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Smart4Food Didactical Framework and Methodology for Microlearning Curriculum

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Executive Summary and Project Context

Executive Summary and Project Context

The Smart4Food Didactical Framework and Methodology for Microlearning Curriculum provides the pedagogical foundation and operational structure for the development of digital, modular, and learner-centred training for smallholders and rural actors. It forms a core component of the Smart4Food initiative, which aims to promote digital and green competences in sustainable agriculture and rural development.

The framework builds on the Smart4Food Competence Map and integrates European reference models such as GreenComp, DigComp, and EntreComp to ensure alignment with EU policy goals for sustainability, innovation, and digital transformation. Its ultimate purpose is to translate complex sustainability competences into short, practical learning experiences that are accessible, inclusive, and directly applicable in real farming contexts.

The document outlines both the didactical principles guiding the creation of microlearning modules and the implementation methodology for partner institutions responsible for content production, delivery, and evaluation. It ensures that all learning materials across countries share a consistent pedagogical approach and quality standard while remaining adaptable to local needs.

Purpose:

This document outlines the didactical principles and structure to guide the design and development of the Smart4Food microlearning-based training curriculum. It aligns with the microlearning methodology described in the Smart4Food Methodology and supports the creation of high-impact, learner-friendly digital content tailored for smallholders, educators, and rural development actors.

1. Target Audience

• TG1: Small and family farmers with limited time and digital skills
• TG2: Farming educators and sustainability advisors
•TG3: Regional development agents and policy influencers
The framework prioritizes accessibility, simplicity, and immediate relevance to professional practice.
It serves as a bridge between strategic competence design and practical training delivery, ensuring that all educational products developed under Smart4Food are coherent, validated, and ready for transfer and upscaling.

2. Key Pedagogical Principles

• One Module = One Learning Goal
• Modularity & Flexibility: Learners can follow any sequence depending on their needs.
• Bite-Sized Learning: Modules limited to 5–8 minutes of active engagement.
• Active Learning: Includes activities, real-world cases, and self-assessment.
• Multimedia-Based: Combines text, visuals, audio, and video.
• Inclusivity & Accessibility: Simple design, mobile-first, multilingual content.

3. Microlearning Module Structure

Each module should include the following core elements:

Section	Description
Title & Objective	Short, clear title and 1-sentence learning goal
Intro (1 min)	Text/audio/video explaining relevance to real-life problem
Instructional Content	Key knowledge chunk (e.g. short video, infographic, animation, or diagram)
Mini-Task	Interactive activity or real-life challenge (max. 5 min)
Quiz	2–3 simple questions to check understanding
Case Study	Example from EU/partner country experience
Call to Action	Suggestion for learner's next step / real-world application

4. Content Development Guidelines

• Use simple language suitable for low-literacy users
• Avoid long blocks of text – use bullets, icons, images
• Prefer real farmers' stories and visual explanations
• Follow mobile-first design (accessible via smartphones/tablets)
• Ensure each module is standalone and shareable
• Link to additional resources for deeper learning

5. Trainer and Facilitator Guidelines

While the Smart4Food modules are designed for self-paced, mobile learning, trainers and facilitators play a key role in ensuring engagement, contextualisation, and peer interaction. The following guidelines support consistent facilitation practices across all partner institutions.
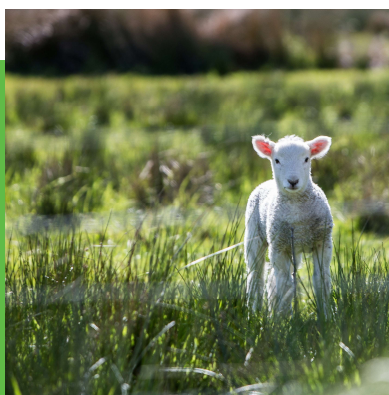
Role of Trainers and Facilitators

• Act as learning mediators, helping participants relate digital content to their own farming or community context.
• Encourage reflection and peer exchange through group discussions, WhatsApp groups, or short in-person workshops.
• Provide technical and motivational support, especially for learners with low digital literacy.
• Ensure inclusive participation by adapting examples, visuals, or pace according to learners' background and needs.

Trainer Preparation

• Review all module objectives and learning outcomes before delivery.
• Test all digital materials on mobile devices and confirm accessibility.
• Prepare local case examples to supplement the online content.
• Familiarise with the Smart4Food Hub features for learner monitoring and communication.

6. Implementation and Quality Framework

To guarantee high pedagogical and technical standards across all Smart4Food partners, the following workflow and quality assurance system will guide curriculum design, content development, and delivery.

6.1. Development Workflow

Phase	Description	Responsible Actors
Design	Define learning goals, structure, and digital format based on competence map.	Lead Partner + all Partners
Production	Create multimedia materials (video, infographic, audio, quiz). Apply microlearning standards.	Content Partner
Internal Review **External review**	Pedagogical and technical review for clarity, inclusiveness, and accessibility.	QA Team (three partner reviewers)
Piloting	Test modules with small learner group, collect feedback on usability and relevance.	All Partners
Revision & Validation	Revise based on feedback, ensure alignment with frameworks and standards.	Lead + Content Partner
Publication	Upload final modules to Smart4Food Hub with metadata and translations.	Technical Partner

6. 2. Quality Assurance Criteria

Each module must comply with the following indicators:

• Clear learning goal stated in one sentence.
• Duration of 5–8 minutes per microlearning unit.
• Use of simple, inclusive language and visuals accessible on mobile devices.
• Integration of interactive elements (task, quiz, reflection).
• Alignment with relevant EU competence frameworks.
• Availability of multilingual subtitles or translations.
• Accessibility compliance (contrast, font size, captioning).

A Quality Checklist will be applied during internal review.

6.3. Technical and Design Standards

- All content must be compatible with the Smart4Food Hub/LMS and easily shareable via social media.
- File formats: MP4 (video), MP3 (audio), JPG/PNG (images), PDF (downloadables), HTML5 (interactive).
- Visual style: consistent fonts, iconography, and colour palette reflecting Smart4Food branding.
- Licensing: use of open educational resources (OER) or properly attributed materials.

EU Competence Framework Integration Overview

Smart4Food modules and competence areas are explicitly aligned with three major European frameworks for lifelong learning and green transition:

Smart4Food Domain	EU Framework Alignment	Key Competences Developed
Sustainable Resource Management	**GreenComp**	Systems Thinking, Circular Use, Responsibility
Climate Resilience & Adaptation	**GreenComp**	Future Literacy, Adaptability, Risk Management
Digital Tools in Farming	**DigComp**	Data Literacy, Digital Communication, Problem Solving
Business & Marketing for Smallholders	**EntreComp**	Creativity, Financial Literacy, Mobilising Resources
Farm Innovation & Collaboration	**EntreComp, GreenComp**	Collaboration, Innovation, Systems Thinking
Training & Rural Education	**LifeComp**	Learning to Learn, Empathy, Communication

This mapping ensures that Smart4Food contributes to the European Skills Agenda and facilitates recognition and transferability of competences across contexts.

7. Learning Domains and Competence Areas

Curriculum will be structured around key domains identified in the Competence Map:

1. **Digital Tools for Smart Farming**

2. **Sustainable and Regenerative Agriculture**

3. **Smart Marketing and Communication for Small Producers**

4. **Local Food Systems and Short Supply Chains**

5. **Training and Education for Rural Development**

6. **Policy, Innovation and Project Development in the Agri-sector**

Each domain will contain 3–5 microlearning modules based on user needs.

8. Assessment and Feedback

• Self-check quizzes after each module

• Downloadable reflection sheets

• Optional submission of photo/video proof of action

• Peer exchange via Smart4Food Hub (optional forum/discussion feature)

9. Learning Pathways, Assessment, Validation and Piloting

Learning Pathways

Learners can access each Smart4Food module independently based on their interests and needs. However, the system encourages the combination of modules within a **domain pathway** (e.g. Digital → Marketing → Collaboration) to foster holistic competence development.
 Modules are designed as **stand-alone**, shareable units that can also form part of larger blended learning courses organised by partners.

Assessment Approach

• **Formative assessment** through embedded quizzes and reflection questions in each micro-unit.
• **Summative assessment** through short tasks, digital submissions, or participation in peer exchange activities.
• **Trainer feedback** via Smart4Food Hub messaging or live sessions.

Validation and Recognition

• Upon completion of each module, learners receive a **digital badge** representing specific competences.
• The validation approach follows principles of **open badges** and **non-formal learning recognition** to support future employability and lifelong learning.

Pilot Implementation and Evaluation Plan

Purpose
The pilot phase will test the Smart4Food microlearning curriculum in real learning environments to verify usability, relevance, and pedagogical effectiveness. It will also generate evidence for final refinement and upscaling. Each partner will engage a pilot group representing its regional audience.

Pilot Objectives
• Assess the accessibility and comprehension of microlearning materials by different target groups.
• Evaluate learner satisfaction, motivation, and perceived competence gain.
• Collect feedback from trainers and partners on implementation feasibility.
• Identify improvements for content, interface, and assessment methods.

Evaluation ToolsLearner Feedback Questionnaire
• Online or paper-based (usability, satisfaction, learning relevance)

10. Application of the Didactical Framework in the Smart4Food Curriculum

The previous sections have defined the overall didactical and methodological principles guiding the Smart4Food learning offer — from modular design and microlearning architecture to assessment and feedback mechanisms. The following part of this document translates these principles into a concrete curriculum structure composed of thematic modules.

Each module represents a practical application of the didactical framework: it is built around a single learning goal, designed for short and mobile delivery, and aligned with the competence areas defined in the Smart4Food Competence Map. Together, the modules form a coherent yet flexible training ecosystem that can be delivered independently or combined into wider learning pathways.

To ensure both thematic balance and partner expertise, the modules have been distributed among consortium partners according to their specific competences and capacities. The resulting curriculum offers six integrated learning areas that operationalize the Smart4Food vision of digital, green, and entrepreneurial skills for sustainable rural development.

The following section presents the Smart4Food curriculum modules in detail — including competence units, learning outcomes, methodological strategies, activities, and assessment examples — serving as templates for consistent content creation and delivery across all participating organisations.

Didactical Principlea	Reflected in Modules Through
One Module = One Learning Goal	Each module focuses on a single competence unit
Active, Mobile Microlearning	5–8 minute learning units with interactive tasks
Assessment and Reflection	Short quizzes, peer feedback, real-world application
Accessibility and Inclusion	Simple, multilingual, mobile-first design
Alignment with EU Frameworks	Each module maps to GreenComp, DigComp, or EntreComp

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Modules listed in the Key Competence Map

Module 01 – Smart Soil Use

- **Short Description**: *Building agroecological literacy around soil health, interpreting test results, and planning sustainable nutrient strategies.*

- **SMART4FOOD Competence Area**: 2.1.1 Building agroecological literacy around soil health, interpreting test results, and planning sustainable nutrient strategies.

- **EU Competence Framework Alignment**:

  - *GreenComp*: Systems Thinking, Agroecological Literacy

Module 02 – Smarter Crop Protection

- **Short Description**: *Strengthening plant health competence through integrated pest management and reduced chemical dependency.*

- **SMART4FOOD Competence Area**: 2.1.2 Strengthening plant health competence through integrated pest management and reduced chemical dependency.

- **EU Competence Framework Alignment**:

  - *GreenComp*: Critical Thinking, Preventive Practice

Module 03 – Water-Wise Farming

- **Short Description**: *Learning how to plan and optimise irrigation using practical tools and weather insights.*

- **SMART4FOOD Competence Area**: 2.1.3 Enhancing irrigation decision-making using weather-linked tools, crop-stage timing, and water efficiency principles.

- **EU Competence Framework Alignment**:

  - *GreenComp*: Resource Management, Digital for Sustainability

Module 04 – Post-Harvest Value

- **Short Description**: *Improve competence in post-harvest handling, basic processing, and storage to maintain product quality and value.*

- **SMART4FOOD Competence Area**: 2.1.4 Developing competence in quality preservation, basic processing, and on-farm handling to retain market value.

- **EU Competence Framework Alignment**:

  - *GreenComp*: Responsible Consumption, Circular Thinking

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Module 05 – Resilient by Design

- **Short Description**: *Learning to identify climate risks and develop forward-looking farm strategies for greater resilience.*

- **SMART4FOOD Competence Area**: 2.2.1 Applying farm-level climate risk management and forward-planning to strengthen adaptive capacity.

- **EU Competence Framework Alignment**:

    - *GreenComp*: Adaptability, Future Literacy, Risk Management

Module 06 – Better Farm Planning

- **Short Description**: *Improving business-oriented decision-making through cost tracking, simple profitability tools, and investment planning.*

- **SMART4FOOD Competence Area**: 2.2.2 Improving business-oriented decision-making through cost tracking, simple profitability tools, and investment planning.

- **EU Competence Framework Alignment**:

    - *EntreComp*: Financial Literacy, Planning and Management

Module 07 – Smart Farm Records

- **Short Description**: *Developing digital confidence to manage farm records, meet compliance, and use smart admin tools.*

- **SMART4FOOD Competence Area**: 2.2.3 Building administrative and digital competence to handle compliance, records, and online platforms with confidence.

- **EU Competence Framework Alignment**:

    - *DigComp*: Information & Data Literacy, Problem Solving

Module 08 – Collaborative Farming

- **Short Description**: *Understanding models of collective action, shared resources, and short supply chains in farming.*

- **SMART4FOOD Competence Area**: 2.2.4 Understanding cooperative models and collective strategies for stronger participation in short supply chains and shared services.

- **EU Competence Framework Alignment**:

    - *EntreComp*: Working with Others, Mobilising Resources

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Modules organized according to partners knowledge and competences

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12. Modules organized according to partners knowledge and competences

Below structure keeps all 8 original modules as content areas, but reorganized them under broader themes that suit a microlearning curriculum structure. This structure avoids redundancies (e.g., separating soil, crop, and water in 3 modules) and aligns better with partner responsibilities.

This structure allows flexibility: in the future, each of the 8 topics can still be extracted as standalone micro-units within the 6 larger training modules.

Curriculum Module (6 total)	Mapped Key Competence Modules (from 8)	Rationale for Integration
Module 1: Digital Tools for Smart Farming *[Magnetar]*	Smart Farm Records (07) Collaborative Farming (08)	All focus on **digital tools**, **record-keeping**, and **digital collaboration** for decision-making and compliance.
Module 2: Sustainable and Regenerative Agriculture *[Kocaturk]*	Smart Soil Use (01) Smarter Crop Protection (02) Water-Wise Farming (03)	Integrated into a holistic view of **regenerative farming** (soil, water, plant health). Each was originally defined as a separate module but can be grouped as pillars of sustainability.
Module 3: Smart Marketing and Communication for Small Producers *[New Edu]*	—	Already standalone and aligns well with core microlearning principles for self-promotion and sales.
Module 4: Local Food Systems and Short Supply Chains *[Meridaunia]*	Post-Harvest Value (04)	Post-harvest handling is **part of local food systems** and directly tied to **short supply chains** and added value.
Module 5: Training and Education for Rural Development *[VUŠ]*	—	Focuses on **training design** and **inclusive microlearning delivery**, no direct overlap with the original 8 modules.
Module 6: Policy, Innovation and Project Development in the Agri-sector *[MEI]*	Resilient by Design (05)	Resilience is addressed here through **policy engagement**, **funded project planning**, and **strategic innovation**, making it a higher-level competence embedded in broader planning frameworks.

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Division of modules between partners with competences, skills and learning outcomes

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Module 1: Digital Tools for Smart Farming

Responsible Partner: Magnetar

1. Title of the Training Unit Digital Tools for Smart Farming

2. Competence Unit

Learners understand the value of digital tools in small-scale farming and are able to use selected mobile applications, online platforms, and basic ICT tools to improve their daily agricultural activities.

2.1. Competences (C)

- Apply basic digital skills in the agricultural context.
- Use mobile applications and web tools to support decision-making and data tracking.
- Identify digital resources to optimize farming practices and yields.
- Ensure safe and responsible use of digital technologies (e.g., data privacy, secure access).

2.2. Evaluation Criteria (EC)

Knowledge:

- Recognize types of digital tools used in farming.
- Describe how mobile applications can support planting, irrigation, or yield tracking.

Skills:

- Operate at least one app for field mapping or pest tracking.
- Upload data into a digital record system (e.g., Excel, online form).
- Access and interpret weather forecast or soil condition data online.

2.3. Learning Outcomes

- Learners are able to describe the purpose of common digital tools in farming.
- Learners can use simple mobile or online tools for farm management.
- Learners apply knowledge to create and maintain basic digital records.

2.4. Learning Content

- Introduction to smart farming and benefits of digitalization
- Overview of mobile apps and digital platforms in agriculture
- Using digital forms and records (e.g., production logs, pest monitoring)
- Accessing digital services for weather, soil, and crop advice
- Open-source and affordable tools for smallholders
- Safe internet use, data management, and digital ethics

2.5. Methodological Strategies

- Interactive demos of selected tools
- Hands-on practice with mobile devices
- Step-by-step video tutorials
- Peer discussions and feedback sessions
- Real-life case studies (e.g., smart farming apps used by local producers)

2.6. Activities

- Simulating a farm diary entry using a mobile app
- Group task: compare three apps for pest detection
- Fill a digital record of sowing and harvesting using a template
- Roleplay: contacting a digital advisory service online

2.7. Pedagogical Methods

- Active methods (hands-on, simulation, peer learning)
- Affirmative methods (intro lectures on digital literacy)
- Elaboration (guided practice with selected tools)

2.8. Means and Resources

- Smartphones or tablets
- Wi-Fi or internet access
- Digital templates (Excel, online forms)
- Access to demo versions of apps
- Instructional videos

2.9. Example of Assessment

- Practical test using a selected digital tool
- Short quiz (e.g., match tools with purpose)
- Peer evaluation on group activities

Module 2: Sustainable and Regenerative Agriculture

Responsible Partner: Kocaturk

1. Title of the Training Unit Sustainable and Regenerative Agriculture: Soil, Water, and Biodiversity Management for Small-Scale Farms

2. Competence Unit

Learners understand the core principles of sustainable and regenerative farming and are capable of applying basic practices in soil health, water conservation, biodiversity preservation, and circular use of resources in local agricultural contexts.

2.1. Competences (C)

- Understand the environmental impact of agricultural practices
- Apply principles of regenerative agriculture to improve soil health
- Implement water-saving techniques suitable for small farms
- Promote biodiversity and circular practices in daily farming operations

2.2. Evaluation Criteria (EC)

Knowledge:

- Identify key components of soil health and regenerative practices
- Recognize common sustainable farming techniques
- Describe methods of rainwater harvesting and water-saving irrigation
- Understand the importance of biodiversity and crop rotation

Skills:

- Apply composting or mulching methods in the field
- Create a basic biodiversity action plan for a small farm
- Calculate water use efficiency and suggest improvements
- Adjust farming practices to reduce chemical inputs

2.3. Learning Outcomes

- Learners are able to explain the ecological benefits of regenerative agriculture
- Learners can implement basic techniques to improve soil and water management
- Learners identify biodiversity enhancement measures for their farms

2.4. Learning Content

- Overview of sustainable vs. conventional farming
- Introduction to regenerative agriculture: theory and benefits

- Soil health: composting, no-till practices, green manure
- Water management: rainwater harvesting, drip irrigation
- Enhancing biodiversity: hedgerows, pollinator habitats, crop diversity
- Circular economy and minimizing waste on farms
- Local and global case studies

2.5. Methodological Strategies

- Guided discussions and case analysis
- Demonstration videos and photo stories
- Small group activities: planning farm improvements
- Learning-by-doing activities for composting and mulching
- Reflection journals and self-assessment

2.6. Activities

- Create a soil regeneration plan for a sample plot
- Analyze a case study of a regenerative farm
- Design a water-saving layout for irrigation
- Build a biodiversity checklist tailored to learners' own farms

2.7. Pedagogical Methods

- Elaboration methods (linking personal experience to theory)
- Active methods (problem-solving, visual tasks)
- Group learning (peer exchange of ideas and practices)
- Affirmative methods (intro presentations with expert input)

2.8. Means and Resources

- Infographics and printed visual guides
- Composting and soil samples
- Access to demonstration videos
- Flipcharts and markers for farm mapping
- Online access to case studies and soil databases

2.9. Example of Assessment

- Completion of a mini farm audit with improvement plan
- Participation in peer feedback exercises
- Written reflection on changes implemented
- Quiz on basic terms and methods

Module 3: Smart Marketing and Communication for Small Producers
Responsible Partner: New Edu

1. Title of the Training Unit Smart Branding, Sales, and Storytelling: How to Present and Sell Your Product in the Digital Age

2. Competence Unit

Learners are able to communicate the value of their products effectively through modern marketing channels, create authentic brand identity, and manage basic digital tools for promotion and direct sales.

2.1. Competences (C)

- Understand core marketing principles for local producers
- Create and maintain a basic brand identity (logo, story, visuals)
- Use social media and digital platforms to promote products
- Develop customer-oriented communication skills
- Build direct-to-consumer sales strategies

2.2. Evaluation Criteria (EC)

Knowledge:

- Describe key components of branding (logo, name, message)
- Identify main digital channels used in agri-food marketing
- Explain the importance of storytelling in consumer trust
- Recognize pricing, packaging, and labeling requirements

Skills:

- Draft a simple brand story and visual identity
- Create a basic social media post using a template
- Plan a seasonal promotion or campaign
- Respond appropriately to online customer inquiries

2.3. Learning Outcomes

- Learners can define their target audience and value proposition
- Learners are able to design and implement simple marketing content
- Learners build confidence in selling both online and face-to-face

2.4. Learning Content

- Introduction to marketing for small food producers
- Basics of branding: logo, slogan, visuals

- Creating your story: what makes you unique
- Social media essentials: Facebook, Instagram, WhatsApp Business
- Practical tools: Canva, QR codes, simple website builders
- Local markets, fairs, and direct selling tips
- Ethical communication and customer engagement

2.5. Methodological Strategies

- Role-playing and real-life simulations (e.g., pitching at a farmers' market)
- Storyboard creation and peer feedback
- Use of templates and editable tools (Canva, Google Sites)
- Guest examples from successful small producers

2.6. Activities

- Write your brand mission in one sentence
- Create a Facebook or Instagram post promoting your product
- Sketch a basic layout for a product label or price tag
- Prepare a 30-second pitch for your product using storytelling principles

2.7. Pedagogical Methods

- Active learning (hands-on exercises)
- Elaboration (connecting content to local practices)
- Group work and peer coaching
- Use of multimedia and step-by-step guides

2.8. Means and Resources

- Smartphones, tablets or laptops
- Canva templates, brand identity worksheets
- Access to example social media pages and posts
- Flipcharts and marker sets for visual work
- Real product packaging examples

2.9. Example of Assessment

- Peer-reviewed brand pitch and feedback
- Social media post draft and basic analytics interpretation
- Completion of a mini-marketing plan
- Participation in storytelling exercise and product presentation

Module 4: Local Food Systems and Short Supply Chains

Responsible Partner: Meridaunia

1. Title of the Training Unit Strengthening Local Food Networks and Short Supply Chains

2. Competence Unit

Designing and implementing local food distribution strategies to enhance rural sustainability and producer visibility.

2.1. Competences (C)

- Understand the role of local food systems in regional sustainability.

- Develop and manage short supply chains in rural and semi-urban settings.

- Engage in cooperative models and local partnerships.

2.2. Evaluation Criteria (EC)

Knowledge:

- Explain the concept and benefits of local food systems.

- Identify types and structures of short food supply chains.

Skills:

- Plan a short supply chain model adapted to a local context.

- Map stakeholders and build a local food cooperation plan.

2.3. Learning Outcomes

Upon completion, learners will be able to:

- Describe the components and benefits of local food systems.

- Create plans for localized food sales and partnerships.

- Apply community-based approaches to increase food visibility and value.

2.4. Learning Content

- Local vs. global food systems

- Short supply chain typologies (direct sales, CSAs, food hubs)

- Cooperative and stakeholder-driven approaches

- Case studies from rural EU regions

2.5. Methodological Strategies

- Case-based learning

- Participatory mapping of local systems

- Peer knowledge exchange

2.6. Activities

- Group mapping of own community's food network

- Mini case studies of successful regional systems

- Simulation: Planning a food hub for a rural area

2.7. Pedagogical Methods

- Elaboration methods (design tasks, case analysis)

- Active methods (peer-to-peer, simulation)

2.8. Means and Resources

- Digital whiteboards

- Community mapping templates

- Case study packs and online video resources

2.9. Example of Assessment

- Group project on developing a short supply chain model

- Knowledge quiz on core concepts

- Reflective diary on learnings and local applications

Module 5: Training and Education for Rural Development

Responsible Partner: VUŠ

1. Title of the Training Unit Designing Inclusive Training for Farmers and Rural Learners

2. Competence Unit

Planning and delivering educational interventions adapted to rural realities and adult learners with diverse needs.

2.1. Competences (C)

- Understand principles of adult and rural education.
- Design inclusive microlearning-based training.
- Evaluate and adapt training based on learner needs.

2.2. Evaluation Criteria (EC)

Knowledge:

- Define principles of adult learning in rural areas.
- Describe the features of microlearning methodologies.

Skills:

- Develop a microlearning lesson plan.
- Facilitate a pilot session using inclusive methods.
- Evaluate learning impact and adapt strategies.

2.3. Learning Outcomes

Participants will be able to:

- Design and sequence microlearning for low-educated audiences.
- Integrate participatory and inclusive strategies in rural training.
- Use feedback mechanisms to improve content and delivery.

2.4. Learning Content

- Rural learner profiles and challenges
- Microlearning design principles
- Engagement techniques (visual, tactile, narrative)
- Feedback tools and reflective practices

2.5. Methodological Strategies

- Learning-by-design
- Peer feedback and iterative development
- Case-based content adaptation

2.6. Activities

- Co-creation of short lessons
- Group feedback sessions
- Mini facilitation roleplays with peer evaluation

2.7. Pedagogical Methods

- Active methods (roleplay, co-creation)
- Affirmative methods (mini-lectures)
- Elaboration methods (lesson planning)

2.8. Means and Resources

- Template for lesson planning
- Feedback rubrics
- Smartphones/tablets for testing delivery
- Access to Moodle or LMS

2.9. Example of Assessment

- Final microlearning module submission
- Delivery of 5-minute learning demonstration
- Peer assessment and trainer rubric evaluation

Module 6: Policy, Innovation and Project Development in the Agri-sector
Responsible Partner: MEI

1. Title of the Training Unit Building Agri-Projects and Policy Engagement Skills

2. Competence Unit

Equipping professionals with tools to design agri-innovation projects and participate in policy and funding dialogues.

2.1. Competences (C)

- Understand the structure and impact of agricultural policy.

- Design grassroots projects aligned with funding opportunities.

- Engage strategically with stakeholders and policymakers.

2.2. Evaluation Criteria (EC)

Knowledge:

- Identify EU and national policy instruments in agriculture.

- List steps in the funding/project design process.

Skills:

- Draft a basic agri-project plan.

- Present a policy position to a public body or decision-maker.

2.3. Learning Outcomes

Learners will be able to:

- Navigate EU agri-policy frameworks relevant to smallholders.

- Co-develop project ideas and prepare simplified funding proposals.

- Engage in bottom-up policymaking and advocacy.

2.4. Learning Content

- Overview of CAP, Green Deal, and Farm-to-Fork strategies

- Project writing (goal, impact, budget, dissemination)

- Stakeholder mapping and engagement

- Innovation ecosystems in the agri-sector

2.5. Methodological Strategies

- Problem-based learning

- Reverse pitch techniques

- Simulation exercises

2.6. Activities

- Write a simplified Erasmus+ or local grant outline

- Mock dialogue with policymakers

- Mapping key rural actors and their influence

2.7. Pedagogical Methods

- Elaboration (project writing)

- Active (roleplay, simulation)

- Reflective (discussion and feedback)

2.8. Means and Resources

- Access to funding guidelines (e.g. Erasmus+, Horizon Europe)

- Templates for project planning

- Case study banks from past funded projects

2.9. Example of Assessment

- Evaluation of a simplified project proposal

- Roleplay presentation of advocacy case

- Quiz on policy frameworks and funding structures

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