FOOD IMPROV'IDERS

Provide producers with fit-for-purpose knowledge to develop new sustainable food chain models improving their revenue and enhancing consumers' satisfaction

D2.6
Validation of the Platform and adapted content

Authors:
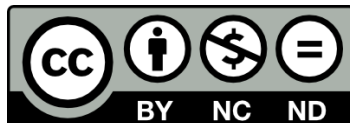**Galina Ivanova, Europroject**
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Project Summary

FOOD IMPROV'IDERS is an Erasmus+ project that aims to provide EU food producers with tailored training content in line with their needs and lifestyle to improve their skills and knowledge in short food chains circuits. To reach the beneficiaries, the project will offer the training content both online and in presental courses.

The FOOD IMPROV'IDERS project gathers 6 partners from 6 different EU Member States (France, Bulgaria, Italy, Hungary, Slovenia, Spain) having complementary profiles in order to provide the necessary expertise for the implementation of all project tasks.

Part. #	Partner name	Partner short name	Country
1	Association Nationale des Industries Alimentaires	ANIA	France
2	Eszterházy Károly University	EKU	Hungary
3	University of Ljubljana	UL	Slovenia
4	University of Parma	UP	Italy
5	Foundation Juana de Vega	FJDV	Spain
6	Europroject	EP	Bulgaria

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Introduction

The quality management process is a central part of the implementatio of the Foodimprov'iders project. Its basis was defined at the very begining of the project with the development of the Quality plan of the project. The overall quality management, including the one of the platform and its content, had three main sources:

- *Internal validation among the project partners:* this process included cross-checks of the provided content and continuous improvement of both the platform and provided content;

- *Validation of the technical solutions and training content with the target groups of the project.* The process included:
  (1) direct communication with the trainees during the blended learning training sessions organised in the partner countries;

  (2) evaluation through questionnaires distributed among the training participants.

- *International advisory board who provided valuable feedback:*
  (1) filling in cards that were used for further improvement of the platform and the training content;

  (2) direct communication with the project partners, including online participation during partner meetings.

This deliverable, D2.6: Validation of the Platform and adapted content, offers an overview of this internal quality management process, reflecting the opinion of the actors incolved. In summary, the report plays a multifaceted role within the project. It not only documents what has been achieved, but sets the direction for future work.

The report is an important proof of the underlying iterative approach of the project implemented through a process of continuous improvement. It explains the collaborative endeavors within the project consortium, contributing to the project's broader goals and the effectiveness of feedback received from different sources.

Internal validation among the project partners

Internal validation was a critical process employed during the implementation of the Foodimprov'iders project. This process involved systematic cross-checking of provided content and a commitment to continuous improvement in the project platform and the content shared by project partners.

At the start of the project, the consortium partners collected the preferences of the target groups towards both the technical solutions and the content of the training platform that had to be developed. That was done through questionnaires and online webinars implemented in the partner countries.

As a result, the technical specifications of the platform were decided on, as well as a list of the modules to be developed.

Starting from this background, the process included the following steps:

- o Content Review: Project partners submitted their respective content to be reviewed by the project team. The cross-verification of the submitted content involved assessing the accuracy of the information, compliance with project guidelines, and alignment with the project's overarching objectives and with the requirements of the target group.

- o Verification of the functionalities of the training platform: a similar process was applied to assess the functionalities of the training platform. As a result of this process, many features that are challenging for people with low computer literacy were reduced.

- o Sharing feedback: All project partners actively participated in providing regular feedback mechanisms, including meetings, surveys, and collaborative discussions during both online and in-person meetings, to identify areas for improvement.

The most obvious benefits of the process were:

- o Quality Assurance: Through internal validation, the Foodimprov'iders project maintained a high standard of quality and accuracy, reducing errors and inconsistencies in developing the training content.

- o Alignment with Objectives: The process ensured that all project partners remained aligned with the project's overarching goals and objectives.

- o Error Reduction: Early identification of errors corrected before testing with the end-users.

- o Efficiency Improvement: Ongoing validation efforts lead to increased efficiency in both content creation and platform functionality.

- o Enhanced Collaboration: The internal validation process fostered a culture of collaboration and mutual trust among project partners, strengthening teamwork.

- o Adaptability: The project's adaptability to changing circumstances and requirements was enhanced through continuous validation and improvements. That was particularly important, considering all the challenges that the project had to face during the Covid-19 period, which led to enormous challenges in building relations with the target group of the project.

The implementation of the internal validation played a pivotal role in the successful implementation of the Foodimprov'iders project. It ensured that the project maintained a high level of quality, consistency, and alignment with its objectives.

By fostering a culture of continuous improvement and collaboration, the project not only safeguarded its integrity but also strengthened the partnerships among participating organisations, ultimately contributing to the project's overall success.

At the final stage of the project implementation, a final process evaluation was conducted among the project partners. The last two questions were devoted respectively to the achievements reached through the project results and to their overall impact.

According to the registered results, all the project partners share that the main results of the project are of high quality. There are no negative answers registered to that question. 50% of the respondents evaluate the Foodimprov'iders platform and the training content as excellent, and another 50% as good. Respectively, 60% of the project partners agree that the implementation of the trainings in the partner countries achieved excellent results, while for 40% of the participants in the survey, the trainings could be assessed as "good."

Please, rate your opinion on the achievement of the products?

Figure 1: Results of the Foodimprov'iders Final Process Evaluation conducted among the project partners

The next question aimed assessment of the impact. The respondents had to indicate the extent to which they agree/disagree with the following statements:
- The project responds to the European needs for providing online and blended learning opportunities on the topic of short supply chains.
- The project developed a platform that will be useful for the representatives of the target groups the different countries.
- The project was all worth it.
- I would join such a project again.

The responses are positive, with all participants expressing their strong agreement with the statements above. The only exception is one "agree" response to the decision to join such a project again.

Please, rate your level of agreement with the followings areas:
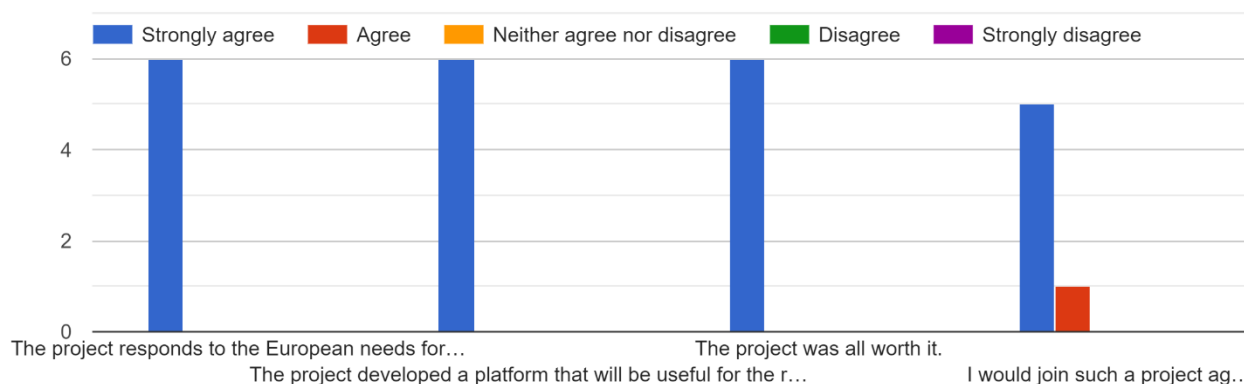
Figure 2: Results of the Foodimprov'iders Final Process Evaluation conducted among the project partners

Validation of the training platform and adapted content by the target groups of the project

After the first year of implementation of the Foodimprov'iders project, a comprehensive validation process was conducted to evaluate the training materials and assess the technical performance of the platform across partner countries. The insights gained from these trials have played an important role in shaping the further development of the project.

A full analysis of the implementation of the first year of pieces of training is provided in D3.2: Report on the implementation of the first year of the blended learning and D3.3: Report on the first year of self-learning on the e-learning platform. The current deliverable summarises the information provided there in the light of the validation processes implemented.

Validation of the platform and adapted content at the University of Parma (Italy):

The trials in Italy began before the official online launch of the platform. Despite this, students had offline access to training materials, allowing them to actively contribute to their improvement at an early stage. While there was no specific information available regarding the technical implementation of the platform, the data on student performance during the initial year of training in Italy indirectly shed light on the quality of the training materials.
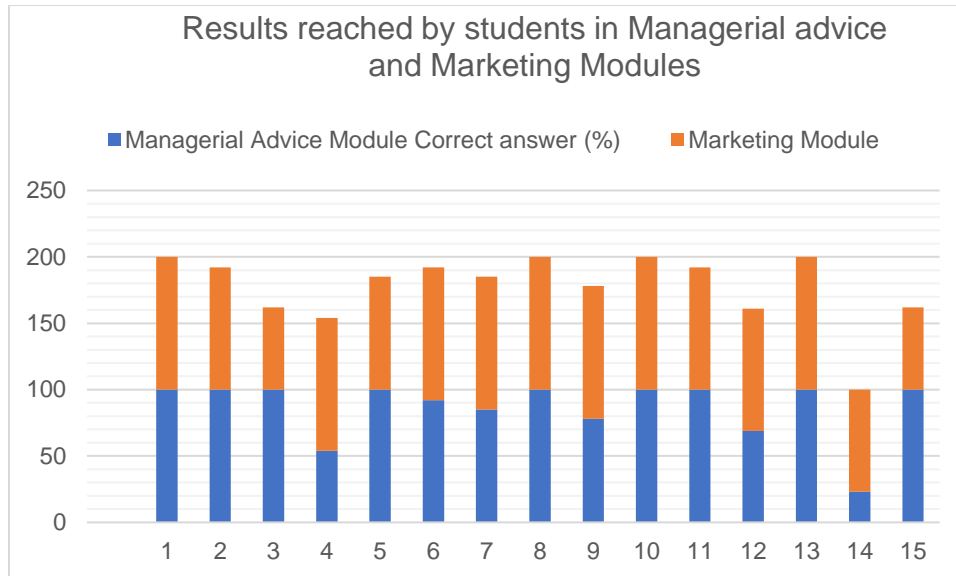
Figure 3: Level of knowledge aquired during the first-year implementation of traings in Italy

Validation of the platform and adapted content at the University of Ljubljana

In the validation process of the Foodimprov'iders platform and its adapted content, rigorous testing was conducted in the University of Ljubljana through a series of nine in-person sessions, reaching approximately 50 participants. These sessions aimed to assess the effectiveness and user satisfaction of the training modules. The outcomes of these evaluations are summarised in the table provided below:

The participants shared constructive feedback but despite this, the overall consensus among participants was one of satisfaction with the Foodimprov'iders training platform and the training materials. This valuable input was used as a foundation for ongoing iterative enhancements to meet the evolving needs and expectations of our users.

Validation of the platform and adapted content at the Fundación Juana de Vega

As part of the validation process for the platform and training content, Fundación Juana de Vega organised in-person sessions once the platform was ready for use. These face-to-face sessions were strategically designed to complement the online modules. The training participants expressed a high level of overall satisfaction with these sessions. Key feedback received from the participants included:

- Some noted minor translation issues that were corrected almost immediately.
- Participants expressed a desire for more in-depth exploration of the topics that was handled in revision of the modules.
- The need to complement online modules with face-to-face sessions was highlighted. This confirms that the blended approach was a successful one to respond to the needs of the target group of the project.
- Participants found the content to be clear and concise.
- Some participants emphasised the importance of tailoring the content to the specific needs of small companies within the production and processing sector.
- A suggestion was made to enable the retention of training information for future reference.
- Specific recommendations were provided for enhancing the description of the certification process for producers.
- There was a call for further development of the concept of "organisation and programming" of production in response to consumer needs and demands.
- Overall, participants praised the effective delivery and presentation of the content.

Furthermore, in the final satisfaction survey administered at the end of each module, students were asked about the quality and usability of the platform. Key technical insights from these responses included:

- Generally, the platform was deemed to function well technically.
- While the connection process was considered easy, there were suggestions for improving the platform's navigational structure. The project partners did this in the process of further development of the platform.
- Accessibility and usability of the platform were positively acknowledged.

In conclusion, all participant feedback, both from face-to-face sessions and the online ones, provided valuable feedback that was considered by the project partnes and successfully used in the process of improvement of the training platform and its content.

Validation of the platform and adapted content at the Eszterházy Károly University

The EKU team conducted an assessment of the results obtained from the online training, focusing on Modules 2 through 7. Notably, the test results demonstrated a high level of performance, with scores consistently exceeding a minimum of 7 out of 10. The average results for each module are outlined below:

- **Module 2:** Average Score of 8.4
- **Module 3:** Average Score of 7.8
- **Module 4:** Average Score of 7.0
- **Module 5:** Average Score of 7.4
- **Module 6:** Average Score of 8.0
- **Module 7:** Average Score of 9.2

In parallel with the performance assessment, satisfaction surveys were conducted separately for each module, employing a maximum rating of 10 points per question. The outcomes of these surveys, which provide insights into participant satisfaction, are illustrated in the chart below:
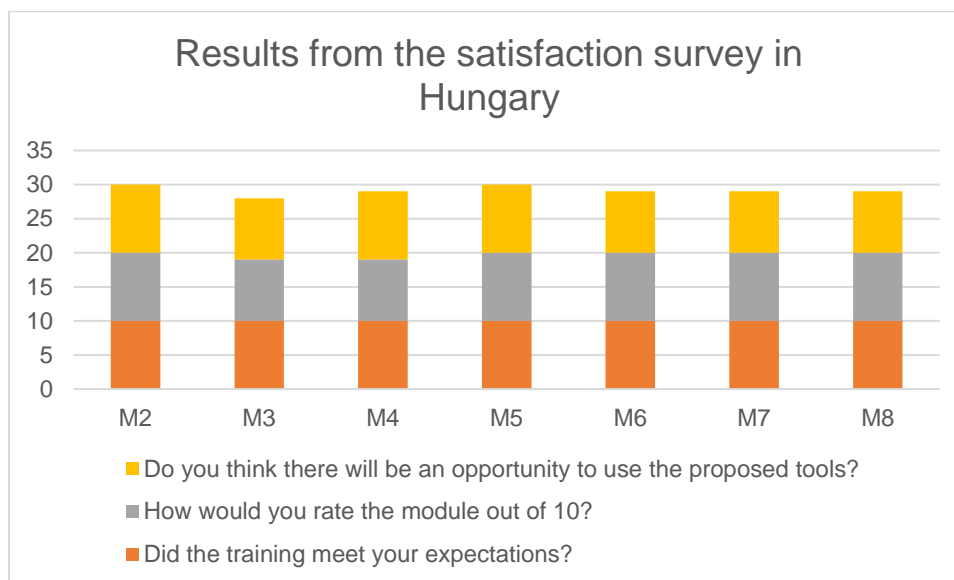
Figure 5: Level of satisfaction among the trainees in Hungary

These results collectively showcase a strong performance in the assessment scores and participant satisfaction ratings across the various modules, affirming the platform's effectiveness in delivering high-quality training content.

Validation of the training platform and adapted content by the project External Advisory Board

Following the project proposal, the consortium established an external advisory board to validate and approve (1) the developed training content and (2) the technical solutions provided by the platform. The partner responsible for the quality management within the project, Europroject, developed assessment cards with quality thresholds that were approved by all the project partners and shared with the advisory board members. Additionally, advisory board members took part in a dedicated session during the last consortium meeting in Paris.

The aim of these assessment cards was to provide a comprehensive evaluation of two important components - the platform and adapted content training content. Output 2 focused on the dedicated pedagogical content tailored to address the unique needs of EU producers in short food chains. These assessment criteria were designed to reflect the quality standards outlined in the project proposal and the quality plan. Through an analysis of the feedback provided, the project partners assessed the effectiveness of the content in enhancing entrepreneurial mindset, providing theoretical knowledge, promoting best practices, etc.

On the other hand, Output 3 pertained to the online e-learning platform designed to facilitate self-learning and blended learning experiences. The assessment criteria were aligned with the quality standards laid out in our project proposal and quality plan. This evaluation scrutinised the platform's adaptability for online learning, content quality, accessibility, its role in improving practical skills among trainees, etc.

Evaluations of Intellectual Output 2 received by the Advisory Board members

Evaluation of Katja Temnik, Biodynamic Farm Majnika
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Country: Slovenia

Katja Temnik, representing Biodynamic Farm Majnika in Slovenia, conducted a comprehensive evaluation of Output 2: Dedicated Pedagogical Content on Short Food Chains. Here is an analysis of her assessment:

Criterion 1 (15 points): Katja gave full marks, indicating that the pedagogical content effectively addressed the identified need for tailored training content on short food chain models for EU producers. This suggests that the content aligns well with the project's objectives and participant requirements.

Criterion 2 (15 points): Again, full marks were awarded, indicating that the content can be easily transferred under two formats: presental course learning and complementary online courses. This adaptability bodes well for the accessibility and versatility of the training material.

Criterion 3 (15 points): Katja awarded full points, affirming that the dedicated pedagogical content is tailored to the specifics of short food supply chains in Slovenia. This customisation ensures relevance to the local context, a crucial factor in effective training.

Criterion 4 (10 points): For improving producers' entrepreneurial and managerial mindset, Katja assigned 8 points. While there was a positive assessment, there may be room for further enhancement in this area.

Criterion 5 (10 points): Full marks were given for providing theoretical knowledge on alternative food chain models, indicating that this aspect of the training content is robust and effective.

Criterion 6 (10 points): The training content's ability to highlight best practices in alternative food chains (by sectors) and replication opportunities received full points, indicating strong alignment with the project's goals.

Criterion 7 (10 points): While positive feedback was given, Katja allocated 9 out of 10 points for improving producers' competencies in product valorisation, marketing and labeling, and client relations. This suggests that there may be some minor improvements possible in these areas.

Criterion 8 (15 points): Full marks were awarded for the training content's coverage of high standards for food traceability and safety, demonstrating a strong commitment to ensuring food safety and quality.

Overall, Katja Temnik's evaluation indicates that Output 2 has performed well, with a majority of criteria receiving full marks. The overall assessment seems to be satisfactory (>80%). Katja's feedback and recommendations will be invaluable for refining and further improving the training content in Slovenia and in the other countries involved in the project.

Andrej Ovca's Evaluation
Contact Information: andrej.ovca@zf.uni-lj.si / +386 1 300 11 82
Country: Slovenia

Criterion 1 (15 points): Andrej awarded full marks for this criterion, indicating that the pedagogical content effectively addressed the identified need for tailored training on short food chain models for EU producers. This suggests the content aligns well with the project's objectives and participant requirements.

Criterion 2 (15 points): While full marks could not be awarded, Andrej suggested that a teacher guide for presental course learning could be useful. This constructive feedback highlights the potential for enhancing the training material.

Criterion 3 (15 points): Andrej acknowledged that the dedicated pedagogical content was tailored to the specifics of short food supply chains in Slovenia, but he noted that all additional readings were in English.

Criterion 4 (10 points): Andrej gave full marks for this criterion, indicating that the modules effectively improve producers' entrepreneurial and managerial mindset, with comprehensive coverage of basic principles and examples.

Criterion 5 (10 points): Full marks were given for providing theoretical knowledge on alternative food chain models, reflecting the content's strength in delivering theoretical foundations.

Criterion 6 (10 points): Andrej recognised that the training content effectively highlighted best practices in alternative food chains and opportunities for replication, aligning well with the project's goals.

Criterion 7 (10 points): While Andrej noted that he might not be qualified to assess this criterion, he indicated that he provides the points based on his experience with similar projects and his level of knowledge in the area.

Criterion 8 (15 points): Full marks were awarded for the training content's coverage of high standards for food traceability and safety, confirming the commitment to ensuring food safety and quality.

Overall, Andrej Ovca's evaluation indicates that Output 2 has performed well, with an overall score of 90%, signifying a highly satisfactory assessment. His feedback and recommendations were considered in the process of further improving the training content, ensuring its effectiveness and relevance.

Analysis of Slow Food Compostela's Feedback
Contact Information: slowcompostela@gmail.com
Country: Spain

Criterion 1 (15 points): Slow Food Compostela assigned 13 out of 15 points for the pedagogical content addressing the identified need for tailored training content on short food chain models for EU producers. They found the content to be generally suitable but may have some room for improvement in meeting specific needs.

Criterion 2 (15 points): Regarding the adaptability of pedagogical content for two formats, presential course learning and complementary online courses, Slow Food Compostela awarded full marks (15 out of 15), indicating satisfaction with this aspect's flexibility.

Criterion 3 (15 points): Slow Food Compostela gave 14 out of 15 points for the content's tailoring to the specifics of short food supply chains in their country. They mentioned that they only checked the content in Spanish and found it adapted to their country.

Criterion 4 (10 points): For improving producers' entrepreneurial and managerial mindset, Slow Food Compostela assigned full marks (10 out of 10), indicating that the content effectively covers this aspect.

Criterion 5 (10 points): In terms of providing theoretical knowledge on alternative food chain models, Slow Food Compostela awarded 8 out of 10 points. They suggested that this part could be more extensive.

Criterion 6 (10 points): Regarding the content's ability to highlight best practices and replication opportunities in alternative food chains, Slow Food Compostela gave 9 out of 10 points. They found this aspect suitable but may see some room for improvement. In reply to this comment, the project partners decided on creating a special booklet with best practices from the partner countries.

Criterion 7 (10 points): Slow Food Compostela assigned 9 out of 10 points for improving producers' competencies in product valorization, marketing, labeling, and client relations. They believed there could be some enhancements in this area.

Criterion 8 (15 points): For the coverage of high standards for food traceability and safety, Slow Food Compostela awarded 13 out of 15 points. They suggested that this part could be more extensive.

General Comment: Slow Food Compostela noted poor graphic quality in some photos and infographics in some modules. Overall, they found the content suitable for initial learners in the Short Food Supply Chains topic. They appreciated the diversity of module authors, which enriched the training offer. However, they mentioned missing a contact tool with tutors, especially for clarifying doubts. The last was handled by including contact information.

Slow Food Compostela's feedback indicates a generally positive assessment of Output 2, with an overall score of 91%. Their recommendations, including improving content depth, graphics quality, and adding a contact tool for interaction with tutors, were discussed and handled by the project partners.

Analysis of Jorge Blanco Ballón's Feedback
Contact Information: Jorge.blanco@marinasbetanzos.gal
Country: Spain

Criterion 1 (15 points): Jorge Blanco Ballón awarded full marks (15 out of 15) for the pedagogical content's effectiveness in addressing the identified need for fit-for-purpose and tailored training content on short food chain models for EU producers. This suggests a strong alignment with the project's objectives.

Criterion 2 (15 points): Regarding the adaptability of pedagogical content for two formats, presential course learning and complementary online courses, Jorge Blanco Ballón gave full marks (15 out of 15). He noted that the modules, while independent, are coherently linked and can be approached either independently or as a whole, indicating flexibility.

<u>Criterion 3 (15 points):</u> For tailoring the pedagogical content to the specifics of short food supply chains in Spain, Jorge Blanco Ballón assigned full marks (15 out of 15). He confirmed that the content in Spanish is adapted to the country's specific characteristics.

<u>Criterion 4 (10 points):</u> In terms of improving producers' entrepreneurial and managerial mindset, Jorge Blanco Ballón gave full marks (10 out of 10), indicating that the content effectively covers this aspect.

<u>Criterion 5 (10 points):</u> For providing theoretical knowledge on alternative food chain models, he assigned full marks (10 out of 10), signifying that this aspect of the training content is robust and effective.

<u>Criterion 6 (10 points):</u> Regarding the content's ability to highlight best practices and replication opportunities in alternative food chains, Jorge Blanco Ballón gave full marks (10 out of 10), indicating strong alignment with the project's goals.

<u>Criterion 7 (10 points):</u> Jorge Blanco Ballón awarded full marks (10 out of 10) for improving producers' competencies in product valorization, marketing and labeling, and client relations, suggesting that this aspect is well-covered.

<u>Criterion 8 (15 points):</u> For the coverage of high standards for food traceability and safety, full marks (15 out of 15) were awarded, demonstrating a strong commitment to ensuring food safety and quality.

Jorge Blanco Ballón provided the following positive comments:

- Very good technical quality.
- Easy to access.
- The level of the modules is intermediate and provides complementary information in case students want to delve deeper into a specific topic.

With an overall score of 100%, Jorge Blanco Ballón's feedback indicates a highly satisfactory assessment of Output 2. His positive comments highlight the content's quality, accessibility, and adaptability, reinforcing its effectiveness in delivering training on short food chain models for EU producers.

Evaluations of Intellectual Output 3 received by the Advisory Board members

Andrej Ovca's Feedback on the E-Learning Platform
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Country: Slovenia

<u>Criterion 1 (15 points):</u> Andrej assigned 10 points for adapting pedagogical content for online learning. He suggested incorporating more individual assignments and creating a stronger connection between module content and exercises. Furthermore, he recommended integrating

video content more seamlessly within the module topics rather than placing them at the end. These suggestions aim to enhance the interactive and cohesive nature of the platform. As a result of this comment, the project partners included youtube videos.

Criterion 2 (15 points): In terms of facilitating self-learning, Andrej awarded 10 points. He specifically noted that the platform could benefit from providing suggestions for further reading. Additionally, he highlighted the effective use of color-coding in the Slovenian version to distinguish case studies, work assignments, and additional sources. Andrej recommended implementing this color-coding system consistently across all language versions for clarity. As a result, the project partners included additional links to external resources.

Criterion 3 (15 points): Andrej provided full marks for the quality of content, indicating that he found nothing objectionable. This suggests that the content effectively meets the standards and expectations.

Criterion 4 (10 points): For the availability of training content in different language versions, Andrej awarded 8 points. He acknowledged the adequacy of the Slovenian version but noted some issues, such as the untranslated term "Syllabus" and certain system buttons remaining untranslated. As a result, the project partners conducted additional checks of the

Criterion 5 (10 points): Regarding platform navigation, Andrej assigned 5 points. He suggested placing navigation buttons at the bottom of the page for improved usability. Additionally, he encountered an error message when clicking on "Forum" or "Contact," indicating a need for technical troubleshooting. The technical problem indicated was solved by the team.

Criterion 6 (10 points): Andrej assigned full marks, indicating that the platform is generally accessible and user-friendly for individuals with low computer literacy.

Criterion 7 (10 points): He provided full marks for the platform's support in ensuring the sustainability of project results.

Criterion 8 (15 points): For the platform's contribution to improving practical skills, Andrej assigned 12 points. He suggested incorporating more individual assignments in some modules and establishing direct links to interactive exercises, which would enhance the achievement of this goal.

Overall, Andrej Ovca's feedback reflects a generally positive assessment of Output 3, with an overall score of 80%, indicating a satisfactory evaluation. His recommendations focus on enhancing interactivity, user experience, and multilingual consistency. These recommendations were discussed within the project consortium and all of them that were technically achievable were implemented.

Analysis of Katja Temnik's Feedback on the E-Learning Platform
Contact Information: info@majnika.si
Country: Slovenia

Criterion 1 (15 points): Katja awarded full marks for the adaptation of pedagogical content for online learning. This suggests that the content effectively meets the requirements for an online learning environment, aligning well with the project's objectives.

Criterion 2 (15 points): In terms of facilitating self-learning, Katja also assigned full marks. This indicates that the platform effectively supports independent learning and self-paced study.

Criterion 3 (15 points): Katja provided full marks for the quality of content, suggesting that she found nothing objectionable. This indicates that the content meets the expected standards.

Criterion 4 (10 points): Regarding the availability of training content in different language versions, Katja awarded full marks, indicating that the platform successfully provides content in various languages, ensuring accessibility for a broader audience.

Criterion 5 (10 points): Katja assigned full marks for platform navigation, indicating that the platform is user-friendly and easy to navigate.

Criterion 6 (10 points): For the platform's accessibility and ease of use for individuals with low computer literacy, Katja assigned 9 out of 10 points. While the platform is generally accessible, there might be some minor room for improvement to enhance user-friendliness for individuals with lower computer literacy.

Criterion 7 (10 points): She provided full marks for the platform's support in ensuring the sustainability of project results, indicating that it effectively contributes to achieving this goal.

Criterion 8 (15 points): For the platform's contribution to improving practical skills, Katja assigned 10 points. This suggests that while the platform is effective in enhancing practical skills, there may be some room for improvement in this regard.

Overall, Katja Temnik's feedback reflects a highly positive assessment of Output 3, with an overall score of 94%, signifying a highly satisfactory evaluation. Her feedback highlights the platform's effectiveness in various aspects, with minor suggestions for potential improvements.

Analysis of Mia Marchini's Feedback on the E-Learning Platform
Contact Information: m.marchini@stuard.it
Country: Italy

Mia Marchini, representing Italy in the External Advisory Board, conducted an evaluation of Output 3: the Online E-Learning Platform with Adapted Pedagogical Contents.
Criterion 1 (15 points): Mia awarded full marks for the adaptation of pedagogical content for online learning. She suggested incorporating videos, potentially created specifically for the platform by Unipr, and interactive content. These recommendations aim to enhance engagement and interactivity within the platform. As a results, videos were uploaded.

Criterion 2 (15 points): Regarding the platform's ability to facilitate self-learning, Mia assigned 12 out of 15 points. She recommended including compulsory tests at the end of each module to incentivise continuity in learning. Additionally, she suggested offering bonuses to encourage participation and favoring video and interactive content to maintain focus.

Criterion 3 (15 points): For the quality of content, Mia provided 13 out of 15 points. She acknowledged that the platform offers a good general introduction to the core concepts of short supply chains and local sustainable production. However, she recommended the inclusion of training sessions or courses focused on specific topics, such as regional policies.

Criterion 4 (10 points): In terms of training content availability in different language versions, Mia awarded full marks, indicating satisfaction with the multilingual support.

Criterion 5 (10 points): For platform navigation, Mia assigned 6 points. She suggested adding a glossary with links to topics and keywords for easier access. Furthermore, she noted that the initial registration process could be made more user-friendly, and she recommended graphical changes to improve the registration experience. As a result, the registration procedure was simplified.

Criterion 6 (10 points): Regarding accessibility and ease of use for users with low computer literacy, Mia awarded 8 points. She also recommended considering content delivery via smartphones and adapting the platform accordingly.

Criterion 7 (10 points): For the platform's contribution to the sustainability of project results, Mia assigned 7 out of 10 points. She suggested incorporating structured training within the platform to ensure continued use beyond the project's duration. Additionally, she recommended the possibility of supplementing the platform with more in-depth content based on learner types, interests, course focus, and training opportunities. However, this was not possible within the current project.

Criterion 8 (15 points): Regarding the platform's effectiveness in improving practical skills, Mia provided 13 points. She suggested adding information on key topics, such as policies to support agricultural and agrotourism enterprises, reception and hospitality in agritourism, local food and wine, typical local products, social agriculture, biodiversity, circularity, and agricultural and production sustainability. The partners tried to respond partly to these suggestions by including some additional links.

Overall, Mia Marchini's feedback indicates a generally positive assessment of Output 3, with an overall score of 84%. Her recommendations focus on enhancing interactivity, user-friendliness, and content depth, all of which the project partners tried to handle within the project process of internal improvement.

Analysis of Maria Adelia Zana's Feedback on the E-Learning Platform (Output 3)
Contact Information: Federazione Coldiretti Parma
Country: Italy

Criterion 1 (15 points): Maria Adelia Zana assigned 12 out of 15 points for the adaptation of pedagogical content for online learning. While she found the content suitable, she did not provide

specific comments or recommendations for improvement. This suggests that the content is generally well-suited for online delivery but may have room for enhancement.

Criterion 2 (15 points): For the platform's ability to facilitate self-learning, Maria gave it 12 out of 15 points.

Criterion 3 (15 points): Regarding the quality of content, Maria awarded full marks (15 out of 15), indicating her satisfaction with the content's overall quality and relevance.

Criterion 4 (10 points): In terms of training content availability in multiple language versions, Maria gave it a full score (10 out of 10), showing her contentment with the platform's multilingual support.

Criterion 5 (10 points): For platform navigation, Maria assigned 9 out of 10 points, which indicates a good level of user-friendliness with minor space for improvements.

Criterion 6 (10 points): Concerning accessibility and ease of use for users with low computer literacy, Maria gave it 9 out of 10 points.

Criterion 7 (10 points): For the platform's contribution to the sustainability of project results, Maria provided 8 out of 10 points but provided no further comments.

Criterion 8 (15 points): Regarding the platform's effectiveness in improving practical skills, Maria gave it 12 out of 15 points.

Overall, Maria Adelia Zana's feedback indicates a generally positive assessment of Output 3, with an overall score of 87%.

Analysis of Jorge Blanco Ballón's Feedback on Online E-Learning Platform (Output 3)
Contact Information: Jorge.blanco@marinasbetanzos.gal
Country: Spain

Criterion 1 (15 points): Jorge Blanco Ballón gave full marks (15 out of 15) for the adaptability of pedagogical content for online learning. This suggests that the content is well-suited for online delivery, aligning with the nature of the platform.

Criterion 2 (15 points): Regarding the platform's facilitation of self-learning, full marks (15 out of 15) were awarded. Jorge noted that the platform's simplicity, lack of complex tools, and flexibility in module selection make it highly suitable for self-learning, particularly for primary producers.

Criterion 3 (15 points): For the provision of good-quality content, Jorge Blanco Ballón assigned full marks (15 out of 15). He mentioned that the contents are comprehensive and that all modules complement each other, covering all relevant topics in the field of Short Food Supply Chains .

Criterion 4 (10 points): The availability of training content in all language versions received full marks (10 out of 10), indicating that language options are well-implemented.

Criterion 5 (10 points): For the platform's ease of navigation, Jorge awarded full marks (10 out of 10). He highlighted that the platform is easy to access and intuitive, even for users with limited online training experience.

Criterion 6 (10 points): In terms of accessibility and ease of use for users with low computer literacy, full marks (10 out of 10) were given, signifying that the platform is user-friendly.

Criterion 7 (10 points): Jorge Blanco Ballón awarded full marks (10 out of 10) for the platform's support of the sustainability of project results, indicating that it effectively contributes to the project's long-term goals.

Criterion 8 (15 points): The platform's ability to improve practical skills received full marks (15 out of 15), showing that it effectively enhances the skills of trainees in introducing short food supply chains.

Jorge Blanco Ballón provided very positive comments:

-   Congrats!
-   Very good job!

As a recommendation, he suggested activating a forum or a collaborative tool like a wiki to collect experiences in the field of short chains.
With an overall score of 100%, Jorge Blanco Ballón's feedback underscores the excellent quality, usability, and effectiveness of Output 3, the online e-learning platform.

By utilising these assessment cards, we ensured that both the platform and content comply with the expectations of our stakeholders while adhering to the quality standards defined in our project proposal and quality plan. The valuable input and recommendations received played a crucial role in shaping the future improvements and sustainability of this project.

It's worth noting that in all the cards, the quality has been assessed as satisfactory, affirming that our efforts align with the high standards set forth by our project's objectives and the expectations of our advisory board members. This positive evaluation underscores our commitment to delivering effective and impactful training in the field of Short Food Supply Chains.

CONCLUSION

In the comprehensive evaluation encompassing the three distinct levels of assessment, it is evident that the project platform and its adapted content have achieved commendable results. At every stage of development and implementation, from inception till its end and beyond that, the project has demonstrated a steadfast commitment to upholding high standards and exceeding the expectations set forth. The feedback gathered from our External Advisory Board members, as

facilitated by the assessment cards and their active engagement in partner meetings, has proven the continuous steering of the project towards continued enhancement and refinement. This collaborative approach, emphasising engagement with stakeholders, has enabled us to consistently improve the quality of both the platform and the adapted content.

The commitment to continuous improvement has led to a project that is adaptive, responsive, and deeply aligned with the needs of our target audience. The high evaluation results across all three levels of assessment affirm our dedication to quality and underscore our vision of delivering an impactful, sustainable, and transformative learning experience.

Annex 1: Evaluation cards

Evaluation card 1:

External advisory board member's name	Andrej Ovca
Contact information	andrej.ovca@zf.uni-lj.si / +386 1 300 11 82
Country	Slovenia

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING

Please, evaluate the e-learning platform regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)

1	The pedagogical content is well-adapted for online learning	15	10	I would suggest more individual assignments like in M3 and some connection between module content and exercises. Now the exercises look like an isolated activity. I would also recommend tying video content closer to the topic where it is mentioned in the module rather than at the end of the module.
2	The platform facilitates self-learning	15	10	Especially with suggestions for further reading. However, I noticed that in the Slovenian version, case studies, work assignments, and additional sources are highlighted in different color, which is not the case in the English version, for example. I would suggest to follow the Slovenian example and color-code the different contents in all languages.
3	The platform provides good-quality content	15	15	I didn't find anything objectionable. Except in one case (Module 3 in SLO language where the individual assignment is marked (color coded) as a case study).
4	Training content is available in all language versions	10	8	The Slovenian version is OK. An exception is the word "Syllabus", which was not translated into any language on the platform. Also, not all buttons of the system are translated (e.g.: activity and activity series in the exercises section). Not everything is available in Bulgarian.

5	The platform is easy to navigate	10	5	I would suggest placing the navigation buttons at the bottom of the page as well. I found the "to the top" button, but it's not so obvious at first glance. When clicking on the "Forum" or "Contact" an error message appears.
6	The platform is accessible and ensures ease of use for users with low computer literacy	10	10	It's hard for me to decide, but I think it should work in these cases as well.
7	The platform supports the sustainability of project results	10	10	/
8	The platform improves the practical skills of the trainees to introduce short food supply chains	15	12	Case studies are the way to go, but with more individual assignments in some modules and direct link to interactive exercises, this goal would be easier to achieve.
TOTAL: 100		Total received: **80**	Total as percentage: **80%**	General comment: **Overall, a good approach with some room for improvement.**
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	**/**

Evaluation card 2

	External advisory board member's name	Katja Temnik, biodynamic farm Majnika
	Contact information	info@majnika.si
	Country	Slovenia

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 2: DEDICATED PEDAGOGICAL CONTENT ON SHORT FOOD CHAINS

Please, evaluate the dedicated pedagogical content on short food chains regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content addresses the identified need for fit-for-purpose and tailored training content on short food chain models for EU producers	15	15	
2	The pedagogical content can be easily transferred under two formats: presential course learning and complementary online courses	15	15	
3	The dedicated pedagogical content is tailored to the specifics of short food supply chains in the respective country	15	15	
4	The modules improve the producers' entrepreneurial and managerial mindset	10	8	
5	The training content provides theoretical knowledge on alternative food chain models	10	10	

#	Description		
6	The training content highlight best practices in alternative food chains (by sectors) and replication opportunities	10	10	
7	The modules improve the producers' competencies in product valorisation, marketing and labeling, and client relation.	10	9	
8	The training content covers high standards for food traceability and safety	15	15	

TOTAL: 100	Total received: ………..	Total as percentage: ………..%	General comment:
The Output is satisfactory or needs improvement	Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement

Evaluation card 3:

External advisory board member's name	Katja Temnik, biodynamic farm Majnika
Contact information	info@majnika.si
Country	Slovenia

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING Please, evaluate the e-learning platform regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content is well-adapted for online learning	15	15	
2	The platform facilitates self-learning	15	15	
3	The platform provides good-quality content	15	15	
4	Training content is available in all language versions	10	10	
5	The platform is easy to navigate	10	10	
6	The platform is accessible and ensures ease of use for users with low computer literacy	10	9	
7	The platform supports the sustainability of project results	10	10	
8	The platform improves the practical skills of the trainees to introduce short food supply chains	15	10	
TOTAL: 100		Total received: ………..	Total as percentage: ………..%	General comment:
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	

<table>
<tr><td colspan="2">Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement</td></tr>
</table>

Evaluation card 4

External advisory board member's name	Andrej Ovca
Contact information	andrej.ovca@zf.uni-lj.si / +386 1 300 11 82
Country	Slovenia

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 2: DEDICATED PEDAGOGICAL CONTENT ON SHORT FOOD CHAINS

Please, evaluate the dedicated pedagogical content on short food chains regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content addresses the identified need for fit-for-purpose and tailored training content on short food chain models for EU producers	15	15	/
2	The pedagogical content can be easily transferred under two formats: presential course learning and complementary online courses	15	10	Although probably not planned, but for presential course learning teacher guide could be useful.

3	The dedicated pedagogical content is tailored to the specifics of short food supply chains in the respective country	15	10	Although examples of good practices are given from the country of the language in which the content is prepared, all the additional readings are in just in English.
4	The modules improve the producers' entrepreneurial and managerial mindset	10	10	All the basic principles and examples are there.
5	The training content provides theoretical knowledge on alternative food chain models	10	10	/

6	The training content highlight best practices in alternative food chains (by sectors) and replication opportunities	10	10	/
7	The modules improve the producers' competencies in product valorisation, marketing and labeling, and client relation.	10	10	I'm not really qualified for this part but given my previous experience with projects of a similar nature and my level of knowledge in this area, I can agree.
8	The training content covers high standards for food traceability and safety	15	15	Definitely
TOTAL: 100		Total received: 90	Total as percentage: 90%	General comment: In general, all key content areas are covered.

The Output is satisfactory or needs improvement	Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	I putted everything above at the specific criteria.

Evaluatuion card 5:

External advisory board member's name	Mia Marchini
Contact information	m.marchini@stuard.it
Country	Italy

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING
Please, evaluate the e-learning platform regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	• The pedagogical content is well-adapted for online learning	15	15	Provide videos (even new ones built specifically for the platform by Unipr) and interactive content

2	• **The platform facilitates self-learning**	15	12	I would include compulsory tests at the end of each module to allow continuation with the previous one; I would incentivise participation in training with a bonus; I would try to favour video and interactive content to keep the focus
3	• **The platform provides good-quality content**	15	13	The platform provides a good general introduction to the core contents of short supply chains and local and sustainable production. There should be training sessions or courses focused on groups of people with an interest in certain topics. Ad. E.g. regional policies aimed at ER farmers
4	• **Training content is available in all language versions**	10	10	
5	• **The platform is easy to navigate**	10	6	Include a glossary with links to topics and keywords for easy access. Making an initial registration is not elementary. When accessing the login page, the EU logo covers the word 'register'. I would recommend changing the graphics by making the registration button visible and replacing 'login' with 'register/login' in the top banner. I would also insert an arrow to go forward at the end of each session
6	• **The platform is accessible and ensures ease of use for users with low computer literacy**	10	8	I would also envisage the use of content via smartphones and thus adaptation of the platform

7	• **The platform supports the sustainability of project results**	10	7	Use of the platform in a structured training context should be envisaged in order to ensure its continued use even after the end of the project, possibly providing for the possibility of supplementing it with more in-depth content depending on the type of learner, their interest, the focus of the course and the training opportunity
8	• **The platform improves the practical skills of the trainees to introduce short food supply chains**	15	13	I would add some Information on key topics such as: policies to support agricultural and agrotourism enterprises; reception and hospitality in agritourism; local food and wine; typical local products; social agriculture; biodiversity, circularity and agricultural and production sustainability
TOTAL: 100		Total received: 84	Total as percentage: 84%	General comment:
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	The Output is satisfactory

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	

Evaluation card 6:

	External advisory board member's name	Maria Adelia Zana
	Contact information	Federazione Coldiretti Parma
	Country	Italy

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING
Please, evaluate the e-learning platform regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	• **The pedagogical content is well-adapted for online learning**	15	12	
2	• **The platform facilitates self-learning**	15	12	
3	• **The platform provides good-quality content**	15	15	
4	• **Training content is available in all language versions**	10	10	
5	• **The platform is easy to navigate**	10	9	
6	• **The platform is accessible and ensures ease of use for users with low computer literacy**	10	9	
7	• **The platform supports the sustainability of project results**	10	8	

8	• **The platform improves the practical skills of the trainees to introduce short food supply chains**	15	12	
TOTAL: 100		Total received: 87	Total as percentage: 87%	General comment:
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	The Output is satisfactory

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	Content and mode of delivery are of a high standard but could be implemented by more case histories with related video interviews with farmers to be more appealing. Despite the fact that the content is easily accessible even for a less digitised target group, this type of training is only suitable for the younger generation. This type of platform-based and thus distance learning still needs to be well introduced and motivated to its potential users through face-to-face meetings.

Evaluation card 7:

External advisory board member's name	**Slow Food Compostela**
Contact information	slowcompostela@gmail.com
Country	Spain

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 2: DEDICATED PEDAGOGICAL CONTENT ON SHORT FOOD CHAINS

Please, evaluate the dedicated pedagogical content on short food chains regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content addresses the identified need for fit-for-purpose and tailored training content on short food chain models for EU producers	15	13	
2	The pedagogical content can be easily transferred under two formats: presential course learning and complementary online courses	15	15	
3	The dedicated pedagogical content is tailored to the specifics of short food supply chains in the respective country	15	14	I have only checked the contents in Spanish, in this case if they are adapted for our country.
4	The modules improve the producers' entrepreneurial and managerial mindset	10	10	
5	The training content provides theoretical knowledge on alternative food chain models	10	8	
6	The training content highlight best practices in alternative food chains (by sectors) and replication opportunities	10	9	
7	The modules improve the producers' competencies in product valorisation, marketing and labeling, and client relation.	10	9	
8	The training content covers high standards for food traceability and safety	15	13	maybe it should be more extensive in this part.

TOTAL: 100	Total received: 91	Total as percentage: 91%	General comment: poor graphic quality in some photos and infographics in some modules.
The Output is satisfactory or needs improvement	Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	I think this could be more specific in any areas and have more levels if the producer demands more information, but in general I consider the contents to be suitable for first initial learners in the SFSC topic. It can be seen that the modules have been developed by different authors, and this, although detracting from homogeneity, in my view, enriches the training offer. I miss some kind of contact tool with tutors, especially to clarify doubts.

Evaluation card 8:

External advisory board member's name	**Rocio Carregal. Slow Food Compostela**
Contact information	slowcompostela@gmail.com
Country	Spain

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING
Please, evaluate the e-learning platform regarding the following criteria

	Criteria	**Max. points**	**Points given**	**Comments & recommendations (if any)**

1	The pedagogical content is well-adapted for online learning	15	14	
2	The platform facilitates self-learning	15	13	
3	The platform provides good-quality content	15	13	
4	Training content is available in all language versions	10	10	
5	The platform is easy to navigate	10	9	The platform is very intuitive.
6	The platform is accessible and ensures ease of use for users with low computer literacy	10	8	The access and navigation is easy for non expert users.
7	The platform supports the sustainability of project results	10	9	
8	The platform improves the practical skills of the trainees to introduce short food supply chains	15	15	
TOTAL: 100		Total received: 91	Total as percentage: 91%	General comment: Although there is no homogeneity among the contents and there are perceived differences in writing styles among the authors, this does not reduce the quality of the final contents.
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and	Sometimes is too much light, but I think that a good star for beginner in SFSC topic. I accessed the platform from a PC and everything worked correctly. Access is

recommendations for future improvement	easy and intuitive. I recommend checking accessibility from mobile phones. I detect the lack of any kind of tool to ask questions to the tutor or author of the course.

Evaluation card 9:

External advisory board member's name	**JORGE BLANCO BALLÓN**
Contact information	Jorge.blanco@marinasbetanzos.gal
Country	Spain

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 2: DEDICATED PEDAGOGICAL CONTENT ON SHORT FOOD CHAINS

Please, evaluate the dedicated pedagogical content on short food chains regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content addresses the identified need for fit-for-purpose and tailored training content on short food chain models for EU producers	15	15	I believe that all the important aspects that are necessary to understand the SFSCs are addressed.
2	The pedagogical content can be easily transferred under two formats: presential course learning and complementary online courses	15	15	The modules, although independent, are coherently linked and can be approached independently or as a whole.
3	The dedicated pedagogical content is tailored to the specifics of short food supply	15	15	The contents in Spanish are

				adapted to the specific characteristics of the country.
	chains in the respective country			
4	The modules improve the producers' entrepreneurial and managerial mindset	10	10	
5	The training content provides theoretical knowledge on alternative food chain models	10	10	
6	The training content highlight best practices in alternative food chains (by sectors) and replication opportunities	10	10	
7	The modules improve the producers' competencies in product valorisation, marketing and labeling, and client relation.	10	10	
8	The training content covers high standards for food traceability and safety	15	15	
TOTAL: 100		Total received: 100	Total as percentage: 100%	General comment:
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement	• Very good technical quality. • Easy to access. • The level of the modules is intermediate and gives complementary information in case students want to go deeper into a specific topic.

Evaluation card 10:

External advisory board member's name	**JORGE BLANCO BALLÓN**

	Contact information	Jorge.blanco@marinasbetanzos.gal
	Country	Spain

EXTERNAL ADVISORY BOARD EVALUATION FORM

OUTPUT 3: ONLINE E-LEARNING PLATFORM WITH ADAPTED PEDAGOGICAL CONTENTS FOR SELF-LEARNING AND COMPLEMENTARY MODULES FOR BLENDED LEARNING

Please, evaluate the e-learning platform regarding the following criteria

	Criteria	Max. points	Points given	Comments & recommendations (if any)
1	The pedagogical content is well-adapted for online learning	15	15	
2	The platform facilitates self-learning	15	15	The platform is very simple, without complex tools, so it is perfectly suited to self-learning. The learner can choose the order in which they do the modules according to their interests or previous knowledge, and this is very suitable for primary producers.
3	The platform provides good-quality content	15	15	The contents are comprehensive and all modules are complementary. I believe that all the interesting topics in the field of SFSC have been addressed.
4	Training content is available in all language versions	10	10	
5	The platform is easy to navigate	10	10	The platform is easy to access and

				intuitive, even for people who do not have a lot of experience in online training.
6	The platform is accessible and ensures ease of use for users with low computer literacy	10	10	
7	The platform supports the sustainability of project results	10	10	
8	The platform improves the practical skills of the trainees to introduce short food supply chains	15	15	
TOTAL: 100		Total received: 100	Total as percentage: 100 %	General comment:
The Output is satisfactory or needs improvement		Satisfactory (>80%)	Needs improvement (<80%)	

Please, share any additional comments that you may have. We will appreciate any comments on omissions (if any) and recommendations for future improvement		- Congrats! - Very good job! - As a recommendation, to ensure the sustainability of the project, I would recommend activating a forum or a wiki-type collaborative tool to collect experiences in the field of the SFSC. The exchange of experiences and lessons learned is very relevant for people who are interested in these local food systems.