



Participant Guide



KA220-VET - Cooperation partnerships in vocational education and training

Participant Guide

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CarboNostrum Participant Guide

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Table of Contents

1. Welcome to the Participant's Guide of CarboNostrum Course!	7
2. Tutoring	9
3. How is the CarboNostrum e-Learning Platform Organised	11
4. CarboNostrum blended-learning	15
4.1. Modules.....	16
4.2. Evaluation by the Tutor.....	20
4.2.1. Modules.....	21
4.2.2. Final Project.....	22
Attachments	23

Welcome to the Participant's Guide of CarboNostrum Course!

This guide contains crucial information to help you successfully navigate and benefit from CarboNostrum blended-learning course. The purpose of the CarboNostrum project is to empower smallholder and new farmers throughout Mediterranean Europe, encouraging them to reconsider and alter their land management practices to effectively combat climate change and desertification, enhance their economic viability, and contribute to a sustainable and equitable future where no one is left behind.

We've tailored the CarboNostrum blended-learning course to cater specifically to the requirements of smallholder farmers and young agriculturists. The course methodology is crafted to foster the growth of skills and competencies needed to reassess or modify your land management practices. This change is aimed at actively battling climate change and desertification, bolstering your economic sustainability, and contributing meaningfully to a sustainable and equitable future where no individual is neglected.

All the learning materials are available in the **CarboNostrum e-Learning Platform** in the following languages: English, Portuguese, Spanish, Italian, Greek, and Turkish.

Further information about the CarboNostrum project is available at <https://carbonostrum.eu/>.



OnlineCourse

2

Tutoring

As learners work on the modules' content and complete case and exercise assignments, their tutor will be available to provide support. The tutor's role is to assist with the individual pedagogical development of each learner in a supportive and friendly manner, using email and video-conferencing to communicate. The tutor will regularly provide feedback on the learner's progress and offer general support. They will also help learners to navigate the modules, adjust the content to suit their needs, and provide additional resources as needed to address any difficulties or enhance their learning experience.

2.1. LEARNING CONTRACT

During the initial meeting, the tutor will present the course and modules organisation, following this a learning contract will be signed between the learners and the tutor. To complete the full course, trainees must complete all 6 modules (module 5 will be face-to-face), and the final project. While learners can work at their own pace, the order of the modules is set as stated below.

The **learning contract** is both a teaching strategy and assessment tool that encourages self-directed learning. It represents a mutual agreement that facilitates shared responsibility in the planning of learning experiences. Through this active participation, learners take ownership of their personal goals, fostering a sense of responsibility for their own learning journey.

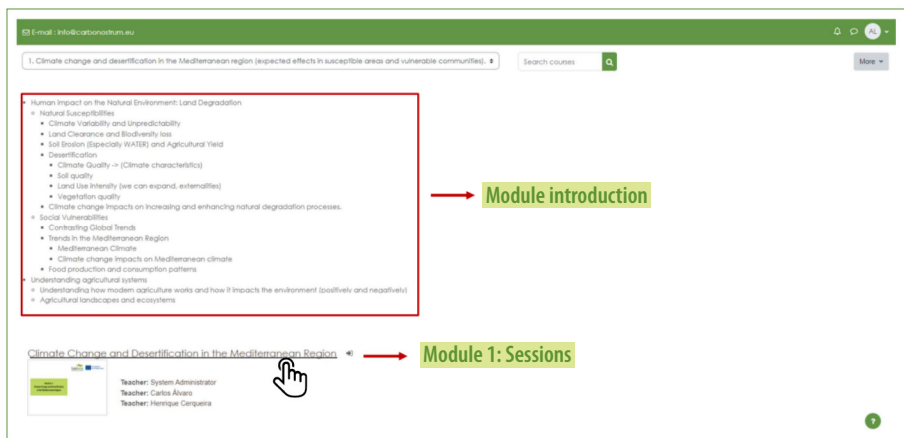
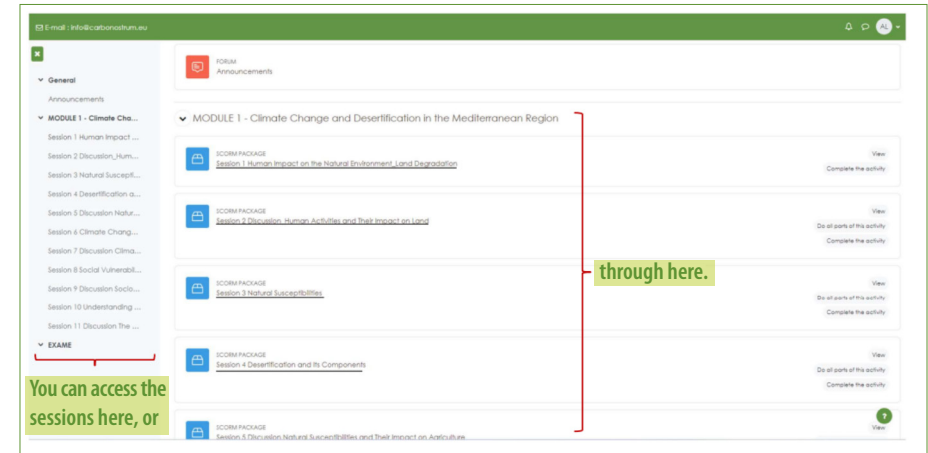
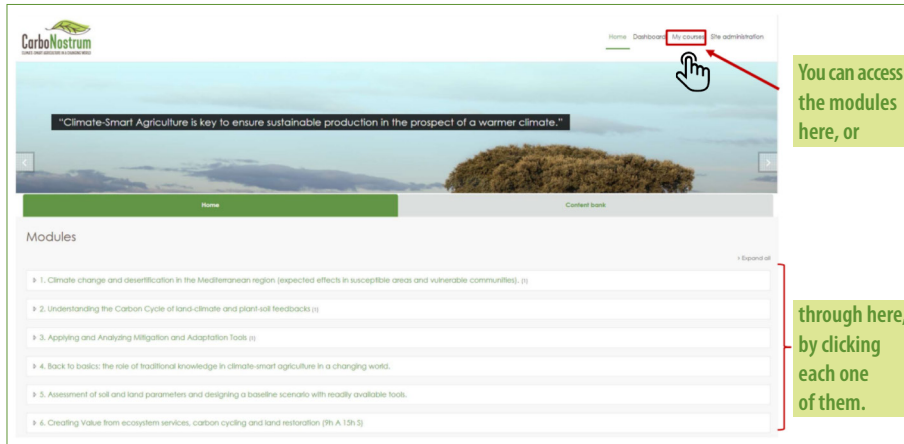
3

How is the CarboNostrum e-Learning Platform Organised

On the top right of the **platform**, you may see icons for **Home**, **Dashboard**, and **My courses**.

- On the **Dashboard**, you can find an updated calendar with the time and dates of the synchronous sessions.
- By clicking in **My courses**, you are directed to the modules and are able to access the autonomous, online content divided in sessions.

Some screenshots of the platform are presented below to help you to navigate within:



4

CarboNostrum blended-learning

The complete **Training Course** is organised into 6 modules, with specific learning goals, distance tutoring support, exercises, and online peer-to-peer feedback possibilities.

For the **Final Evaluation** of the knowledge and skills acquired during the CarboNostrum course or modules, after completing each module, you will be presented with a set of **10 assessment questions** to confirm that you have acquired the relevant knowledge and skills. For your final project, you are assigned to develop a plan for applying climate-smart agricultural practices on either your own land or a plan to be applied on a real piece of land.

4.1. MODULES

The modules include self-directed learning supported by online content, distance tutoring, and encouraged peer support.

The course is divided into 6 modules. Each module is composed of both **synchronous** (in the form of online meetings) and **autonomous sessions** (online in the platform). Except Module 5, which will be held **Face-to-Face**, this module is focus in DIY (Do It Yourself) soil sampling and testing; you will be taught to collect soil samples and assess water content, bulk density, structure, organic matter (and to derive organic carbon) with readily available/home-made tools without sacrificing sample quality.

Learners have the freedom to set their own pace, but it is recommended to follow the order of the modules. The order of each session within a Module is set. The general contents of the modules are available below, which includes estimated time requirements for each module and the respective European Credit Transfer and Accumulation System (ECTS).

ACTIVITY	REQUIRED TIME	ECTS
INTRODUCTORY SESSION: Meeting with tutor, signing learning contract / Presenting Modules	Synchronous: 3 hours	0.1
MODULE 1: Climate change and desertification in the Mediterranean region (expected effects in susceptible areas and vulnerable communities).	Autonomous: 17 hours Synchronous: 7 hours	1
MODULE 2: Understanding the carbon cycle of land-climate and plant-soil feedbacks	Autonomous: 14 hours Synchronous: 5 hours	0.8
MODULE 3: Applying and Analysing Mitigation and Adaptation Tools.	Autonomous: 11 hours Synchronous: 7 hours	0.7
MODULE 4: Back to basics: the role of traditional knowledge in climate-smart agriculture in a changing world.	Autonomous: 9 hours Synchronous: 6 hours	0.6
MODULE 5: Assessment of soil parameters and designing a baseline scenario with readily available tools	Face-to-face: 36 hours	1.4
MODULE 6: Creating value from ecosystem services, carbon cycling and land restoration.	Autonomous: 10 hours Synchronous: 5 hours	0.6
FINAL PROJECT DEVELOPMENT / PRESENTATION / CLOSING SESSION	Autonomous: 12 hours Synchronous: 8 hours	0.8
TOTAL	150 hours	6

AUTONOMOUS SESSIONS

Each autonomous session is composed of a general overview, learning objectives, introduction, content, summary, bibliography. Additionally, some sessions may include small exercises to complement the learning.

During the Asynchronous Sessions of each Module, the learner will work through the modules in a self-paced, independent way. These sessions consist of e-learning content on climate-smart agriculture. After each module, the learner will be asked to answer a 10 question Assessment.

SYNCHRONOUS SESSIONS

Synchronous events take place in real-time. Synchronous communication between two people requires both to be present at a given time. The CarboNostrum course includes synchronous sessions in the form of video conferencing.

These meetings/seminars:

- Complement the other elements of the course;
- Support learners who may be at different stages in the subject area;
- Can be easily adapted to suit the needs of the learners;
- Provide experience and learning that otherwise would not occur (e.g., presentation from an invited expert, certain kinds of “practical” experience, the direct interaction of learners with one another);
- Meet certain expectations, e.g., to know strategic planning success stories.

These meetings serve as an opportunity to evaluate the progress of learners, assess practical aspects, and prepare for upcoming modules. They also provide a valuable space to exchange experiences and clarify any doubts.

The initial meeting will provide an overview of the course and instructions on how to use the CarboNostrum platform.

Learners can refer to the platform calendar for checking the synchronous sessions' dates.

FACE-TO-FACE MODULE

Module 5 will consist of face-to-face sessions. There, learners will have the opportunity to meet in person, network, and attend sessions on assessment of soil parameters. Like the synchronous sessions, these meetings serve as a conduit to gauge learners' progress, review practical elements, and gear up for future modules. Additionally, they offer a crucial space for sharing experiences and addressing any queries.

4.2. EVALUATION BY THE TUTOR

In the CarboNostrum blended-learning course learning occurs through distance learning (synchronous and asynchronous sessions), face-to-face Module, peer learning, and final project; and learner should be encouraged to share, question, reflect on and challenge ideas so that their knowledge may improve and advance.

The certification of the learners in the CarboNostrum course requires the following:

- The achievement of the learning objectives stated in each module;
- Engagement in all the evaluation activities (assessment questions + Final Project) that are mandatory for the evaluation process;
- To obtain a grade for each module equal to or above **Satisfactory**.

The grade of the CarboNostrum b-learning Course is the sum of all the grades obtained per module (except module 5), divided by 6, as shown in the following calculation formula:

$$\frac{\text{Sum of the grades obtained Self-Test Question of Module 1 to 6 (except 5) + Grade of the Final Project}}{6}$$

The grade that will appear in the CarboNostrum Course Certificate will follow the qualitative and quantitative scale presented below:

1	UNSATISFACTORY	<i>below 6</i>
2	NEEDS IMPROVEMENT	<i>6 until 9</i>
3	SATISFACTORY	<i>10 until 13</i>
4	GOOD	<i>between 14 and 17</i>
5	EXCELLENT	<i>18 and above</i>

4.1.1. MODULES

There is a multiple-choice test at the end of each module, (except module 5, which refers to the Final Project), about the topics covered in the module with four different answer options to choose from. Upon answering the **10 questions** and achieving a positive result, the module will be considered complete.

You will have 2 opportunities to do the multiple-choice test provided at the end of each module, if you are not satisfied with the grade obtained at the first attempt you may go through the content once more and repeat the test again. The highest score achieved will be the final grade of the module.

4.1.2. FINAL PROJECT

The Final Project is a hands-on assignment that should provide practical benefits for your farm. It will serve as the basis for your final assessment, wherein you will showcase the knowledge, skills, and responsibility and autonomy acquired. You are tasked with devising a plan to implement climate-smart agricultural practices on either your own land or a plan to be applied on a real piece of land.

This final project can be done individually or in groups of up to three persons. You can see the full instructions for the final project [here!](#)

The learner is required to submit 2 pieces of assessment with the following weightings:

ASSIGNMENT NUMBER AND TOPIC		WEIGHTING
1	WRITTEN PROJECT	60%
2	ORAL PRESENTATION	40%

For further clarification, you can see the detailed **Final Project Assessment** attached.

GOOD LUCK!!!

Attachments

LEARNING CONTRACT

Participant Name:

E-mail:

Phone number/Mobile:

Name (Tutor/s):

Phone number/Mobile:

Name (Learning Institution):

My learning objectives:

What do I need from learning institution/tutor/peer learners:

Subjects/modules I will follow:

MODULE 1: Climate change and desertification in the Mediterranean region
(expected effects in susceptible areas and vulnerable communities).

MODULE 2: Understanding the carbon cycle of land-climate and plant-soil feedbacks:
soil carbon sequestration in a smallholder environment.

MODULE 3: Applying and analysing mitigation and adaptation tools in poor and
degraded lands (land use/occupation, management, and valuation)
under climate change.

MODULE 4: Back to basics: the role of traditional knowledge in climate-smart
agriculture in a changing world.

MODULE 5: Assessment of soil parameters and designing a baseline scenario
with readily available tools

MODULE 6: Creating value from ecosystem services, carbon cycling, and land restoration.

TERMS AND CONDITIONS

Please, carefully review the terms and conditions outlined in this contract. By accepting this agreement, you acknowledge your commitment to engage in all aspects of the course and agree to the following:

Course Participation:

Participants must be willing to undertake all modules, activities, and evaluations provided in the CarboNostrum Blended Course. Active engagement and completion of the course components are essential for a meaningful learning experience.

Face-to-Face Training Week:

Participants must have availability and be able to participate in a mandatory face-to-face training week in _____, from _____ to _____. During this week, you will be provided with intensive in-person training, workshops, and networking opportunities.

Financial Coverage:

The CarboNostrum project will cover the following expenses for the face-to-face training week in Thessaloniki, Greece:

- **Travel:** Transportation costs to and from Thessaloniki (economy class airfare or other agreed-upon modes).
- **Accommodations:** Stay in a designated accommodation during the training week.
- **Meals:** Breakfast, lunch, and dinner throughout the training week.
- **Insurance:** Appropriate travel and medical insurance for the duration of the training week.
- **Local Field Trip Expenses:** Costs associated with planned field trips and study visits during the training week.

Commitment and Attendance:

Participants are expected to commit fully to the course and attend all scheduled sessions during the CarboNostrum Blended Course, e-learning and training week. Any necessary absences should be communicated in advance to the course organisers.

Course Feedback and Evaluation:

Participants will be required to provide constructive feedback and evaluation on various aspects of the CarboNostrum Blended Course. Your input will be invaluable in improving the course content and delivery.

By signing below, you agree to adhere to the terms and conditions of this contract and confirm your commitment to the CarboNostrum Blended Course. You understand the importance of your active participation and the impact it will have on the success of the course and the broader sustainable agriculture initiative.

(Participant's signature)

(Tutor/s' signature/s)

Date:

FINAL PROJECT INSTRUCTIONS

Dear Learner,

We greatly appreciate your participation in the CarboNostrum Course. Our aim is to offer a practical and impactful learning experience. To this end, the course culminates in a Final Project, which serves as a platform for you to apply and showcase the knowledge and skills you've developed.

The **Final Project** is designed to encapsulate and apply the knowledge and skills you have acquired throughout the CarboNostrum blended course.

Your task:

- Create a comprehensive plan for implementing climate-smart agricultural practices. This should be a tailored plan for a specific, real location — either your own land or land managed by another party.

Key details for the Final Project are as follows:

- You may do it either **individually** or in groups **up to three people**
- It Includes a written part and an oral presentation
 - Written Project:
 - It should be around **5000 words**.
 - Oral Presentation:
 - should last around 10 min with an additional 5 for questions and discussion.

INSTRUCTIONS

• Project Outline

Your final project should include the following information:

- **Project Outline/Description:**

Start with a brief summary of what your project encompasses and the practices you intend to apply. This will give the reader a roadmap of your proposal and what to expect in the upcoming sections.
- **Farm Profile:**

Share a snapshot of the farm.
 Size: How big is the farm?
 Location: Where is it situated?
 Crops/Livestock: What is grown or reared?
- **Relevance:**

Why did you choose the particular practices you're proposing?
 Detail why these practices address the specific challenges and needs of the farm.

• Feasibility:

How practical are your proposed practices?

Consider factors like:

Can it be afforded?

Resources: Are there the necessary tools, equipment, or manpower?

Local Constraints: Are there any local factors or regulations that might hinder the proposed practices?

Contrast these with the potential economic benefits: will these practices increase yield, reduce losses, or perhaps open up new markets for the products?

• Environmental Impact:

How will the environment and the local land benefit?

Highlight environmental improvements you anticipate, such as:

Reduced water consumption.

Improved soil vitality.

Lowered greenhouse gas contributions.

• Detail:

Provide a blueprint.

Lay out the steps or strategies that can be taken to apply each of the practices on the farm.

Think of it as a how-to guide.

• Risk Assessment:

Prepare for the unexpected.

Consider potential challenges or threats, like extreme weather events or pest invasions.

Detail proactive strategies to manage or reduce these risks, ensuring the durability of your proposed practices.

By ensuring your project touches on each of these aspects, you'll create a comprehensive plan that is both practical and forward-thinking. **You may find the optional Final Project Template in the platform.**

• Submission

You can submit your project directly to the platform in the "Final Project" title.

• Evaluation

The 2 pieces of assessment will have the following weightings:

ASSIGNMENT NUMBER AND TOPIC	WEIGHTING
1 WRITTEN PROJECT	60%
2 ORAL PRESENTATION	40%

You may find detailed information on the evaluation criteria in the annex below.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
PROJECT DESCRIPTION	The learner offers a basic summary of the project, touching on the practices they intend to apply. However, this summary is vague and lacks clear direction, providing only a minimal roadmap for the proposal. Key elements of the project are either not mentioned or not elaborated on.	The learner presents a more detailed project outline, including some of the intended practices. The summary gives a general idea of the project's scope but lacks depth in certain areas, and the roadmap for the proposal is not fully clear or comprehensive.	The learner provides a clear and well-structured project description, outlining the main practices and goals of the project. This summary gives a good overview and serves as an effective roadmap, though it may lack some specifics or fail to highlight all critical aspects of the proposal.	The learner offers a detailed and informative project outline, thoroughly describing the intended practices and the project's objectives. The summary serves as a comprehensive roadmap, guiding the reader through the proposal, though minor details or nuances might be overlooked.	The learner provides a comprehensive and clear summary of the project, effectively encompassing all intended practices and key goals. This outline serves as an excellent roadmap, offering a complete and detailed preview of what to expect in the upcoming sections of the proposal.
FARM PROFILE	The learner mentions the farm, including only one or two basic elements such as its size or location, but lacks details about crops, livestock, or other specific aspects.	The learner describes the farm with a moderate level of detail, including some aspects such as size, location, and a general idea of crops/livestock, but the overview lacks depth or specific information.	The learner gives a good description of the farm, covering most aspects like size, location, type of crops/livestock, but the overview may lack thoroughness or specific details in one or two areas.	The learner provides a very detailed and thorough description of the farm, including size, location, type of crops/livestock, and additional relevant information, leaving only minor areas less explored.	The learner provides a comprehensive overview of their farm, including detailed information about its size, location, type of crops/livestock, and other relevant aspects, leaving no significant details out.
RELEVANCE	The learner has chosen practices with limited relevance to the farm's specific challenges and needs. The choices show a basic understanding of climate-smart practices, but they do not align well with the farm's unique context or address its main issues.	The learner has selected some practices that are somewhat relevant to the farm's specific challenges and needs. There is an evident effort to match practices to the farm's situation, but the alignment is not fully effective or comprehensive.	The learner has chosen practices that are generally relevant to the farm's specific challenges and needs. Most of the selected practices demonstrate an understanding of the farm's conditions and aim to address its key issues, though some aspects might be better addressed.	The learner has chosen practices that are highly relevant to the farm's specific challenges and needs. The choices show a strong understanding of the farm's unique context, with nearly all practices being well-suited to address its main challenges and needs.	The learner has chosen practices that are directly relevant to their farm's specific challenges and needs. Each practice is carefully selected to address the unique conditions and issues of the farm, demonstrating a deep understanding of both the challenges and the most effective climate-smart practices.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
FEASIBILITY	The learner provides a basic assessment of feasibility, addressing only one or two factors such as cost or resources. The evaluation lacks depth, overlooking significant aspects like local constraints or the potential economic benefits.	The learner considers several factors affecting feasibility, such as cost and resources, but the assessment is not comprehensive. Key elements like local constraints or a more detailed economic analysis may be partially addressed or missing.	The learner provides a good assessment of feasibility, covering most factors including cost, resources, and local constraints. The evaluation demonstrates an understanding of the practical challenges, but it may lack detailed analysis of economic benefits or a thorough consideration of all local factors.	The learner conducts a thorough assessment of feasibility, addressing factors like cost, resources, local constraints, and potential economic benefits. The evaluation is comprehensive, but minor details or specific considerations might be overlooked or not fully explored.	The learner assesses the feasibility of implementing proposed practices in a comprehensive manner, considering all relevant factors including cost, resources, local constraints, and potential economic benefits. The assessment is detailed, showing a deep understanding of the practicalities and economic implications of the proposed practices.
ENVIRONMENTAL IMPACT	The learner acknowledges general environmental benefits but does not specify how the practices will lead to outcomes like reduced water usage, improved soil health, or decreased greenhouse gas emissions. The understanding is surface-level and lacks detail.	The learner identifies some specific environmental benefits, such as reduced water consumption or improved soil vitality. However, the assessment is not comprehensive, missing some key aspects or failing to detail how the practices will achieve these benefits.	The learner provides a good assessment of the environmental impact, covering major aspects like reduced water usage, improved soil health, and lowered greenhouse gas contributions. The evaluation is informed and reasonably detailed but may lack depth in explaining the mechanisms or extent of these benefits.	The learner conducts a thorough evaluation of the environmental impact, detailing how the practices will lead to significant benefits such as reduced water usage, enhanced soil vitality, and decreased greenhouse gas emissions. The assessment is comprehensive, but there may be minor gaps in the analysis or projections.	The learner offers a comprehensive analysis of the environmental impact, clearly and effectively outlining the expected benefits across key areas, like water conservation, soil health improvement, and reduction in greenhouse gas emissions. The analysis demonstrates a deep understanding of the environmental implications and the effectiveness of the proposed practices.

TITLE	FINAL PROJECT WRITTEN ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
DETAIL	The learner provides a very basic outline for implementing the practices. This includes a few steps or strategies, but they are vague and lack specificity. The outline does not cover all practices or omits key stages in the implementation process.	The learner offers a moderate level of detail in their implementation plan. Key steps or strategies for some practices are described, but the plan lacks comprehensiveness. Some practices may have well-outlined steps, while others are only briefly mentioned or overlooked.	The learner presents a good guide for implementation, covering most of the chosen practices with clear steps or strategies. The guide is structured and informative, though it may lack depth in certain areas or fail to address potential challenges in the implementation process.	The learner provides a detailed strategy for implementing each practice. The steps are well-explained and cover most aspects of the implementation process. However, there might be room for more nuanced details or consideration of contingencies and varying conditions on the farm.	The learner provides a comprehensive and specific blueprint for implementation. Every practice is accompanied by a detailed step-by-step strategy, addressing all aspects of implementation, including contingencies and adaptation to specific conditions on the farm. The blueprint serves as a thorough how-to guide, leaving little to no ambiguity.
RISK ASSESSMENT	The learner acknowledges the existence of general risks such as extreme weather or pests but provides minimal or no specific strategies for managing or mitigating these risks. The approach to risk assessment is rudimentary and lacks detail.	The learner identifies some specific risks, like certain weather events or pest issues, and suggests a few strategies for managing them. However, the assessment and proposed strategies are not comprehensive and may lack depth or fail to cover all critical risks.	The learner provides a good evaluation of potential risks, including a range of scenarios like extreme weather and pest invasions. They outline relevant strategies for managing these risks, but the plan might lack full comprehensiveness or detail in how to implement these strategies effectively.	The learner conducts a detailed risk assessment, identifying a wide range of potential challenges. They propose robust and well-thought-out strategies to mitigate these risks. The assessment is thorough, though minor aspects or less likely risks might not be fully covered.	The learner offers a comprehensive analysis of potential risks, including a wide spectrum of scenarios like extreme weather events, pests, and other challenges. They detail extensive and well-planned strategies to manage or mitigate each identified risk, showing a deep understanding of the potential challenges and effective ways to address them.

FINAL PROJECT PRESENTATION ASSESSMENT

TITLE	FINAL PROJECT PRESENTATION ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
DEPTH	The learner shows a basic understanding of the topic but struggles to discuss nuances or complexities. The presentation may cover only surface-level information and lacks depth in exploring the subject matter.	The learner displays a moderate understanding of the topic and provides some insight into its nuances or complexities. However, the discussion of these aspects is limited and not fully developed, lacking detailed exploration.	The learner demonstrates a good understanding of the topic and discusses several key nuances or complexities. The presentation includes a clear explanation of important aspects, though it may not delve deeply into all the complexities or offer comprehensive insight.	The learner exhibits a strong understanding of the topic, with a detailed discussion of its nuances and complexities. The presentation effectively explores various aspects of the topic, though there may be room for even deeper analysis or exploration of subtler nuances.	The learner demonstrates a deep understanding of the topic and comprehensively discusses its nuances and complexities. The presentation is thorough and insightful, showcasing a high level of mastery and ability to engage with complex aspects of the subject matter in depth.
TIME MANAGEMENT	The learner struggles significantly with time management. The presentation may far exceed or fall short of the allocated time, resulting in key topics being rushed or not covered at all.	The learner shows some control over the timing of their presentation, but there are noticeable issues. Either some sections are too lengthy, leading to an overrun, or certain aspects are not given enough time, affecting the presentation's comprehensiveness.	The learner manages their time reasonably well. The presentation is close to the allocated time frame, with most essential aspects covered. However, some minor sections may be too brief or too extended, affecting the overall balance and flow.	The learner is effective in managing their presentation time. They stay very close to the allocated time, covering all key aspects sufficiently. Minor discrepancies in timing may occur, but they do not significantly impact the presentation's effectiveness.	The learner keeps the presentation within the allocated time, covering all essential aspects efficiently. The timing is well-balanced, ensuring each section receives appropriate attention without rushing or overextending any part of the presentation.
ACCURACY	The learner often presents information that is not accurate, making several unfounded statements. There is a noticeable lack of fact-checking or reliance on unverified sources, which significantly affects the credibility of the presentation.	The learner's presentation is moderately accurate but includes some errors or unverified statements. While a portion of the information is correct, the lack of thorough verification in certain areas diminishes the overall reliability of the presentation.	The learner generally provides accurate information, with only minor inaccuracies or a few unsubstantiated statements. These errors are not central to the presentation's main points and do not significantly detract from its overall accuracy.	The learner's presentation is highly accurate, with information well-supported by reliable sources. There may be a rare unfounded statement, but these are minimal and do not meaningfully impact the credibility of the overall presentation.	The learner provides accurate information throughout the presentation and refrains from making any unfounded statements. All claims are well-supported by credible sources, demonstrating thorough research and fact-checking.

FINAL PROJECT PRESENTATION ASSESSMENT

TITLE	FINAL PROJECT PRESENTATION ASSESSMENT				
	0-5	6-9	10-13	14-17	18-20
RELEVANCE	The learner frequently strays off-topic, discussing many points that are not directly related to the project's primary goals. The content often diverges into tangents, resulting in a presentation that lacks focus and relevance to the main objective of planning a climate-smart intervention for a farm.	The learner's presentation is moderately relevant to the project's goals, but it includes several off-topic sections or unnecessary tangents. While some key points are addressed, the irrelevant content detracts from the overall focus and coherence of the presentation.	The learner mostly focuses on content relevant to the project's primary goals, but there are occasional digressions or tangents. These are not extensive and do not significantly detract from the presentation's relevance, but they are noticeable.	The learner's presentation is highly relevant to the project's goals, with minimal off-topic content. Any tangents are brief and infrequent, not significantly impacting the focus and coherence of the overall presentation.	The learner consistently focuses on key points that are directly relevant to the project's primary goals of planning a climate-smart intervention for a farm. The presentation is free of unnecessary tangents, maintaining a clear and focused approach throughout.
RESPONSE TO QUESTIONS	The learner struggles to provide coherent answers to audience questions. Responses are often unclear, off-topic, or demonstrate a lack of understanding of the question. There is a significant difficulty in effectively addressing the audience's inquiries.	The learner provides answers that are somewhat relevant and clear, but they lack depth or full understanding. Responses may partially address the questions, but they often miss key points or fail to fully engage with the question's intent.	The learner answers audience questions in a generally clear and relevant manner. Responses are mostly on point and demonstrate an understanding of the questions, though there may be minor issues with clarity or depth in some answers.	The learner provides high-quality responses that are both clear and insightful. Answers are well-thought-out and relevant to the questions, showing a good grasp of the topic. There may be occasional minor lapses in clarity or completeness.	The learner consistently provides clear and thoughtful answers to audience questions. Responses are not only relevant and accurate but also demonstrate a deep understanding of the topic, offering insights that add value to the presentation.