

IO3

Virtual Bank of Case Studies

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Greece – in-person meeting :]



Bank of Case-Studies as described in the Grant Agreement

Bank of innovative rural development in peripheral rural areas

Composed by a selection of 14 key cases in partner's territories and will be adapted to higher education and academic needs.

The aim is to develop on-line cases specifically developed for educational purposes, including a set of learning activities and tasks, complementary information and pedagogical guidelines.

Complementary to e-learning course IO2

Stand-alone output that can be used in a teaching activities post-project.

Expected impact:

To bring an improved understanding and comprehension of sustainable agro-systems in PRA, providing real-case examples.

To allow teachers to use them separately and include them into HE curricula

To raise awareness to professionals and decision-makers and contribute to better define local development strategies

To provide farmers with insights of grassroots to improve their own farming strategies

To provide information to allow potential users post-project to develop new partnerships.

IO3 – Task description

T1. Elaborate a work plan

T2. Draft methodological guidelines and outline the cases

T3. Identification of local CS, elaboration of pedagogical material.

T4. Create CS, with stakeholders, include interactive tasks & self-evaluation tools

T5. Collect CS, harmonise & edit following (with support of IO4)

T6. Test CS, as part of the e-learning activity (IO2)

T7. Create pedagogical guidelines for use it in educational activities.

T8. Make it available as open source resource, on Digital Platform.

IO3 – Virtual Bank of Cases Studies in practice

To elaborate 14 CASE STUDIES

- 14 Case-Studies -- > 2 by country
- 1 Case-Study understood as 1 drafted material (EPALE's blog?)
- Bank will include 2 by country
 - 1 addressed to **academia**
 - 1 addressed to **advisors**

To provide PEDAGOGICAL MATERIAL

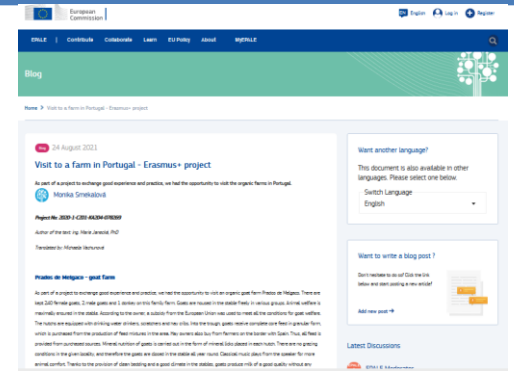
- The **cover page** will include short text with **learning goals / main objectives** and **practical information** for external users on how to use the Bank in different educational activities = **pedagogical guidelines**
- **Embedded material**

To create the VIRTUAL BANK

- The Virtual Bank = **14 country examples Case-Studies**
- **Included in Digital Platform (IO4) EPALE** under project profiles and available as an **open resource** for teachers, educators, trainers, and researchers; students; professionals and advisors; decision-makers etc.
- **Licensed under CC BY-NC-SA (?)**

Virtual Bank of 14 Case Studies

7 cases -- > 2 by country
Complementary to e-learning course
Included in project Digital Platform



1 Case-Study is an **EPAL'S Blog (IO4)** (Microsoft presentation + embedded material)

Each partner / PRA develop 2 different pages:

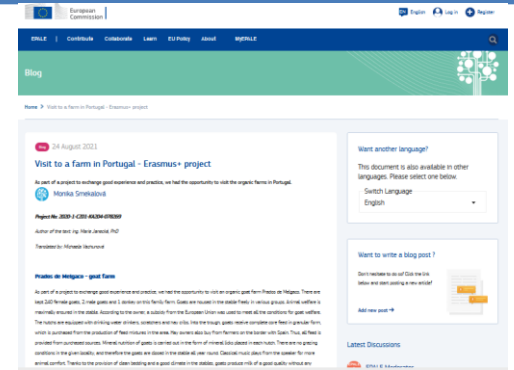
- **1 for HE community** to raise awareness on PRA amongst students
(teachers & students as end users)
- **1 for advisors**, for enhancing farmers knowledge and awareness on PRA & its sustainable development (advisors & facilitators working on / with PRA as end users)

Partners will use IO3 material already drafted for IO2 purposes (parts A to D) + country material from HNV-Link + IO2 learning modules content to elaborate own “blogs content”.

Example on how it is presented: <https://epale.ec.europa.eu/en/blog/visit-farm-portugal-erasmus-project>

The Virtual Bank of 14 Case Studies

Uploaded to EPALE (RUR'UP group already created)
Open Access → Licensed under **CC BY-NC-SA**
Accompanied by **pedagogical material** / guidelines



Case-Studies under **EPALE'S Blog (IO4)** (Microsoft presentation + embedded material)

Each partner / PRA developed 2 different contents:

- **1 for HE community** to raise awareness on PRA → teachers & students end users
- **1 for advisors**, for enhancing farmers knowledge and awareness on PRA & its sustainable development (advisors & facilitators working on / with PRA as end users)

Partners used IO3 material already drafted for IO2 purposes (parts A to D) + country material from HNV-Link + IO2 learning modules content to elaborate own “case content”.

Example on how it is presented: <https://epale.ec.europa.eu/en/blog/visit-farm-portugal-erasmus-project>

What we have produced so far

[By PRA → Course material Part A – B - D](#)

[7. HE TEMPLATES](#)

[7 – ADVISORS TEMPLATES](#)

French Material for Advisors:

<https://view.genial.ly/62cd728461c1e3001759fd1f/dossier-guide-rurup>

[1 – COVER PAGE \(on going\)](#)

https://docs.google.com/document/d/1-iSGwGcFbl_FwfnxgOxeu0EdVzyb-Ahw/edit



Work to be performed after this meeting

EACH PARTNER →

IMPROVE / MAKE CORRECTIONS ON OWN:

HE and Advisor's material :

- Provide final links / pictures / other material
- Elaborate Cover (created blog) or Genial.ly content (if wished)

INCLUDE LINK AND EXPLANATION ON OWN WEBSITE

IO3 LEADER →

**Collect partner's feedback on cover page content & complement
Check overall partner's material & harmonisation**

IO4 LEADER →

**Technical support & Epale's uploading
Open Acces**

CALENDAR FOR THE FINALISATION OF IO3

- ***By July 2022 → Decide on EPALE's Structure and Cover Page content***
- ***By August 2022 → Partners provide pictures and other interactive material elaborate its Advisors Section and draft cover page***
- ***By September 2022 → The Virtual Bank is full validated and uploaded to EPALE – GMIT)***
- ***By September 2022 → Evaluation and Questionnaire on IO3 (to partner's?)***

Other expected impacts related to the Virtual Bank

- ***To include the Bank in (partners) HE curricula***
- ***To provide farmers with insights of grassroots innovations and ways to improve their own farming strategies (e.g. to promote local agro-food chains and improve household incomes).***
- ***To organize at least one learning session for 30 professionals***
(<https://epale.ec.europa.eu/en/about>).