



CARICOM AGRICULTURE YOUTH ADVISORY BODY

Agrifood Ambassador Certificate Programme

Online Course Development Instructions and LMS Build Blueprint

PURPOSE

Convert the LAFP Youth Ambassador Certificate concept into a functioning, competency-based online programme that prepares young people to represent Caribbean agrifood priorities with evidence, diplomacy, ethical judgment and institutional discipline.

VERSION 0.1 | 1 SEPTEMBER 2026

STATUS: DRAFT FOR CAYAB REVIEW AND PARTNER DISCUSSION

Important governance note

Partner names, logos, co-certification and institutional roles must not be published until written approval is obtained. Certification does not confer governmental authority or official diplomatic status.

1. The Course to Build

Build a 12-week, fully virtual, cohort-based certificate programme provisionally titled the CAYAB Agrifood Ambassador Certificate Programme. The learning experience should transform participants from informed youth advocates into disciplined agrifood ambassadors who can explain policy, listen across interests, represent agreed positions, navigate institutions and convert consultation evidence into credible recommendations.

DESIGN PRINCIPLE

An ambassador is not created by completing videos and quizzes. Certification must require demonstrated representation, policy communication, listening, negotiation, ethical conduct and accountable follow-through.

1.1 Course identity

Field	Build instruction
Working course title	CAYAB Agrifood Ambassador Certificate Programme
Specialization	Local Agriculture First Policy (LAFP), Caribbean agrifood governance and policy diplomacy
Award designation	Certified Agrifood Ambassador – LAFP Specialization (subject to formal approval)
Issuer	CARICOM Agriculture Youth Advisory Body (CAYAB)
Delivery	12 weeks; online; 36–48 structured hours plus independent work
Cohort model	Facilitated regional cohorts, not unrestricted self-certification
Primary audience	Emerging youth agrifood leaders, entrepreneurs, producers, researchers, public officers and youth-organization representatives
Recognition boundary	Readiness to contribute responsibly; no governmental authority, diplomatic rank, employment guarantee or procurement preference

1.2 The ambassador promise

- Explain the LAFP and regional agrifood priorities accurately in plain language.
- Represent youth evidence and agreed positions without inventing institutional endorsement.
- Listen to farmers, buyers, ministries, schools, civil society and technical agencies.
- Translate consultation findings into structured briefs, recommendations and implementation options.
- Model non-partisan, respectful and accountable regional leadership.
- Return information and opportunities to national networks rather than acting as a personal spokesperson.

2. Approval Decisions Before Development

Decision	Required CAYAB action	Control
Programme name and award	Approve final name, designation and certificate wording.	Do not advertise the award before approval.

Decision	Required CAYAB action	Control
Institutional partners	Confirm which bodies advise, teach, validate, fund or co-certify.	Written approval for names and logos.
Learner eligibility	Approve age range, countries, prerequisites and selection method.	Use published, non-discriminatory criteria.
Fees and scholarships	Approve pricing, waivers and sponsorship policy.	Separate access decisions from assessment.
Assessment authority	Appoint assessors, moderators and appeals panel.	No single person controls teaching and final appeals.
Ambassador deployment	Define what graduates may do on behalf of CAYAB.	Written terms of reference and assignment letters.
Data and safeguarding	Approve privacy, consent and minor-participant rules.	Adults-only pilot is recommended unless youth safeguards are ready.
Platform ownership	Approve hosting account owner, domain, administrators and export rights.	CAYAB retains data access and migration ability.

3. Learner Journey and 12-Week Sequence

The LMS should show one clear journey. Each module opens only after the learner completes the preceding orientation or required submission. Live sessions are recorded, but attendance rules must remain visible.

Week	Learning stage	Required evidence
0	Orientation, digital readiness, baseline assessment, code of conduct	Profile, consent, diagnostic and signed learner agreement
1	Caribbean Agrifood Systems & 25x25+5	National priority policy memo
2	Multilateral Architecture & FAO Frameworks	Institutional ecosystem map
3	CARICOM Governance, COTED Pathways & Policy Analysis	COTED-style briefing note and indicator set
4–5	Local Agriculture First Policy	LAFP feasibility and safeguard note
6	Institutional Procurement & Market Systems	Local procurement system design
7	Youth Agrifood Enterprise & Governance	Enterprise integration pathway
8	Ambassador Practice: representation, listening and public communication	Stakeholder listening brief and recorded policy explanation
9–10	Negotiation & Diplomatic Simulation	Position paper, intervention and simulation score
11	Capstone studio and peer review	Draft proposal, executive summary and presentation
12	Virtual Co-Creation Summit	Final proposal, presentation, indicator framework and reflection

3.1 Standard module pattern

1. Welcome page: why this module matters to an agrifood ambassador.
2. Learning outcomes: 3–5 observable competencies.
3. Core lesson: 3–5 short segments, ideally 8–12 minutes each.
4. Required reading: controlled documents with version/date and accessible download.
5. Knowledge check: low-stakes quiz with feedback.
6. Applied assignment: a realistic policy or representation task.
7. Live clinic: expert exchange, case discussion or role preparation.
8. Reflection and national application: What does this mean in my country?
9. Completion gate: required evidence before the next module opens.

4. Module Build Cards

Module 1 — Caribbean Agrifood Systems & 25x25+5

Component	Instruction
Competency focus	Understand import dependence, SIDS vulnerabilities, value-chain fragmentation and the relationship between national priorities and regional action.

Component	Instruction
Build these learning assets	Interactive regional systems map; short expert video; country data worksheet; case comparison.
Required assessment	1,000-word policy memo connecting one national priority to regional objectives.

Module 2 — Multilateral Architecture & FAO Frameworks

Component	Instruction
Competency focus	Explain the roles and boundaries of FAO, CARICOM, CARDI, Member States, CAYAB and other actors; connect SDG 2 to Caribbean implementation.
Build these learning assets	Drag-and-drop institution map; mandate-matching activity; stakeholder interview prompt.
Required assessment	Institutional ecosystem diagram plus analytical brief.

Module 3 — CARICOM Governance, COTED Pathways & Evidence

Component	Instruction
Competency focus	Trace how an issue moves from evidence and consultation toward regional consideration; distinguish advice, endorsement, approval and implementation.
Build these learning assets	Decision-pathway animation; evidence-quality lab; briefing-note workshop.
Required assessment	COTED-style briefing note with problem, evidence, options, risks and indicators.

Module 4 — Local Agriculture First Policy

Component	Instruction
Competency focus	Explain LAFP accurately; analyze local sourcing, trade compliance, implementation safeguards and country-pilot logic.
Build these learning assets	Policy walkthrough; myth-versus-fact activity; national readiness diagnostic; consultation evidence review.
Required assessment	LAFP feasibility and safeguard recommendation note.

Module 5 — Institutional Procurement & Market Systems

Component	Instruction
Competency focus	Understand demand planning, supplier readiness, aggregation, quality, contracting, payment and monitoring.
Build these learning assets	Buyer journey; procurement scenario; crop-scheduling exercise;

Component	Instruction
	contract-risk clinic.
Required assessment	Compliant local procurement model linking demand to delivery and payment.

Module 6 — Youth Agrifood Enterprise & Governance

Component	Instruction
Competency focus	Connect youth enterprises to formalization, finance, standards, institutional markets and accountable support systems.
Build these learning assets	Enterprise readiness diagnostic; finance pathway; governance case; inclusion audit.
Required assessment	Youth enterprise integration strategy.

Module 7 — Ambassador Practice & Diplomatic Simulation

Component	Instruction
Competency focus	Represent an assigned mandate, communicate evidence, listen, negotiate, build consensus and respect procedure.
Build these learning assets	Role briefings; protocol micro-lessons; recorded intervention; live simulation.
Required assessment	Position paper, oral intervention and rubric-based performance.

Module 8 — Co-Creation Summit & Policy Capstone

Component	Instruction
Competency focus	Integrate policy, procurement, governance, finance, indicators and risk into a viable proposal and respond to institutional feedback.
Build these learning assets	Capstone studio; peer review; rehearsal; virtual summit.
Required assessment	Final proposal, two-page executive summary, slide deck, indicator framework and oral presentation.

5. Assessment and Certification Logic

Use competency-based assessment. Quizzes support learning but cannot, by themselves, produce an ambassador certificate.

Component	Weight	Minimum evidence
Continuous learning and participation	20%	Quizzes, reflections, live engagement and respectful peer contribution
Applied policy assignments	30%	Institution map, policy memo, procurement design and enterprise pathway
Ambassador communication practicum	10%	Recorded explanation, stakeholder listening note and responsible representation
Diplomatic simulation	15%	Procedural compliance, evidence, role fidelity, negotiation and communication
Policy capstone and summit	25%	Written proposal, executive summary, indicators, slides and oral defence

5.1 Certification rules

- Minimum overall score: 70%.
- Minimum live attendance: 80%, with an approved make-up activity where justified.
- All core assessments must be submitted; a high average cannot replace a missing simulation or capstone.
- Learners must achieve “competent” in ethical representation and professional conduct.
- Plagiarism, falsified evidence or misrepresentation of institutional authority triggers formal review.
- One reassessment opportunity may be offered under a published policy.
- Final results should be moderated before certificates are released.

5.2 Digital certificate and verification

- Issue a unique certificate number and verification URL or QR code.
- Record learner name, cohort, award, specialization, issue date and status.
- Display partner logos only where written co-certification approval exists.
- Provide a revocation/status mechanism without publishing private disciplinary details.
- Issue an optional digital badge with documented criteria and evidence requirements.

CRITICAL DISTINCTION

A graduate may describe themselves using the approved certificate designation. They may not claim to be a CARICOM, FAO, CARDI, government or CAYAB representative unless separately appointed in writing.

6. Diplomatic Simulation Build Instructions

10. Create one regional consultation scenario on LAFP-linked institutional procurement.
11. Include competing national priorities, fiscal limits, trade considerations, climate risks and youth-enterprise objectives.
12. Prepare confidential role briefs for Member State, CARICOM, FAO technical advisor, procurement authority, CAYAB delegate and private-sector observer roles.
13. Publish common evidence separately from confidential mandates and negotiation red lines.
14. Configure timed interventions, motions/amendments, consensus drafting and a final decision record.

15. Use two assessors where feasible and retain completed rubrics.

16. End with a debrief separating performance in role from the learner's personal views.

Rubric domain	What competent performance looks like
Procedural compliance	Follows agenda, time, rules and institutional hierarchy.
Evidence-based argument	Uses reliable evidence and explains assumptions or limitations.
Role fidelity	Represents the assigned mandate without inventing authority.
Strategic negotiation	Builds workable coalitions and proposes feasible compromise.
Professional communication	Speaks clearly, respectfully and with disciplined language.
Accountable follow-through	Records decisions, conditions, dissent and next actions accurately.

7. LMS and Technical Build Specification

RECOMMENDED PLATFORM

Use Moodle on a CAYAB-controlled hosting account, initially at learn.caricommyab.org. Moodle supports cohorts, quizzes, rubrics, assignment submission, completion tracking, badges, certificates and exports without a high per-user platform licence.

Area	Minimum build requirement
Ownership	CAYAB controls the domain, hosting contract, primary administrator and backups.
Course shell	One master course plus separate cohort groups; never rebuild content for each cohort.
Mobile access	Responsive pages; avoid large files; test on common Android phones.
Low bandwidth	Downloadable PDFs, audio-only options, transcripts and compressed video.
Interactivity	Use native Moodle activities and H5P where supported; avoid vendor lock-in.
Live delivery	Zoom/Meet links inside the LMS; recordings restricted according to consent.
Assessment	Rubrics, submission windows, gradebook categories, reassessment workflow and moderation record.
Certificates	Certificate plugin or controlled external generator with unique verification ID.
Accessibility	Captions, transcripts, alt text, keyboard navigation, adequate contrast and accessible DOCX/PDF.
Data protection	Collect only necessary data; publish privacy notice, retention period and learner rights.
Security	MFA for administrators, role-based access, updates, audit logs, backups and incident procedure.
Portability	Nightly database/file backup; quarterly restore test; course export and open-format grade export.

7.1 LMS course homepage

- Welcome from CAYAB and the programme purpose.
- Start Here orientation block.
- Programme calendar and live-session links.
- Eight module tiles with completion status.
- Ambassador practicum and simulation hub.
- Capstone and Co-Creation Summit hub.
- Learner support, accessibility and safeguarding contacts.
- Policies: conduct, assessment, appeals, privacy, media consent and certification.
- Announcements and moderated cohort forum.

8. Content Production Instructions

Asset	Production standard
Video lesson	8–12 minutes; one learning objective; captions and transcript; speaker approval.
Reading	Controlled title, version and date; source attribution; accessible PDF and editable master.
Case study	Realistic Caribbean setting; de-identify sensitive details; include decision questions.
Quiz	5–10 items; feedback explains why; question bank supports randomization.
Assignment	Brief, template, rubric, word/time limit, example standard and submission format.
Discussion	One consequential prompt; facilitator response protocol; participation standard.
Live clinic	Run sheet, slides, attendance, recording decision and follow-up task.
Expert contribution	Release/consent, biography, conflict disclosure and content-use permission.

8.1 Every lesson page must answer

- Why does this matter to an agrifood ambassador?
- What must I be able to do after this lesson?
- Which institution, policy or evidence is authoritative?
- What would this look like in my Member State?
- What do I submit or demonstrate next?

9. Governance, Staffing and Quality Assurance

Role	Accountability
CAYAB programme owner	Mandate, approvals, budget, appointments, learner protection and public accountability.
Technical Working Group	Curriculum integrity, alignment, assessment standards and annual review.
Programme manager	Schedule, faculty coordination, risks, reporting and cohort delivery.
Instructional designer	Storyboards, learning flow, accessibility and LMS consistency.
Subject-matter experts	Accurate content within declared institutional authority.
Facilitators and mentors	Learner engagement, feedback, professional modelling and escalation.
Assessors and moderator	Consistent grading, moderation and recorded decisions.
LMS administrator	Users, permissions, updates, backups, logs and technical support.
Safeguarding/data lead	Consent, privacy, complaints, incident response and retention controls.
Appeals panel	Independent review of assessment or conduct decisions.

9.1 Quality gates

17. Gate 1 – Governance approval: course identity, ownership, partners and learner rules.
18. Gate 2 – Curriculum validation: outcomes, module map, sources and assessment blueprint.
19. Gate 3 – Prototype review: orientation plus one complete module tested end to end.
20. Gate 4 – Content QA: technical accuracy, accessibility, permissions and version control.
21. Gate 5 – Pilot readiness: users, support, security, data, live sessions and incident procedures.
22. Gate 6 – Certification moderation: results, conduct, records and approved certificate list.
23. Gate 7 – Post-cohort review: evidence, feedback, outcomes and controlled updates.

10. Learner Safeguards and Integrity

- Publish a privacy notice before registration and obtain explicit consent for required processing.
- Separate course participation consent from optional photo, recording and promotional consent.
- If persons under 18 are admitted, implement guardian consent, age-appropriate spaces, staff vetting, restricted direct messaging and a documented safeguarding referral pathway.
- Use official course channels; prohibit private, unrecorded assessor negotiations.
- Provide accessibility accommodations and a confidential request route.
- Declare conflicts of interest in admissions, assessment, procurement discussions and placement opportunities.
- Create complaint, academic-integrity, reassessment and appeal procedures with response timelines.
- Do not promise contracts, grants, employment, travel or official representation as a consequence of certification.

11. Build, Pilot and Launch Plan

Phase	Indicative period	Outputs and exit test
1. Authorize	Weeks 1–2	Approval matrix, name, audience, partner boundaries, budget and platform owner.
2. Design	Weeks 3–6	Curriculum map, assessment blueprint, module storyboards and source register.
3. Prototype	Weeks 7–9	Branded Moodle shell, orientation and one fully functional module.
4. Produce	Weeks 10–17	Remaining modules, readings, videos, assignments, rubrics and policies.
5. Test	Weeks 18–19	Technical, accessibility, security and learner usability tests; fixes logged.
6. Pilot	Weeks 20–31	One 12-week cohort of approximately 25–40 learners with active facilitation.
7. Evaluate	Weeks 32–34	Results review, partner feedback, cost analysis and controlled revision.
8. Scale	From Week 35	Additional cohorts only after approval of the pilot evaluation and resource plan.

11.1 Recommended pilot

Start with one adult cohort of 25–40 participants drawn across several CARICOM Member States. Keep the pilot facilitated and selective. Test the full ambassador practicum, simulation, capstone, moderation and certificate verification process before expanding to 2,000 learners. Scale should follow evidence, not precede it.

12. Monitoring and Results

Level	Core measures
Inputs	Budget, faculty time, LMS uptime, content completed and scholarships available.
Outputs	Enrolment, module completion, assignments, simulation, capstones and certificates.
Learning outcomes	Pre/post knowledge, rubric competence, policy-writing quality and communication performance.
Ambassador practice	Consultations supported, national network feedback, briefs produced and assignments completed.
Institutional contribution	Proposals referenced, pilots informed, youth participation formalized and partnerships established.
Equity and access	Country, gender, disability, connectivity barriers, completion gaps and accommodation response.
Quality	Learner satisfaction, assessor consistency, appeals, incidents and partner review findings.

12.1 Evidence to retain

- Approved curriculum and controlled source register.
- Attendance, gradebook and completed assessment rubrics.
- Learner submissions and moderation record.
- Consent and media permissions.
- Certificate register and status.
- Pre/post evaluation, alumni follow-up and institutional feedback.
- Change log showing what was revised, why and by whom.

13. Immediate Production Checklist

- ☐ Approve programme title and certificate designation.
- ☐ Appoint course owner, Technical Working Group and programme manager.
- ☐ Confirm adult pilot eligibility and selection criteria.
- ☐ Approve Moodle hosting at learn.caricommyab.org and name two CAYAB administrators.
- ☐ Create the master curriculum map and source/document register.
- ☐ Resolve the Module 3 naming inconsistency and restore the missing Module 6 label in the source concept.
- ☐ Write orientation, code of conduct, privacy, assessment, appeals and certification policies.
- ☐ Storyboard all eight modules using the standard module pattern.
- ☐ Build orientation and Module 1 as the prototype.
- ☐ Develop rubrics before recording lessons.
- ☐ Secure written permissions for partner names, logos, speakers and readings.
- ☐ Recruit pilot faculty, assessors, mentors and technical support.
- ☐ Run accessibility, mobile and low-bandwidth tests.
- ☐ Open applications only after the pilot readiness review.
- ☐ Evaluate the first cohort before committing to regional scale.

14. Course Builder Handover Package

The instructional designer or LMS developer should not begin from this blueprint alone. CAYAB must hand over the following controlled package:

- Approved programme charter and governance/approval matrix.
- Final curriculum map and module storyboards.
- Controlled readings and source register.
- Brand kit and written partner-logo permissions.
- Assessment briefs, rubrics and gradebook calculation.
- Learner policies and approved certificate wording.
- Faculty list, biographies, releases and content deadlines.
- Data fields, privacy notice, consent forms and retention schedule.
- Support contacts, escalation map and pilot calendar.
- Acceptance-test checklist and sign-off authority.

Appendix A — Module Storyboard Template

Storyboard field	Required entry
Module title and owner	Name, subject expert, instructional designer and approver.
Ambassador relevance	One sentence explaining why the competency matters in representation.
Learning outcomes	Three to five observable actions.
Lesson sequence	Segment title, format, duration and source.
Required reading	Controlled filename, version, date and permission.
Interaction	Quiz, H5P, discussion, case or live clinic.
Applied assessment	Task, template, rubric, deadline and feedback method.
Accessibility	Caption, transcript, alt text, downloadable and low-bandwidth formats.
Completion rule	Exact activity/evidence required to complete the module.
QA approval	Technical reviewer, learning reviewer, date and revision status.

Appendix B — Decisions Needed from CAYAB

No.	Decision	Owner	Target status
1	Final course and award name	CAYAB Executive	Approval required
2	Pilot audience, age and country allocation	Programme owner	Approval required
3	Partner roles and co-branding boundaries	Chairwoman / authorized body	Written confirmation
4	Fee, scholarship and sponsorship model	Finance/governance authority	Approval required

No.	Decision	Owner	Target status
5	Moodle hosting, domain and administrator ownership	CAYAB Executive	Approval required
6	Assessment, appeals and revocation authority	Technical Working Group	Approval required
7	Graduate deployment and alumni role	CAYAB Executive	Terms of reference
8	Pilot budget, launch date and evaluation gate	Programme sponsor	Funding decision

Appendix C — Editorial Corrections to the Source Concept

Apply these controls when the concept is next revised:

- Use “CAYAB” consistently rather than generic “Youth Advisory Body (YAB)” where the institution is CAYAB.
- Standardize “programme” or “program” according to the approved house style.
- Correct duplicate “Regional Diplomacy & Policy Coherence,” “7.3 Policy Proposal Template,” “8.0 Governance and Accountability” and “9.1 Outputs” headings.
- Restore a clear Module 6 heading: Youth Agrifood Enterprise & Governance.
- Clarify Module 3: CARICOM Governance Architecture, COTED Decision Pathways and Evidence-Based Policy Analysis.
- Replace “25% by 2025” language with the current approved framing for the 25x25+5 agenda.
- Treat FAO, CARICOM, CARDI, BARIFA and BAMSI roles as proposed until confirmed in writing.
- Do not state that certification is co-branded until each institution approves the arrangement.