

Guidelines for further adoption of training



INDEX

Guidelines for future training

- Training Program Structure
 - Structuring Training Initiatives
 - Designing Training Curriculum
- Recruitment and Enrollment Strategies
 - Attracting and Enrolling Participants
- Effective Classroom Management
 - Managing Training Environments
- Test and Validation
 - Testing Methodology and Participant Profile Summary
 - Methodology
 - Feedback Conclusions
- Guidelines to develop the contents
 - General considerations
 - Module's ppt template
 - Training fiche template
 - Case study/Good practice template

Guidelines to develop the contents:

- General considerations
- Module's PPT template
- Training fiche template
- Conclusion



GUIDELINES FOR FUTURE TRAINING

TRAINING PROGRAM STRUCTURE

Introduction

Welcome to the MICRO2 Digital Digital Trainer Guidelines. This short set of Guidelines has been developed to assist the trainer or Training Organisation make full use of the many training resources available in MICRO2 Digital. This Training Toolkit has been developed for implementation in a wide variety of rural learning contexts from online self directed learning to learning facilitated in a community formal or informal context. In the case of local rural community delivery, it is envisaged that a significant amount of local training tailorsisation will be necessary. This may be necessary to best fit with the national or local trading environment, perhaps meet the learning needs of the specific cohort of learners gathered and obviously will also be shaped by the amount of time and previous experience of the learning group gathered. For example, a learning group of rural social entrepreneurs will have somewhat different learning to that of a group of rural self employed hairdressers.

Adaption to context is key to making Micro 2 Digital Training delivery successful. While every effort has been made in Micro 2 Digital to ensure an easy straightforward 'plug and play' training preparation process some degree of tailorsisation will significantly enhance the Micro 2 learning experience and make for a more enjoyable, meaningful experience for the learner.

These guidelines provide an overview of the MICRO2 DIGITAL training offering, offers a range of tips and advice which draws on an extensive Test and Validation process, and finally leads the trainer to a set of template documents to make the local tailorsisation process a painless, indeed enjoyable journey for the potential trainer.

Structuring Training Initiatives

All contents have been tested in three languages and in four countries, and the contents of the OER MICRO2 platform have proven to be perfectly suited to online training. Each training course has an average duration of 45 minutes and can be presented as stand-alone units or as a complete training path with coherently interconnected units. In all types of training, whether online, face-to-face or blended learning, the trainer can introduce the material, explain the content, provide examples from the case studies and best practices, ask questions of the participants, with the possibility to use the self-assessment tests of the courses themselves as a guide, and also use the glossary as a guess the terms game. MICRO2 training proved to have multiple training scenarios, according to the needs and possibilities of both students and providers.

The vocabulary employed is straight forward, with terminology that is not too technical and is suitable for all audiences. The training is designed in a user-friendly way. There are useful hints and tips that add value to the training, especially in terms of strategies and techniques to apply in everyday activities.

The OER MICRO2 Platform is designed with the objective of easy navigation, easy access to resources, through a good structure and layout of contents.

All training materials (training contents, best practices, case studies and other rich and diverse resources such as glossary and self-assessment test) are collected in the Toolkit section.

The materials are available in different formats, such as PPT, word, online text, detailed information, etc. They are creative commons licensed, free to use, downloadable and do not require a login.

At the end of each module a customizable digital certificate is issued if users get at least 75% of the questions correct.



Enhancing Digital Entrepreneurship of
Micro Enterprises in Rural Areas in a
Post Pandemic World

www.digitalmicro2.eu



This certificate is awarded to

In recognition of completion of **MICRO 2 - ENHANCING DIGITAL ENTREPRENEURSHIP
OF MICRO ENTERPRISES IN RURAL AREAS IN A POST PANDEMIC WORLD**



Issuing Organisation
MICRO 2 CONSORTIUM
Authorised Signatory

DATE

Designing Training Curriculum

When designing the MICRO2 training curriculum, the project consortium considered various factors to ensure that the curriculum is effective and meets the needs of the learners and the organization. In this sense the following actions were taken:

- ♦ **Assess Learner Needs:** In the analysis phase partners took stock of the specific needs and goals of the learners, conducting a needs assessment to identify the knowledge and skills they require to perform their roles effectively.
- ♦ **Set Clear Learning Objectives:** All training modules have clear and measurable learning objectives describing what learners will be able to do after completing the training.
- ♦ **Adapt to Learning Styles:** Training is developed in an easy to use and effective terminology recognizing that learners have diverse learning styles, this is why the contents are available in different formats to accommodate visual, auditory, and kinesthetic learners, incorporating a variety of teaching methods.
- ♦ **Sequential and Logical Structure:** The curriculum is structured in a logical and sequential manner to facilitate effective learning. Modules can be used as self-standing or as part of a training path.
- ♦ **Engage Learners:** Case studies, best practices and real-world examples have been developed to maintain learner interest.
- ♦ **Include Assessment and Feedback:** MICRO2 training material incorporate assessments (quizzes/tests) at the end of each module to gauge learner progress. Each module has a feedback form to collect suggestions from users and trainers.
- ♦ **Use Technology Wisely:** The OER platform has been built from scratch, adapting to users' needs and skills, ensuring that it enhances, rather than distracting, the learning experience. User-friendly interfaces and responsive design have been considered crucial.
- ♦ **Flexibility and Adaptability:** The curriculum can adapt to changes as new contents and new areas can be added at any time to ensure that it remains relevant over time.
- ♦ **Assess Training Effectiveness:** The OER platform collects anonymous statistics to monitor users' preferences and progress.
- ♦ **Budget and Cost-Effectiveness:** The Platform is open and all the material is available for free with CC licensing, with a perfect balance between the quality of the curriculum and cost-effectiveness.

The result are 6 training paths, arranged in 4 topics, with 16 modules, 8 case studies, and 8 best practices; per language. Totalling 114 training materials available, with the following titles:

Cybersecurity & data management

- Course | Cybersecurity Essentials for Rural Micro-Enterprises: Securing digital and business transformation in the post-COVID era
 - Module | Cybersecurity fundamentals for a smooth digital transformation of rural MSMEs
 - Module | Cybersecurity Best practices to protect personal data and privacy
- Course | Effective Data Management Strategies for Rural Micro enterprises: Enabling Digital and Business Transformation in the Post-COVID Era
 - Module | Data management principles in Rural micro enterprises
 - Module | How to manage data effectively to enable digital and business transformation of rural MSMEs

Digital marketing and digital communication

- Course | Digital Dynamo: Unleashing the Power of Digital Marketing
 - Module | Mastering Digital Marketing Strategies
 - Module | Digital Communication and Interaction

E-commerce

- Course | Introduction to E-Business for Micro enterprises: E-Commerce and Online Sales
 - Module | Introduction to E-Commerce
 - Module | Setting Up Your Online Store
 - Module | Scaling Up Your Online Store

Leading and Managing Rural Micro Enterprises Through Digital Change

- Course | Leading and Managing Rural Micro Enterprises Through Digital Change
 - Module | Leadership for Rural Micro Enterprises

- Module | Leadership Styles for Rural Micro-enterprises
- Module | Managing Digital Change in Rural microenterprises
- Course | Hybrid Work Teams for Rural Micro Enterprises
 - Module | Promoting Effective Teamwork in a Hybrid Work Model for Rural Micro Enterprises
 - Module | ICT Tools for Hybrid Management
 - Module | Hybrid Working – Employer Obligations
 - Module | Keeping Hybrid Teams Motivated

Case Study

- Lough Ree Access for all
- Glenkeen Farm
- La Chinata
- Epicode: A Successful Case Study of Digitalisation in a Micro enterprise Keyless: Revolutionizing Biometric Authentication for Digital Trust and Safety
- Empowering Construction Industry with Industry 4.0 Solutions: A Case Study of Skills Software GmbH
- Revolutionizing Agriculture through Digital Transformation: The Success Story of Van Den Borne Aardappelen
- Transforming Warehouse Logistics with Customised Dolibarr ERP Solutions: A Case Study of Z-Application

Best Practice

- Skillnets Ireland
- Roscommon Leader Partnership Social Enterprise Training & Mentoring Support Project Cervezas Alpujarra
- Bodegas Robles
- Confartigianato Imprese: Driving Digital Transformation for Artisans and MSMEs Espresso: Empowering Clean Beauty Through Digital Excellence
- CPME: Empowering Digital Transformation for Micro, Small and Medium-sized Enterprises
- Sylvestris

RECRUITMENT AND ENROLLMENT STRATEGIES

Attracting and Enrolling Participants

The MICRO2 Target groups are the following: staff of microenterprises, staff of microenterprises in rural areas, prospective staff of microenterprises, vet operators, enterprise support system, stakeholders & and policymakers, without excluding all those interested in digital entrepreneurship. As seen in the very successful and oversubscribed Test and Validation process, the need for the training offering is very obvious and the range of interested stakeholders, very wide. Attracting and enrolling participants for organised group MICRO2 Training is proven to be very straightforward and bodes well for future uptake potential.

EFFECTIVE CLASSROOM MANAGEMENT

Managing Training Environments

Training contents have been used both in face-to-face and online session. The official ppts were used and the trainers explained contents using ppts and other online materials to show the applicability and relevance of presented concepts. Contents can be further translated and localized to any other languages as they have been elaborated in a pan-European perspective.

Trainees are invited to explore further the training material or test their knowledge through the online self-assessment tests by accessing the MICRO2 platform at www.digitalmicro2.eu.

TEST AND VALIDATION

The aim of this testing process of the modules developed by the partners was to gather the perspectives of potential users, stakeholders and trainers on the learning value, accessibility and relevance of the MICRO2 training toolkit. The MICRO2 training offer is a training programme developed based on the needs of the target group. MICRO2 Digital aims to address the pressing need to support microenterprises in rural areas to embrace digital transformation by tackling the issue of digital competences and skills of their staff, with a strong focus on Digital Entrepreneurship. One of the guiding principles of the programme is that it is based on applied microlearning, and reinforces autonomous learning, providing users with the material available, for "self-paced" learning. The training was designed to be relevant, accessible in independent stages and highly suitable for self-directed learning, facilitating the provision of material at all stages.

As in the context of the planned delivery of the MICRO2 training, testing and validation were conducted in online and face-to-face formats, with no prescribed requirements in terms of age (beyond adults), educational experience or demographics. The chosen methodology and structure of each session was at the discretion of each individual partner based on the guidelines provided.

Table 1: Testing Methodology and Participant Profile Summary

Partner	Testing methodology	Numbers	Participant profile	Module tested
IRL (Ireland)	Formal and informal education course session/class Workshops (2)	22	<ul style="list-style-type: none"> - Community Education Trainers/ Potential entrepreneurs, social entrepreneurs - Community Development Trainers - Potential Social Entrepreneurs 	<ul style="list-style-type: none"> - Leading and Managing Rural Micro Enterprises Through Digital Change
IHF (Belgium)	Online Workshop	18	Online training with members of an EU VET Student Association, Young professionals, entrepreneurs-to-be	<ul style="list-style-type: none"> - Digital Dynamo: Unleashing the Power of Digital Marketing
IDP & IHF (Italy and	Face to face workshop	15	<ul style="list-style-type: none"> - Entrepreneurs-to-be - Potential entrepreneurs 	<ul style="list-style-type: none"> - Introduction to E-Business for

Belgium)				Microenterprises: E-Commerce and Online Sales -Digital Dynamo: Unleashing the Power of Digital Marketing
IWS (Spain)	In Person Workshop (3)	34	Potential entrepreneurs	<ul style="list-style-type: none"> - Effective Data Management Strategies for Rural Microenterprises: Enabling Digital and Business Transformation in the Post-COVID Era - Cybersecurity Essentials for Rural Micro-Enterprises: Securing digital and business transformation in the post-COVID era

The diverse experience of the facilitators in different educational and training contexts has also greatly enriched the creation of the training programme. This has resulted in a training programme that is well suited to a wide variety of teaching and learning contexts.

Methodology

Throughout the MICRO2 testing and validation sessions, both online and face-to-face, an enjoyable learning environment was fostered in which participants were clearly aware that the value of the session was to gather their views, that this testing and validation process was taking place in parallel in four European countries, and that their opinions would directly influence the final training programme. This learning atmosphere encouraged the expression of views throughout the sessions, as well as more formally at the end of the sessions.

The consortium has used as support material for the collection of feedback, both the feedback form the platform as a guide, as well as a template specially designed for this purpose, and with the aim of subsequently compiling it once this piloting phase has been completed.

Feedback Conclusions

The first conclusion is drawn from the large number of total course users: 815 in the testing and validation process. Despite the wide diversity of testing contexts, no partner experienced significant difficulties in participating in the process. This indicates a strong demand at community level for this type of learning, and the suitability of the programme for organised group learning. All partners reported a positive and constructive learning environment in their sessions, in which participants' involvement was encouraged at every stage of the training.

The training proved to be relevant and applicable, while topics were considered interesting. The material developed has been valued as complete and useful, ready to be delivered by any trainer to other users and also great for self-directed learning.

The evaluated students were quite motivated about the applicability of the presented contents. In general, all contents were considered useful and interesting, highlighting the quality of valuable tools for digital business development, management and digital transformation.

We also observed the interest of adult learners through their participation during the training session. Overall, the feedback was very positive, and participant has showed very enthusiastic when it comes to participation.

Regarding the material available on the platform, all learners agreed that it can be accessed in a very intuitive way, and the great usefulness of being able to have a self-assessment test and a certificate after it. Particularly appreciating the Chatbot; the video version of the training and the Project YouTube channel. Other highlights mentioned include the link between WP2 and WP3 via the matrix and on the basis of EU official references.

The trainees felt that the training content was mainly practical and focused in a dynamic way. They felt that it responded to their current needs.

One of the most positive aspects is that the contents of the training were adapted to the level of knowledge of the participants; this is considered advantageous in order to keep the attention on the training and to be able to follow it in a satisfactory way.

The duration and the layout of the units were adapted to the needs of the participants.

Participants liked the number of courses, the variety of content, the availability of all the material in 3 languages and the possibility to download the courses. Highlighting the platform as user-friendly with simple and effective functionalities.

At the end of each training session, brainstorming or focus group sessions were held in which suggestions and ideas were collected using specific material designed for this purpose, and using it as a guide for the trainer. This was very helpful in creating an interactive and motivating environment.

GUIDELINES TO DEVELOP THE CONTENTS

The value of local context tailoring should not be underestimated. Engagement in this process ensures training is more specific to the immediate digital learning needs of the group and adds local colour to the learning process which will significantly enhance learner engagement and learning retention. The potential here is really unlimited and only confined by the imagination of the trainer and trainees gathered.

General considerations

- ✓ Courses should be elaborated with a **simple terminology** in order to fit all levels of education.
- ✓ Courses should be **clear, easy and usable**. Have in mind that quality is more important than quantity!
- ✓ Courses will include detailed learning outcomes, keywords, self-assessment tool (5 multiple-choice questions per module) bibliography, glossary entries and all relevant information included in the training fiche.
- ✓ Online courses should **not last more than 45 minutes** therefore a **maximum** length of **1500 words/ 10 pages/ 20 slides** for the presentation is recommended.
- ✓ **Short and attractive/catchy titles**.
- ✓ Toolkit should include:
 - ✓ 1 training fiche and 1 ppt per assigned module.
 - ✓ Contents will be arranged in:
 - > **Training Paths**
 - >> **Modules. Didactic Unit**
 - >>> **Sections with contents in text format**

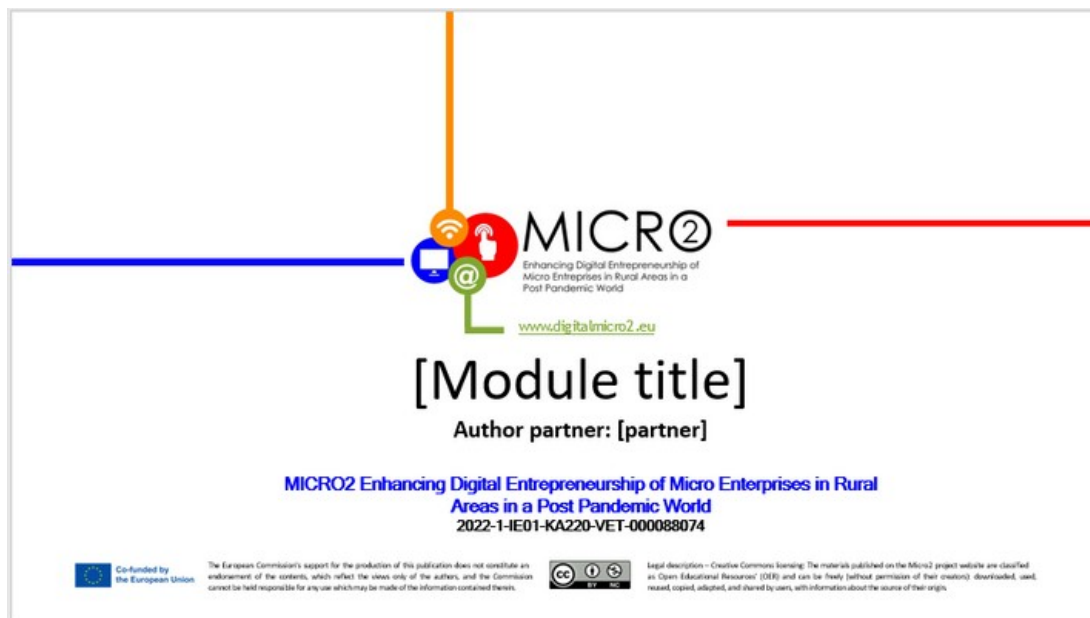
- ✓ Training content in **easy to use**, short and “crisp” micro-training fiches and custom-made based on their needs
- ✓ Each training fiche should include:
 - o **1 Objective and Goals, and Learning Outcomes**
 - o **5 glossary entries** [short description of terms]
 - o **Bibliography**
 - o **1 self-assessment evaluation test** with 5 multiple-choice questions and related answers [not very long]
- ✓ Define the EQF (EU Qualification Framework) level of training (3-5)
- ✓ Cross-reference: DigComp 2.2 + EntreComp




MODULE'S PPT TEMPLATE

Module's PPT template includes the following common slides to ensure uniformity and coherence among training contents developed. Both adaptation of existing MICRO2 PPTs and creation of others to serve 'drilled down' more detailed learning by the trainer is encouraged. A hyperlink to a MS PPT template is included here: [PPT_Template](#)

Common cover



✓ Objectives and goals of the training




📌 Objectives and Goals

At the end of this module, you will be able to:
[Insert text here]


Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.

✓ Index



📌 Index

UNIT 1: [unit title]


- [section 1.1 Introduction]
- [section 1.2 title]
- [section 1.3 contents]

UNIT 2: [unit title]

- [section 2.1 Introduction]
- [section 2.2 title]
- [section 2.3 contents]


Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.

✓ Contents, indicating Unit name and Section name




Unit 1

- 1- > Introduction
- 1.2.-> section title
- 1.3.-> contents

Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.



Unit 2

- 2- > Introduction
- 2.2.-> section title
- 2.3.-> contents


Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.

✓ Short summing



Summing up


Unit 1

- [Text]
- [Text]

Unit 2


Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.

✓ Self-assessment questions




Self-assessment questions

[Question 1]	[Question 2]	[Question 3]	[Question 4]	[Question 5]
a. Option 1 b. Option 2 c. Option 3 d. Option 4	a. Option 1 b. Option 2 c. Option 3 d. Option 4	a. Option 1 b. Option 2 c. Option 3 d. Option 4	a. Option 1 b. Option 2 c. Option 3 d. Option 4	a. Option 1 b. Option 2 c. Option 3 d. Option 4

Put in bold the correct answers! (delete this)

Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators) downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.



✓ Closing slide

Thank you!
Continue your training path at <https://www.digitalmicro2.eu/>


Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

CC BY NC


Legal description - Creative Commons licensing: The materials published on the Micro2 project website are classified as Open Educational Resources' (OER) and can be freely (without permission of their creators): downloaded, used, reused, copied, adapted, and shared by users, with information about the source of their origin.


TRAINING FICHE TEMPLATE




Training Fiche

Title	
Keywords	
Language	
Objective and Goals	
Learning Outcomes	
Contents	
Self-evaluation (3 multiple choice queries and answer)	
Unit 1: sssssssss Question a) answer b) answer c) answer d) answer Question a) answer b) answer c) answer d) answer	
Self-eval Framework	
<input type="checkbox"/> Spotting opportunities <input type="checkbox"/> Creativity	

Financed by the European Union

High resolution images accompanying the publications are available as individual files (vector), with which the layout of the publications can be reproduced by any user, provided that the original content, including text, images, graphics and other elements, is not modified.



<input type="checkbox"/> Vision <input type="checkbox"/> Valuing ideas <input type="checkbox"/> Ethical & sustainable thinking <input type="checkbox"/> Self-awareness & self-efficacy <input type="checkbox"/> Motivation & perseverance <input type="checkbox"/> Mobilising resources <input type="checkbox"/> Financial & economic literacy <input type="checkbox"/> Mobilising others <input type="checkbox"/> Taking the initiative <input type="checkbox"/> Planning & management <input type="checkbox"/> Coping with uncertainty, ambiguity & risk <input type="checkbox"/> Working with others <input type="checkbox"/> Learning through experience	
Glossary (max 5 terms)	Term: description Source: access Term: description Source: access Term: description Source: access Term: description Source: access
Resources (videos, reference link)	
Provided by	
Category	<input type="checkbox"/> Cybersecurity & data management <input type="checkbox"/> Digital marketing and digital communication <input type="checkbox"/> E-commerce <input type="checkbox"/> Management in virtual settings
Bibliography	
Related PPT	
Related Materials	

Financed by the European Union

High resolution images accompanying the publications are available as individual files (vector), with which the layout of the publications can be reproduced by any user, provided that the original content, including text, images, graphics and other elements, is not modified.

Training fiche template includes the following fields to be filled in to ensure uniformity and coherence among training contents developed. Both adaptation of existing MICRO2 Training Fiches and creation of others to serve 'drilled down' more detailed learning by the trainer is encouraged. A hyperlink to a MS WORD template is included here: [Training fiche template](#)

Title: Choose an attractive and catchy title in line with MICRO2 values.

Keywords: to boost search visibility for users.

Contents development:

[Conceptually information should be divided into introduction, content, conclusion]

1. Module name: Unit name:

- Section 1:
- Section 2:
- Section 3:

Unit name:

- Section 1:
- Section 2:

Glossary: please insert 5 glossary entries with related definition relevant to your module. Make sure you quote the source and try to prefer official EU sources. [Not very long]

Self-assessment test (5 multiple choice questions): to assess skills acquisition. [Not very long]. Questions should be related to the content.

Define the EQF (EU Qualification Framework) level of our training (3-5)

Cross-reference: DigComp 2.2 + EntreComp

Bibliography: links of interest. References.


Resources (videos, reference links): if any.

Related PPT

Related Materials

CASE STUDY/GOOD PRACTICE TEMPLATE


Case studies and best practices are part of the MICRO2 toolkit. They are remarkable cases, and enrich the main training of the project. templates have been designed to make the creation of new, localised Case studies very straightforward. A hyperlink to a MS WORD template is included here: [Case study/Best Practice template](#)



MICRO²
 Enhancing Digital Entrepreneurship of
 Micro Enterprises in Rural Areas in a
 Post Pandemic World
www.digitalmicro2.eu


Case Study/Good Practice Template

Case Study /Good Practice Title	
Keywords	
Case study/Good Practice	
(Please keep this description to a limit. The case study must be of 1 page)	
Reference link (if any)	
Provided By	Name of Partner
Type of Material	<input type="checkbox"/> Case Study <input type="checkbox"/> Good Practice
Language	ENGLISH



Co-funded by the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Legal description - Creative Commons licensing: The material published on this tool should adhere to the Open Educational Resources (OER) and can be freely re-used, provided that the original author(s) and the source of the material are properly acknowledged.

CASE STUDY/ BEST PRACTICE includes the following fields to be filled in to ensure uniformity and coherence among training contents developed.

Title of Case study/ Best practice:

Keywords:

Case study/ Best practice: Insert the case study/Best practice content (an image can also be added on this field).

Reference Link (if any): You can provide if you want added value external pdfs or URL.

Type of material: CASE STUDY/ BEST PRACTICE

Conclusion

We hope you enjoy these Guidelines developed by the MICRO2 consortium and invite you to use them as better fits your needs. Their purpose is to serve as a guide for future use, and to help make the most of the free resources developed in the implementation of the project and make them available to all potential users, as well as to maximize training for all beneficiaries. Please do let us know about your experience by contacting the project through micro2project@gmail.com, or info@irishrurallink.ie.

Partners

