facilities ;
- ☐ Other ;

The duration of training courses (in hours) :

- ☐ up to 4 ;
- ☐ 4-6 ;
- ☐ 6-8 ;
- ☐ 8-16 ;
- ☐ 16-24 ;
- ☐ 24-40 ;
- ☐ Other ;

Training is :

- ☐ January ;
- ☐ February ;
- ☐ March ;
- ☐ April ;
- ☐ May ;
- ☐ June ;
- ☐ July ;
- ☐ August ;
- ☐ September ;
- ☐ October ;
- ☐ November ;
- ☐ December

Training time (Please indicate one answer) :

- ☐ Date (s) of work time ;
- ☐ Date (s) of the weekend time ;
- ☐ Other ;

The preferred method of training :

- ☐ Training class ;
- ☐ Computer class ;
- ☐ Remote way ;
- ☐ Laboratory ;
- ☐ Date field on the farm ;
- ☐ The day's scientific authority on a holding ;
- ☐ Study (cognitive) visits farms in Lithuania ;
- ☐ Study (cognitive) visits to holdings abroad ;
- ☐ Other ;

Preferred forms of training :

- ☐ Workshop ;
- ☐ The conversation ;
- ☐ Discussion ;
- ☐ Monitoring Work ;
- ☐ Practical tasks ;

- ☐ Case-study ;
- ☐ Individual training ;
- ☐ Apprenticeship ;
- ☐ Other ;

Desired training material form :

- ☐ Printed message in the slide ;
- ☐ Drive ;
- ☐ Publications ;
- ☐ The footage in the video material (DVD) ;
- ☐ Digital journal ;
- ☐ USB - (digital media) ;
- ☐ Other ;

What is the number of participants in training courses in the appropriate group (choose one answer) ?

- ☐ 6-10 ;
- ☐ 11-15 ;
- ☐ 16-20 ;
- ☐ 21-25 ;
- ☐ Other ;

What part of the training programme should be practical training (choose one answer) ?

- ☐ Up to 40 per cent ;
- ☐ From 40 to 60 per cent ;
- ☐ More than 60 % ;
- ☐ Other ;

The financing from public funds the training intensity :

- ☐ The 100 percent State-funded ;
- ☐ 80 percent, the State-funded ;
- ☐ 80-60% financed by the State ;
- ☐ Other ;

(III). INNOVATION, RESEARCH

Evaluate innovation areas on a rating scale from 1 to 4, where
1-not 2-little true 3-true 4-very true.

The line «other (please name)» allows to name and evaluate an innovation area that would not be listed.

EXAMPLES OF TRAINING TOPICS

Innovation directions	The scale of assessment			
	1	2	3	4
Crop				
Environment and climate change				
The common agricultural policy				
Bio-energy				
Beekeeping				
Gardening				



Labour security				
Economy				
Organic farming				
Engineering				
Information technology in agriculture				
Livestock farming				
Forestry				
Birding				
Dairying				
The management of the risks				
Gardening				
Legal issues				
Veterinary medicine				
Management				
Agricultural technology				
Other (areas)				

The test of the proposed research, the names of projects, topics:

- (a).
- (b).
- (c).
- (d).
-

Your other suggestions, comments :

.....

Thank you for your answers !

2) Explore the changes and opportunities in the professional sectors and territories

In addition to the data-gathering missions and investigations among persons involved in the action (professionals, players, local authorities, ...), the European taskforce identified the need to cross analyse with this information, indicators and data which allows us to identify the contexts of the changes. Thus the practical fact sheets offered in this part make greater use of the grids which interpret and analyse the sector and the region.

They allow us notably to contextualize the evolutions with respect to regulatory, societal, environmental and economic factors of change...

The following practical fact sheets enable us to:

- Use professional sector data and information sources
- Use territorial data and information sources
- Identify the territorial governance and the autonomy of local players



Context

This practical fact sheet is the result of the exploratory study carried out by the French MFR groups (the National Union and the Midi-Pyrénées Regional Federation) as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

Aim

Which data (elementary description of the reality without comment), which information (data interpreted) should we look for when we want to examine the occupations of tomorrow of an activity sector? This practical fact sheet tries to answer this question by:

- Drawing up a list of accessible sources.
- Indicating the type of studies or work to be undertaken.
- Specifying the nature of the data and the information to look for.
- Proposing relevant indicators to guide the information-gathering (less obvious signs).

The paths proposed can help us to explore or monitor a sector.

User guide

The practical fact sheet offers an approach starting from five lines. Each line corresponds to a series of questions which help us explore all the useful dimensions (key figures and characteristics of the sector, issues, changes, laws and regulations, reports on experience) while progressively leading to information useful for training development (dynamics of the activity sector, strategy of companies and effects on their activities, effects on the occupations and skills to be developed).

The exploration takes the form of research of documents provided by the institutions on the Internet or on traditional means of document support. It may be completed by daily monitoring carried out using traditional methods or in a more occasional manner (trade fair, conference...).

It includes all the encounters with the professional with whom the organisation is in contact and others which it tries to get to know.

Recommendations

Taking into account the amount of data and information available, there is a risk of going astray. In order to be efficient, it is important and useful to be organised collectively and individually. As well as the monitoring and collection, it is important to allow for a period of cross-analysis (associating professionals and members of the training organisation) and of comparing the information collected with the investigations on the ground, which take the local reality into account.

KEY WORDS	QUESTIONING	TYPE OF POSSIBLE SOURCES	NATURE OF INFORMATION AVAILABLE AND/OR TO BE SOUGHT	INDICATORS OF CHANGE
SECTOR COMPANY EMPLOYMENT	<ul style="list-style-type: none"> - What are the present characteristics of the sector of activity? - What are the key figures? - What major evolutions have occurred from the past up to today? <p>Note: chose the most relevant level or levels (France + Europe? World? Region? (French) Department?)</p>	Statistical sources.	<p>Key figures and main characteristics of the sector:</p> <ul style="list-style-type: none"> - Number of companies and type of activities. - Structuring of the sector. - Nature of activities. - Volume of activities or number of users... - Nature, volume of jobs, status and working time. - Workforce needs. - Age pyramid and type of jobs occupied. - Renewal rate. 	<p>Quantitative and qualitative indicators</p> <ul style="list-style-type: none"> - Progressions. - Drops. - Comparisons and differences observed. - Modifications. - Problems. - New phenomena. - Needs. - ...
SECTOR COMPANY OCCUPATIONS	<ul style="list-style-type: none"> - What are the major issues of society which the sector has or will have to take into account? - What are the issues which will have a direct effect on the sector? 	<p>Studies carried out:</p> <ul style="list-style-type: none"> - At European level OECD, CEDEFOP (European Centre for the Development of Vocational Training). - At national level by governmental organisations. - At different levels by groups of players. 	<ul style="list-style-type: none"> - Economic issues. - Social issues. - Environmental issues. - ... 	<ul style="list-style-type: none"> - Challenges facing companies and professionals of the sector. - Possible effects on the occupations.
SECTOR COMPANY OCCUPATIONS - SKILLS	<ul style="list-style-type: none"> - What may be the tendencies of evolution of the sector? - What possible futures or which scenarios are envisaged? 	<ul style="list-style-type: none"> - Overall perspective. - Forecasting studies. 	<ul style="list-style-type: none"> - Tendencies in continuity with the present situation. - List of scenario. 	<ul style="list-style-type: none"> - Nature and amplitude of changes on the sector of activity, or on the occupations and the skills, depending on the tendencies or the scenarios.
LAW -REGULATION COMPANY OCCUPATIONS SKILLS	<ul style="list-style-type: none"> - What is the political situation of the country? <p>As well as national level, other levels should be added if necessary. (France and Europe, even worldwide).</p>	<ul style="list-style-type: none"> - Laws. - Regulation. 	<ul style="list-style-type: none"> - Nature of the position and aims - Nature (of the) regulation and specific aspects 	<ul style="list-style-type: none"> - Issues and desired effects (direct, indirect...). - Difficulties, issues for the companies and professionals and effects on the occupations and skills.
COMPANY OCCUPATION ACTIVITIES SKILLS	<ul style="list-style-type: none"> - What are the strategies of the companies? - What evolutions have taken place in professional activities? - Which skills are needed? 	<ul style="list-style-type: none"> - Accounts from professionals. - Talks by professional representatives. 	<ul style="list-style-type: none"> -ed/companies. - Functions, missions/occupations. - Activities and skills/occupations. 	<ul style="list-style-type: none"> - New activities or changes in the activities. - New skills, renewed view of the components of the skill.

Context

This practical fact sheet is the result of the exploratory study carried out by the French MFR groups (the National Union and the Midi-Pyrénées Regional Federation) as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

Aim

Which data (elementary description of the reality without comment), which information (data interpreted) should we look for when we want to examine the occupations of tomorrow of a territory? This practical fact sheet tries to answer this question by:

- Drawing up a list of accessible sources.
- Indicating the type of studies or work to be undertaken.
- Specifying the nature of the data and the information to look for.
- Proposing relevant indicators to guide the information-gathering.

The paths proposed can help us to explore or monitor a territory.

User guide

The practical fact sheet offers an approach starting from four lines of exploration. Each line corresponds to a series of questions which help us explore all the useful dimensions (key figures and characteristics of the territory, issues, changes, laws and regulations) while progressively leading to information useful for training development (dynamics of the territory and of its activities, dynamics of the sectors of activity, anticipation at territorial level of employment and skills).

It would seem necessary to agree on the most relevant level or levels before the action (employment zone, living area, activity pool, country, community of towns, (French) department, region, France, Europe? World? Region? (French) Department?)

The exploration takes the form of research of documents provided by the institutions on the Internet or on traditional means of document support. It may be completed by daily monitoring carried out using traditional methods or in a more occasional manner (trade fair, conference...).

It includes all the encounters with the professional with whom the organisation is in contact and others which it tries to get to know.

Recommendations

Taking into account the amount of data and information available, there is a risk of going astray. In order to be efficient, it is important and useful to be organised collectively and individually.

As well as the monitoring and collection, it is important to allow for a period of cross-analysis (associating professionals and members of the training organisation) and of comparing the information collected with the investigations on the ground, which take the local reality into account.

KEY WORDS	QUESTIONING	TYPE OF POSSIBLE SOURCES	NATURE OF INFORMATION AVAILABLE AND/OR TO BE SOUGHT	INDICATORS OF CHANGE
TERRITORY Place of life, Place of activities, Projects	<ul style="list-style-type: none"> - What are the present characteristics of the Territory? - What are the key figures? - What have been the major evolutions from the past to today? - What are its borders? - Who lives in this territory and keeps it alive? - How have activities evolved? - What strategies and projects for the territory exist? - What skills are needed? 	<p>Statistical sources Cartographic sources</p> <p>Accounts and stories which make up "local culture" Oral and other accounts Collection of players' experience Analysis of the activity</p>	<p>Key figures:</p> <ul style="list-style-type: none"> - Number of residents, density, rate of natural increase and net migration, age pyramid, composition of households - Volume of activities, main sectors, marginal activity sectors. Nature, volume of jobs, status and time worked, workforce needs - Unemployment rate, levels of education, income levels, HDI - The flows (of activities, pendular, of consumption, seasonal, digital...) <p>Key players:</p> <ul style="list-style-type: none"> - The associations, the residents, those in authority, the "families", the old people... - Project groups - The facts and cultural practices which structure the territory 	<p>Quantitative and qualitative indicators</p> <p>Progressions Drops Comparisons and differences observed Modifications Problems New phenomena Needs ...</p> <p>Indicators which can cause the emergence of possibilities for change through specific practices of this territory</p>
TERRITORIES ACTIVITIES OCCUPATIONS	<p>What are the major issues which the territory has or will have to take into account?</p> <p>What are the issues which will have a direct effect on the territory?</p>	<p>Studies carried out:</p> <ul style="list-style-type: none"> - At European level - At national level by governmental organisations (OET, DATAR (former French inter-ministerial delegation for territorial planning and regional attractiveness), inequalities between territories) - At different levels by groups of players (AMFR). 	<p>Demographic and social issues Environmental and territorial planning issues Cultural and education issues Economic issues Governance issues ...</p>	<p>Challenges facing local authorities, public services, companies, professionals, players of the civil society and the citizens</p> <p>Possible effects on the volumes and natures of activities and occupations</p>
Regional territory SECTOR – PROFESSIONAL EMPLOYMENT	<p>What may be the tendencies of evolution of the territory?</p> <p>Which possible futures or scenarios are envisaged?</p>	<p>Overall perspective Forecasting studies</p> <p>At national/regional levels</p>	<p>Tendencies in continuity with the present situation List of scenarios</p>	<p>Nature and amplitude of the changes on the sector of activity, even on the occupations and the skills, depending on the tendencies or the scenarios</p>
Governances – ACTIVITIES – OCCUPATIONS – SKILLS	<p>What is the political situation of the country?</p> <p>As well as national level, other levels should be added if necessary. (+ Europe? World? Region? (French) Department?)</p> <p>What are the effects of the national situation on the territorial processes?</p>	<p>Laws and policy guideline laws</p> <p>Regulation</p> <p>Development plans projects</p>	<p>Nature of directions and goals</p> <p>Nature of the regulation - specific aspects</p> <p>Territorial governance Autonomy of the players</p>	<p>Differences noted</p> <p>Desired effects (direct, indirect...) Difficulties – issues for companies, professionals and residents of the territory and effects on the occupations and skills.</p>

Context

This practical fact sheet was used in the exploratory study carried out by the French MFR groups (the National Union and the Midi-Pyrénées Regional Federation) as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment. It is the result of the study of territorial anticipation of employment and skills produced by Sol et Civilisation (Sol et Civilisation, 2010).

Aim

For the organisation of any training course, before examining various training development approaches each with their associated limits, prior knowledge of the territory is necessary. This can be achieved by drawing up an analysis of its governance, which provides a better understanding of the realities in order to imagine/implement the most appropriate working method.

EXAMINATION GRID OF TERRITORIAL GOVERNANCE	ELEMENTS GATHERED
1) Panorama of local democracy <ul style="list-style-type: none"> - What is the role of the people ? - Are they consulted ? - Are they able to express an opinion ? - Is their opinion taken into account ? 	
2) Representation or direct application of the decision ? <ul style="list-style-type: none"> - How are the people represented ? - If there is representation, what form does it take: Development committee ? Professional representation ? 	
3) The competent administrative authority or the authority with decision-making powers <ul style="list-style-type: none"> - Who takes the decisions ? - Elected representative ? - Professional ? - Company head ? - Civil society ? 	
4) The bodies of governance <ul style="list-style-type: none"> - Is there governance ? - Of which type: recommendations of institutions or are the institutions within a steering committee ? - Is the decisional power shared ? - Is the decision subject to participation, discussion ? 	
5) The support for project ideas <ul style="list-style-type: none"> - Is there animation ? - Is it supported by sectorial animators ? 	
6) The follow up of decisions <ul style="list-style-type: none"> - How are decisions followed up on and what support is given to those behind projects (individuals and groups) 	



AUTONOMY OF TERRITORIAL PLAYERS

1) Attribution of authorities - Is the distribution of authority carried out according to the law or does the law simply provide a guideline (principle of full or complete jurisdiction) ?	
2) Degree of autonomy of the territory - What is the project management capacity of the territory ? - Is there a desire for a maximum level of internal management ? - What is the capacity of the territory to work on in its own right on conventions and contracts ?	
3) Relation to autonomy - Does the local history demonstrate a tendency towards autonomy ? What are the reasons for this answer ?	

Using the answers provided, the group can, taking into account the following typologies, better understand the governance of a territory in which it has a role or would like to have one.

Summary table of typologies of territory and strategic examination

Typology of models Type of Governance	Hierarchical Territory	Embedded territory	Autonomous territory	"Bottom up " type territory
Acting power of the people	None	Informed	Co-produce	Decide
Concertation	No dialogue	Restricted dialogue	Wide dialogue	Co-production ⁴ Co-appropriation
Decision-making	By the responsible institution	Steering committee bringing together technical and political managers	Charismatic Leader	Co-decision (Leader or Italian District type)
Animation / Facilitation • Through which structure? • By which person? • Under who's authority?	None	Institutional	Technical/administrative animation	Global animation
How are projects followed up and evaluated?	Evaluation sanction	Prior evaluation	Subsequent evaluation	Evaluation of the whole process and the results
Degree of autonomy of the strategy of the player				
Attribution of authorities: By law or full jurisdiction?				
Capacity to implement contracts, conventions: Wide or limited?				
Tendency of local history towards autonomy?				

4. The people draw up their agreements and consultations while making the decision at the same time. They change their positions while taking decisions by feedback loop.

Chapter 2 - Contribute to changes

We identified, during this process, two levers which a training organisation has at its disposal to participate in changes

- Its training development and its capacity, following the monitoring carried out, to communicate these trends among the managers and to transform them into training systems.
- By developing or participating in co-operative actions on projects, synergies and activities.

The practical fact sheets presented below therefore make greater use of the processes than of the tools as such.

1) By drafting a training development

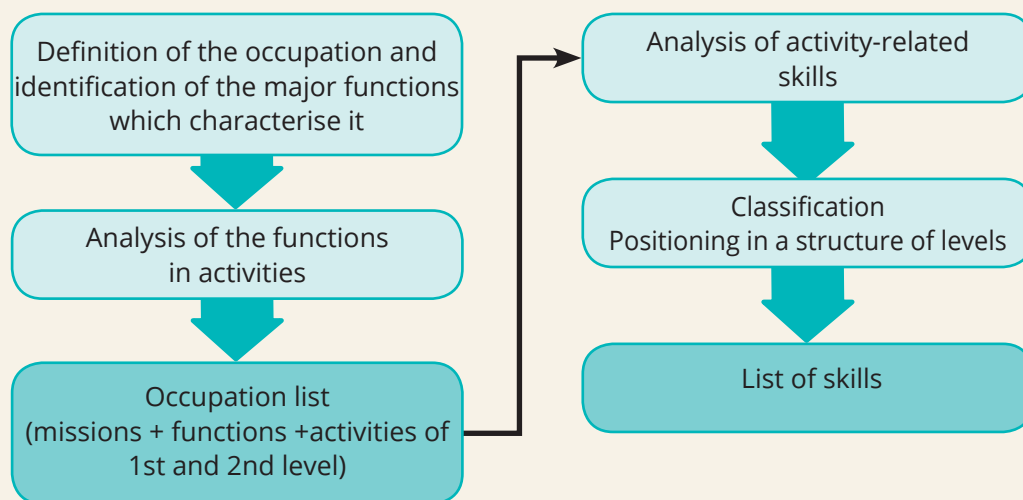


DRAW UP A FRAMEWORK DOCUMENT OF ACTIVITIES AND SKILLS

Context

This practical fact sheet is the result of the exploratory study carried out by the group in charge of the “hippotherapy” module, i.e. Salford City College, GSATRH and the MFR of Terrou for the Midi-Pyrénées Regional Federation.

If we accept that the drafting up of a training development consists of four stages, needs analysis, the conception of the training system, the implementation and the evaluation – this practical fact sheet concerns the first stage, the training needs analysis. It uses a method centred on the skills requirements of organisations, skills derived from the activity of the professionals.



This activity can be observed on the ground and/or described by the professional himself.

Aim

This practical fact sheet proposes tools which allow us to draw up a framework document of skills taking into account the activities carried out by professionals for a function or occupation considered as emerging.

User guide

Before starting to identify the skills, we should first:

- Name the new function or occupation.
- Define the role, the place and the responsibility of the professional in this new activity, function or occupation.
- List the activities or tasks to be carried out by the professional, and classify them as “main activities” or “secondary activities” (framework document of activities)⁵.

It will then be possible to:

- List the skills which make it possible to carry out these activities (framework document of skills)?
- Identify the components that make up these skills in order to be able to “think the training through”. These components show the resources used by the professional in a real situation (or to be used by the future professional). These are therefore resources that the training should allow us to develop.
- Define the means which allow future certification candidates to demonstrate their capacities⁶ or skills (framework document of certifications).

5. The words “activity” and “task” are interchangeable, but it should be noted that the activity describes the actual work and the task describes the prescribed work.

6. Capacity is meant here as a potential.

Proposition of work grids:

To carry out a first framework document of skills from the activities observed or expressed by professionals, the brainstorming method can be used.

- To carry out a preliminary list of activities and skills

Title of the new function or occupation:

Activities		Associated skills
What?	How?	

- To classify the activities and associated skills

Main activities	Secondary activities	Skills

At this point, it may be possible to identify the transversal skills.

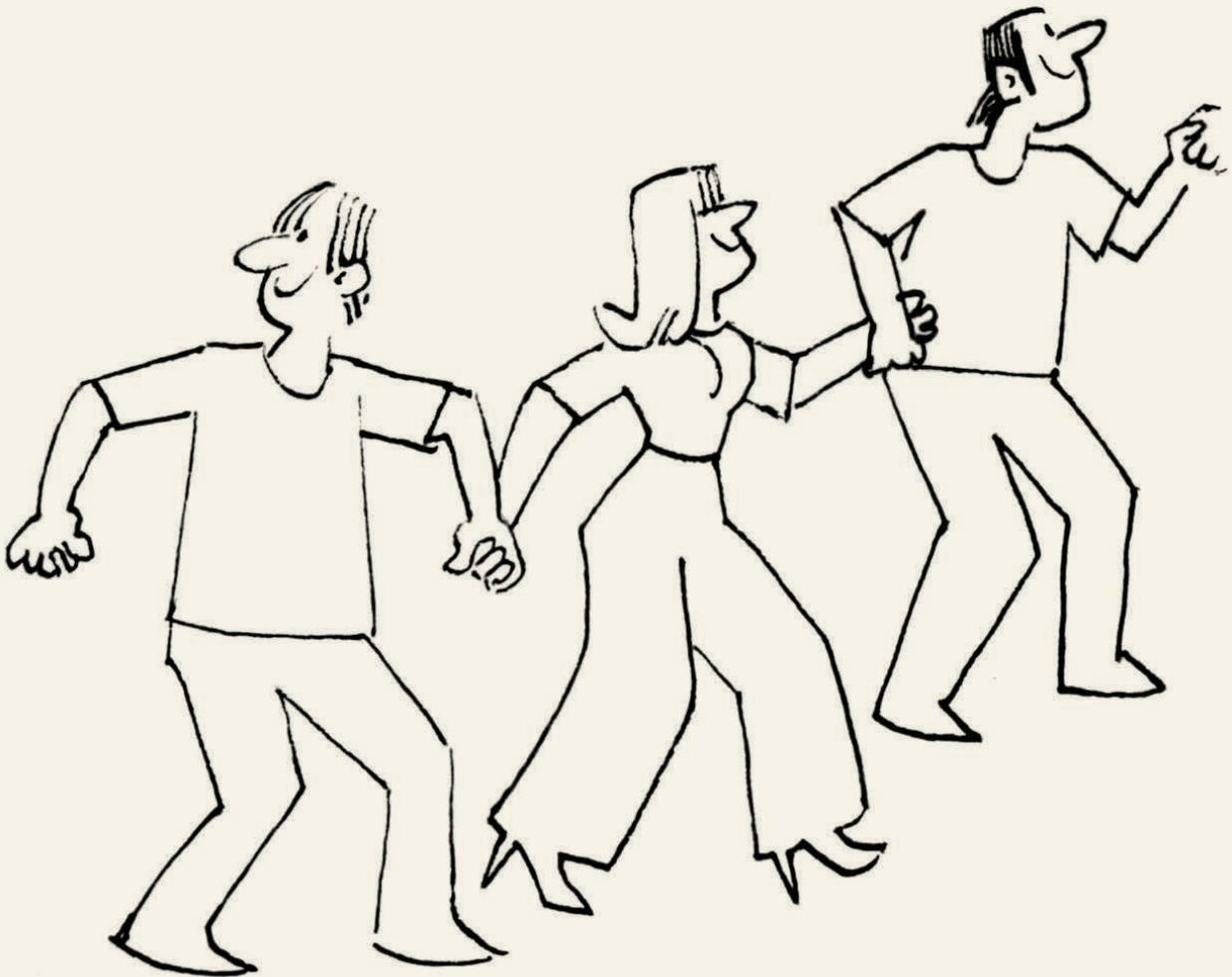
- To identify the components of the skill

Skills	Components of the skill			
	Aptitudes or know-how (know-how acquired from experience...)	Knowledge (technical, methodological, ...),	Reflective resources (objectivity and analysis of one's practice, use of reasoning, use of different resources in a given situation...)	Socio-affective resources : relation with oneself and with others

2) By developing a culture of co-operation

In a process of contribution to changes, we propose the approaches below which allow us to:

- Construct together a vision of a common future
- Look for partners for a project
- Work in a network

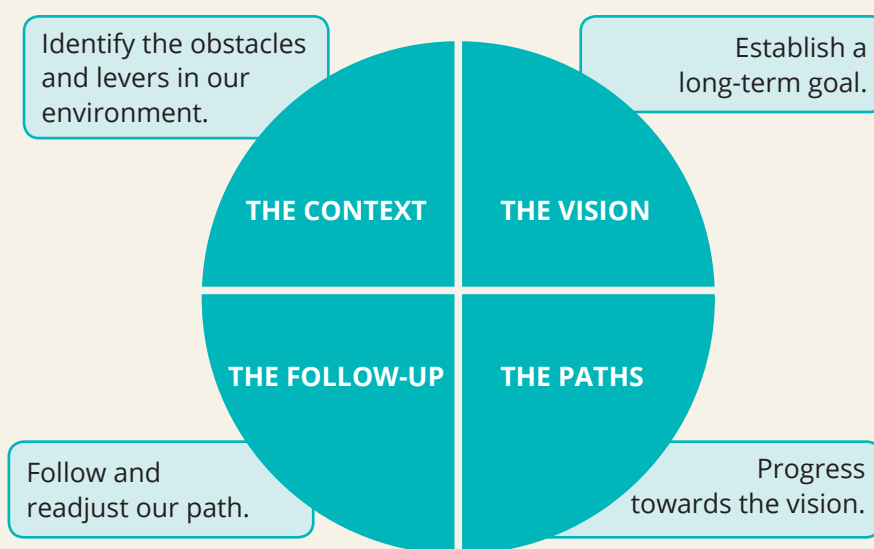


CONSTRUCT TOGETHER A COLLECTIVE VISION OF CHANGE

Context

Elements of the change-orientated approach were used in the collective action of the strategic partnership: to prepare the occupations of the future in the rural environment.

This approach is developed by the F3e⁷ notably in the guide **Agir pour le changement (Act for change)**.



The possible steps of a change-orientated approach

Aim

For any group involved in movements towards change, it is important to clarify a shared vision. To define this vision means **to establish a long-term goal**.

To incite a group to project itself into the future, to define a **common vision of change desired** by the different players of the group. To define together the ideal situation to which they aspire and for which they want to join forces.

User guide

The proposition below represents the “vision” stage of an approach which is often divided into four steps which become obvious when they are carried out collectively.

A workshop on the shared vision can be implemented in several ways.

7. Created in 1994, the F3e is an associative network entirely dedicated to the quality, in terms of working method, of actions of international solidarity or of decentralised co-operation.

Made up of about one hundred ONGs, territorial authorities and health centers, it brings together the main players of the development sector and of international cooperation in France. The 3 “Es” which make up its acronym stand for the three major axes of its mission: Evaluate, Exchange and Explain.

Proposition of how a workshop should progress

- Starting the collective work

Example of how to start

"It is 2030. The territory of ... developed with great success, thanks to the action of its players.

- How do you see the territory?

- What is the situation of players with a role to play in the territory?

How can the general situation of the players be described? What should be different from today?"

Regarding the workshop animation techniques (automatic writing, photo-language method, meta-plan technique...), it is important to allow each participant, and organisation to produce their own reflections.

- Exchange and debate on adjustment and on important and shared lines.

- Formalise the vision so that the group can relate to it collectively

4 KEY IDEAS TO UNDERSTAND "CHANGE"

Idea 1 : What we call **"change" is a complex process**. Change is a new situation which is the result of a combination of different evolutions, small or large, due to interactions between different players and factors (political, infrastructures, ...).

These changes can be either linked to structural matters. Other changes then also occur: it is a constantly evolving process.

Idea 2 : The process by means of which change occurs is complex, as is it the result of various interactions. It is not linear and is difficult to predict.

Change is usually the result of a combination of different factors: players which interact, a particular context at a given moment... The voting of a law, for example, may be the result of a combination of several factors:

The progressive evolution of the mentalities of a population, the realisation of a government, the will of a charismatic person who supports the idea, the international situation which facilitates this realisation., etc.... The multiplicity of these interactions means that it is often difficult to identify all of them.

Idea 3 : **The evaluation of change is subjective**. It depends on the observer, and how he views the change and the level at which he is interested in it. The view of the change is conditioned by the culture, the experience of the individuals (their stories) and groups (organisations, institutions) by their limits and expectations in terms of change.

In a given context there are always several players (individuals, groups of individuals, organisations, institutions..) which interact. Each of these has his own expectations and hopes. Each of these may therefore have a different perception of change to the others – concerning both the final aim and the means by which it should be achieved.

Each player can have a different view of change. These differences may concern the importance and value of the change, its aim or level.

Idea 4 : An action, a project can contribute to a process of change. **The complexity of change means that it cannot be attributed to a single factor** – not more to this intervention than to another factor. We cannot anticipate with certainty the evolution of these processes.

IDENTIFY THE SYNERGIES OF THE PLAYERS

Context

This practical fact sheet is the result of the exploratory study carried out by the French MFR groups (National Union and Midi-Pyrénées regional federation engaged in the framework of the strategic partnership: to prepare the occupations of the future in the rural environment.

It uses the works undertaken by the COMETHE project (Conception of Tasks and Methods for Industrial Ecology) presented in the article by Sabrina Brulot, Muriel Maillefert and Jérémie Joubert (Sabrina Brulot, 2014).

Aim

This practical fact sheet can be used by a training organisation which has a project around which it tries to mobilise players, partners, using synergy.

User guide

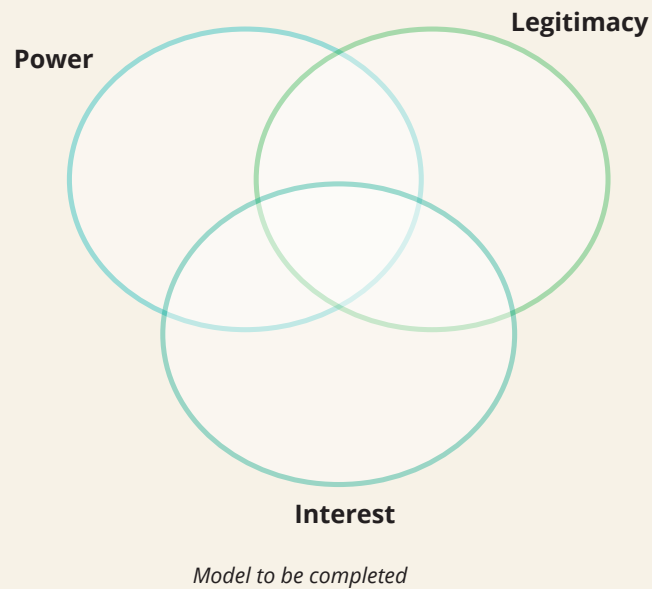
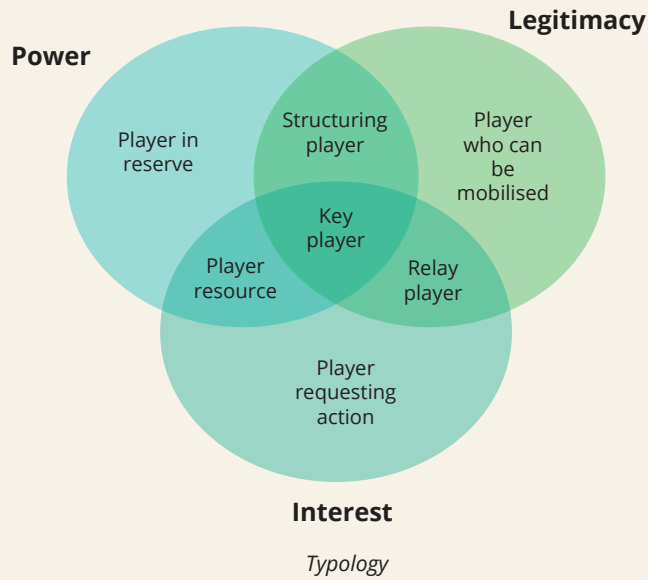
The proposition is to start by identifying the players and organisations potentially concerned by the project, and their activities and aims, and to then establish their links with the project and to each other.

This process can be carried out collectively using each person's knowledge, complementary sources of information or interviews.

Players/ Organisations which may be concerned by the pro- ject (institution, com- pany, association...)	Overall		In the context of the project			
	Main activity of these organisations	Goals of these organisations	Interest for the project	Legitimacy in connection with the project	Capacity of acting in rela- tion to the project (politics, financing, ...)	Relation to other players

Recommendation

In order to facilitate the analysis of this collection of information and construct a plan of action, the following typology can be used.



WORKING AS A NETWORK AND BUILDING ON GOOD PRACTICES

Context

This practical fact sheet is the result of the exploratory study used by the SCF association and the FARI network as part of their participation in the strategic partnership: to prepare the occupations of the future in the rural environment.

Aim

Because of the complexity of the reality and its unforeseeable nature, each person is invited to construct responses with others, in collaboration, sometimes in partnership and often in a network. This is why, using the approach of Italian partners, it seemed relevant to highlight the process of working in a network.

The steps of the network approach

Adopting an « integrated approach » means connecting different actions of different actors, articulating them, making them known and interact, enriching them, making the set of competences and resources brought by each one improve the action/the production at the local level, offering new and novel development perspectives.

For « connecting », for making network there is the need to:

1. make a « mapping » of the territory, meaning to identify : - stakeholders interested in participating to a development process, - resources (production, cultural, etc.) that may be activated at the local level ;	In this respect, the practical fact sheets presented to identify and analyse the changes (the practical fact sheets on the governance and the autonomy of the players and the practical fact sheet on the synergies) constitute an interesting base.
2. get to the identified stakeholders and organize a meeting or a shared moment ;	The practical fact sheet on the shared vision can be used in this context.
3. identify what is the nature of the exchanges between the actors involved : exchanges of reciprocities ; emissions trading (expressing constraints in the juridical area) ; exchanges of interests ; value exchanges, that take to the sharing of ethical elements (solidarity, equality, freedom, etc.) ;	
4. share the actions to be done for the prosecution of a common aim, coherent with the type/ nature of the exchanges ;	
5. share the main steps of the development process and the tools to adopt in order to reach the aim ;	
6. define the modality of analysis and monitoring of the initiative and evaluate in the course of implementation in a participated manner, involving therefore the same stakeholders not only during the planning and process phases, but also during the evaluation of the result (output and outcome).	In this respect, the work carried out during the partnership on the « change-orientated follow up » - evaluation can be consider as a solid work basis...

Recommendations

A network is, by definition, connected and moving. The steps presented below make up the phases of creation of a network. However, the network must be continually maintained and enriched by a capillarity process.

The collection and transmission of “good practices” is therefore a means of using and transmitting innovative collective actions.

Below is a grid of the resulting “good practices” which can be used to build on and transmit the changes within the network.

FRAMEWORK of GOOD PRACTICES and SURVEY OF THE NEEDS in rural areas

I PART

Section I –Registration data of the project / service / training course

Title	
Territorial area of intervention	
Budget	
Source of funding	
Duration	
Coordinating organization	
Contact person	
Partner organizations	
Contact person for completing the practical fact sheet	
Documentation to report / attach	

Section II - Description of the project / service / training course

Identification of the issues to which the project / service / training course seek to give answer	
Objectives of the project / service / training course	
Short description of the project / service / training course	
Operators involved (number and type)	
Beneficiaries (number and type, gender and age)	
Channels / tools for the promotion and dissemination	

Section III – Activities

If it is a training course, please list: stage, class lessons, lessons in laboratories, training enterprise (if any), etc.

Actions	Specific actions	Result indicators

Section IV – Successful factors and critical issues

Successful

Critical issues

Section IV – Impact of the activity

Impact of the measures on the needs of the beneficiaries detected before

Positive actions of contagion extra project / service / training course (transferability)

Stabilisation / consolidation of services offered, already in place or possible

In the second part of the collection template, we also asked the associative group to give its own contribution to the identification of the activities/services/training courses that could be developed for the innovation of the rural system of the territory.

II PART

We kindly ask you also to give your contribution to identify which activities / services / training courses could be developed for the innovation of the rural system of your territory

Entity

Reference sector/context

Needs / requirements of the sector

Professional profiles to be developed to respond to the needs

Type of activities to be developed to relaunch the development



CONCLUSION

The European taskforce carried out investigations on a variety of sectors and levels in specific national and local contexts. Following on from the observation hypotheses of the start (the pathways, the sector, the territory), elements emerge which structure approaches applicable to the training organisation, an important player in local life.

The information gathering, the statistical characteristics of a territory, of a sector, or of an occupation provide the knowledge necessary to regard the situation objectively. Information-gathering serves to share the interpretation of a situation and to analyse it collectively.

However, as all realities are complex, the approach by numbers doesn't mean that we have our "finger on the pulse".

If this is our aim, the best level of investigation would seem to be that of action at ground level. It is by using what is already there, activities which change because of the will of the players or because of more global evolutions, that this perception of "tomorrow" can come into effect.

In this way, this methodological exploration invites us to listen, encounter, observe, perceive and feel future possibilities, through

the activities and intentions of individuals, companies, those with authority at local level, and from the organisation of training.

A collective invitation where each person has a role to play in order to use shared monitoring, a vision and co-operative contributions to change.

The issues remain for the persons we will accompany towards this "tomorrow". Today, what do we know about occupations of the future in rural territories ?

They will certainly be impacted by major world issues and transitions: digital, energy, scientific, environmental, food-related...

They will be conditioned by assigned functions, chosen or accepted by society's rural territories.

Maybe they will also reflect tendencies of re-composition and hybridization of occupations as we know them today ?

This encourages us to bear in mind that *Tomorrow will not be like yesterday, it will be new and it will depend on us, it is more to be invented than to be discovered* - **Gaston Berger**

THE QUESTIONS WHICH THIS POSES FOR THE TRAINING ORGANISATION

IDENTIFY/ANALYSE THE CHANGES

- What is the degree of openness of the training organisation?
- What reception? For persons, for projects, for the ideas of
 - Professionals,
 - Taskforces,
 - Local players,
 - Trainees.
- What should we be attentive to? What monitoring can we share??
On what subjects?
- What experiences should be a source of inspiration?
- What old and new ideas should be used or reused?
- What individual and collective institutions?

CONTRIBUTE TO CHANGE

- By fostering which development of training?
 - With which skills?
- By participating in which co-operation frameworks?
 - With whom?
 - With what vision?
- By using which frameworks and which opportunities for encounters and for internal and external cooperation?
 - With which skills
- By participating in the training of which player citizen?

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