

FOOD IMPROV'IDERS

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

**Report D3.2 on the implementation of
the first year of the blended-learning**

In presence sessions



Co-funded by the
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The project is aiming to develop the skills and knowledge of EU producers in short food chains circuits to facilitate their insertion in existing network and/or the creation of new one to rebalance their role in the food chain.

More information on the project will soon be found at www.foodimproviders.eu.

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1. Introduction

This deliverable is part of IO4 "Assessment of the pedagogical output of the project and best practices learned for replication". D.3.2 together with D3.3, D4.1; D4.3, D4.4 and D4.5 contributes to achieve the objectives of IO4:

- to assess the adequation between the identified stakeholders needs and the developed content and platform.
- to evaluate the quality of the pedagogical outcome and its impact on self-learners and trainees.
- To highlight and analyse the best practices learned during the project implementation.

Task 3.2 is part of the WP3 – Development of the e-learning platform and is dedicated to the implementation of the blended-learning offer of the FOOD IMPROV'IDERS project (offline and online). It is the first WP of the implementation phase of the FOOD IMPROV'IDERS project. The objective of WP3 is the large-scale implementation of the online and offline components of the demonstration activities (blended learning and online self-education).

In task 3.2 the partners demonstrate both the pedagogical content on short food chains and the e-learning platform developed during WP1 and WP2.

For the assessment of this first year of trials, the partners developed two different tools:

- A battery of 30-40 multiple-choice questions linked to each training module and aimed at validating the acquisition of key content (learning outcomes) by the learners.
- A satisfaction survey to collect learners' satisfaction with the training experience. The survey designed could be used at the end of the training modules or at the end of the face-to-face sessions, which together with the training modules made up the training in B-learning format.

Each partner adapted the two tools to the specific conditions derived from the different solutions designed to carry out the first year's trials.

Italy and Slovenia carried out the trials with final year students (future producers or future rural advisors) from agri-food disciplines. At the time of the trial, individual registration on the online platform was not yet possible, so the Italian students tested the contents online in groups with a single user. In the case of the Slovenian students, they accessed the training modules via the University of Ljubljana own online tool.

Spain and Hungary opted to delay the tests until September 2022 to ensure that students could validate the content directly on the platform.

In Spain, the tests were carried out by primary producers, food entrepreneurs and rural advisors. A detailed description of the development of the tests in each country is given below.

2. 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 presential 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

3. University of Parma

In order to do blended learning sessions the platform was used even if it was not officially available online. Hence through the material found on the platform the participants were able to complete the tasks. The participants worked in groups, we suggest groups of 4 to a maximum of 6 people.

During the first in presence session the participants were first asked to read the Marketing module then they had to choose a farm business and identify and analyse its possible competitors.

During the second in presence session the participants were asked to watch a video about Zero km food products and prepare a questionnaire pretending to be a farmer selling in the local farmer's market.

The materials produced during those sessions could be used as a guidance for future participants, it is to be decided where to insert it. Working group is presented in two pictures below.



Pictures 1-2: Working group.

FIRST IN-PRESENCE SESSION

Participants have read the “Marketing” module, subsequently they were asked, by the moderator, to pick several km 0 companies and analyze their possible competitors through the information they had found on the module.

How to identify competitors?

The moderator guided the participants through the analysis by suggesting to have a look on the companies' website/social media chosen as case studies related to the marketing module.

They had to answer the following question based on the information available on the module: How to identify competitors? Subsequently write down the criteria they found.

The participants were assigned the following tasks:

- Pick the business and analyze their website (individually)
- Establish the criteria used to identify competitors (together)
- Division of the 4 participants in two groups to analyze the chosen businesses
- Create a list of possible competitors for each business

Time given for each task: 45 minutes max.

TASK 1: Pick the business and analyze their website

Four students have chosen 4 different farm businesses Participant 1: La Rita; Participant 2: Riso Rizzotti; Participant 3: Montagna Verde; Participant 4: Podere Cristina

TASK 2: Establish the criteria used to identify competitors

What do the businesses we are considering offer to the consumer differently than other local businesses?

Table 1: The criteria used to identify competitors.

Criteria to define competitors	
Website analysis	graphics, information given, images, product images, place of production
Products offered	List of their production and how it is distributed (online shop, direct selling etc..)
Price	
Place	Location, is it easily reachable?
Promotion	Website, online shop, is it easy to find information, social medias, history of the business to underline the link with the place of production
Other activities	

TASK 3: Division of the 4 participants in two groups to analyze the chosen businesses

Podere Cristina

WEBSITE: the website is very well cured, there is a lot of information subdivided into categories. Their history, staff, possible experiences that can be done in Podere Cristina, where people can stay to then be able to visit and eat the Podere. A section where they explain why they are sustainable and of course contact information.

PRODUCTS OFFERED: A wide variety of products are sold in this podere and can be eaten. All of these products are Km 0. The main production are eggs. They also breed poultry and pigs through which they produce byproducts such as salami and sausages. They cultivate cereals and vegetables as well. A peculiarity is the transformation of wool into wool caps.



PRICE: There is the possibility to buy products through their bodega which allows to sell directly to the consumer and an online shop. The online shop is very well cured and organized; indeed, products are subdivided into categories. The prices go from 3 to 30 euros in the online shop.

PLACE: the products are grown in the province of Parma, a local production of sustainable products. On the website there is a separate area that promotes the location.

PROMOTION: promotion is done through the website, videos, photographs of the location. Customer trust can be built through their restaurant, online shop and in location bodega. Besides the website they also promote their products and restaurant location through social media platforms such as Facebook and Instagram, they are more active on Facebook. On google maps they identify themselves as a restaurant, although their website shows they do many more things, so maybe a farmhouse would fit them better.

Montagna Verde – Apella

WEBSITE: the website gives all the information needed, it is well designed and easy to use. In there the consumer can find their history, where they are located and information about the area, the activities and services offered. On the website are also present photos of the agritourism, the restaurant and of the accommodations (rooms and apartments).

PRODUCTS OFFERED: Montagna Verde produces different type of products, fresh and packaged, respecting the principles of the organic agriculture. The main products offered are a chestnut flour certified as a PDO and honey. With their products they try to enhance their territory.

PRICE: the farm has both a physical shop, situated in the agritourism, and a online one where they sell food products that they produce directly. The consumers can choose in which way buy their products. On the shop online there are not many items but those present are typical of the geographical area. Prices go from 6 to 16 euros.

PLACE: the farm is located in Lunigiana in the north of Tuscany, near to the Tuscan-Emilian National Apennine Park. The aims of the farm are to promote those places that will otherwise be unknown for most people and also to promote the typical food products of the area.

PROMOTION: in order to promote their activities, events and products Montagna Verde uses the website which is rich of photos. In addition, it also uses social media, such as Instagram and Facebook where they promote their work, share news about the farm and also share photos of the guests and the activities done by them.

La Rita Azienda agricola bio

WEBSITE: the website does not contain much information, even so it is well done, showcasing their signature products and communicating the passion of the founders for their tradition, life style and raw materials.

PRODUCTS: They mostly produce wheat, flour, bread and seeds. Their unique breeds of wheat have a particularly rich flavour and fragrance deriving from the mix breeding with "ancient wheat". This type of wheat used to be cultivated in Italy, but, due to the demand rising, it got replaced with lower quality wheats whose much faster/easier production could satisfy the needs of the market. A very traditional food they produce is "Testaroli", a product that, outside of "Lunigiana", basically no one knows: an ancient type of pasta usually eaten with "pesto alla genovese". This business participated to a transmission of "Resources" on channel RTV8 in order to promote and expand the public knowledge of "Testaroli". This business is located between



Parma and "5 Terre" on the "Appennino tosco-emiliano" and near the banks of river "Magra", however not having a form of catering or agricultural tourism they are not taking full advantage of the location, hence losing clients to other establishments in the area. Even so they occasionally offer degustation or tasting experiences of wine and typical products.

Riso Rizzotti Novara

Analysis and description of the company Riso Rizzotti Novara

The company's website looks very good, it provides a clear window on which to find any kind of detail about the product such as:

- history (more than 100 years);
- product production (preparation, cultivation, harvesting, processing, packaging and sale);
- ECO quality, guided tours and how to find products.

There is also a blog section with recipes, collaborations, and news.

The shop offers: arborio rice, claw, baldo, carnaroli gran reserves, elite selection (larger grains), rice flour, Magnus (large carnaroli grains), breed 77 (cross between two varieties), Nerone, wholemeal, Roma (grains large), Kolorado red. The format of the packages varies from 500g to 1kg, each product is also accompanied by the price and description. Furthermore, for a minimum purchase of 70 euros, the shipping cost for the online shop is free.

As for the marketing strategy, the company sponsors itself through social networks (Facebook, Instagram and YouTube).

This company offers a good range of products, unlike some of its competitors it offers guided tours and a broader general information on the product and the company.

TASK 4: Create a list of possible competitors for each business

Podere Cristina

La longarola, has some productions that could compete with Podere Cristina an example could be salami of their own production, especially because they do have a niche product since the salami is produced from black swine. Their website is very well developed, and their events section is updated, which is something that Podere Cristina lacks in. Although Podere Cristina tries to promote their products through online shops and by underlining, La Longarola doesn't have an online shop, they do sell their products directly per consumer's request. They have Instagram and facebook, they are quite active on there. Prices are not shown on the website because they do not have an online shop.

Il salice, could be a competitor for several reasons, the fact that it is a restaurant as well with the added bonus of having rooms to stay at. They do a lot of other activities such as yoga, trekking, bike riding, horse riding although their website doesn't work as much because it lacks in information. People can for example see that many things can be done at Il Salice but they would have to contact for further information. Their products are not locally grown as in Podere Cristina. They have facebook, twitter and Instagram. They are not very active in social media though. Prices are not shown on the website because they do not have an online shop.



Il gelso, this farmhouse produces locally grown veggies and fruits. They produce their own flour and have a restaurant where they sell their own products. They claim to be 75% km 0. This farmhouse has rooms for people, it proposes several activities such as educational farms, cooking classes, and biological cultivation classes. They do not have an online shop although they have social media such as facebook and they are quite active on there. Prices are not shown on the website because they do not have an online shop.

POSSIBLE SUGGESTIONS TO PODERE CRISTINA

Podere Cristina is very successful at promoting their products on their website, although by presenting as a restaurant on google maps they are labelling themselves just as that, they offer many other things. Their event section, on the website, is not updated and this could discourage the customer who wants to participate in their promoted activities and not see when those are available.

Montagna Verde

In the same area Montagna Verde has some competitors. Two businesses: La Greciola and Il Picchio verde.

Both offer similar food products in their shops, in particular the second one produces chestnut flour which is the most famous product of Montagna Verde. The products are the only similarity among the three businesses, a part for that they differ in terms of activities offered.

Another business in the area is Ca' di Rossi. This is the the place that share more similarities with Montagna Verde in term of accommodations, restaurant and activities offered.

La Rita

COMPETITORS: Due to the extreme uniqueness of their products "La Rita" does not seem to have much competition. Most of the businesses involving "Testaroli" are restaurants that don't produce their own wheat and flour. Their biggest competitor is the farm "Testarolando", situated near Pontremoli and on the other side of river "Magra". However, since "Testarolando" does not have a working site and only uses facebook to promote themselves, "La Rita" has the edge in this competition.

Riso Rizzotti Novara

List of possible competitors: Azienda agricola riso Santa, Biella; Riso Praino, Vercelli; Azienda agricola Serazzi, Novara; Crespi Riso, Novara; Azienda agricola motte, Pavia; Azienda biologica Lesca, Pavia; Cascina Alberona – azienda agricola di Ferraris Luigi, Pavia; Azienda agricola Casarotti Pietro, Pavia; Azienda Agricola Oca & Riso di Montana Attilio, Pavia; Azienda agricola biodinamica Cascine Orsine, Pavia; Azienda Agricola Zerbi Antonio e Cristina, Pavia; Il Riso del paradiso"- cascina Paradiso vecchio-Vendita Riso, Pavia; Riso Carenzio, Pavia; Azienda Agricola Fedeli Angelo Agostino Marco, Pavia; Riso Zucca, Pavia; Azienda Agricola Le Colombare, Verona Riso corte Ba', Verona; Azienda agricola Melotti, Verona; Azienda agricola Casarotti, Verona Azienda agricola Cerutti, Ferrara;



A valid competitor is the "Zerbi Antonio e Cristina, Pavia" farm as it offers the opportunity to carry out educational courses (although very similar to the guided tour of our company) and purchase in a physical shop detached from the production site.

The "Riso Melotti" company diversifies its production with a "wellness" line that includes rice candles and rice-based skin creams. The price of the "rice" product on the online shop is slightly higher than ours.

The "Cascina Alberona" company diversifies its offer with the production of pasta, snacks, honey and soups. The promotion is done through the same social networks used by our company with the addition of Twitter.

In addition, the website of the last two companies offers the English language.

The "Serazzi" farm offers the English version on the web page.

The "Cascine Orsine" biodynamic company also offers collective sowing initiatives and spiritual encounters aimed at respecting nature.

At a minimum purchase price of 60 euros, the "rice paradise" company offers the shipping cost.

The company "Fedeli Angelo Agostino Marco" diversifies its offer with the production and sale of meat by also offering spiced rice.

The company "le colombare" unlike our company is also a farmhouse.

SECOND IN-PRESENCE SESSION

Km 0 products

OBJECTIVES/GOALS

In presence training session to prepare a questionnaire that analyzes:

- What consumers think of km 0 products
- The values they associate to these products

ACTIVITIES based on the module's Managerial advice and Marketing theory

- Look at the video at the following link: <https://mk-mk.facebook.com/acuemiliaromagna/videos/consumattori-a-km-0/491461582124418/>
- Look at the presentation: "Factors influencing consumer's acceptance of food products" till slide 10.
- Break
- Creation of the questionnaire

GUIDELINES FOR QUESTIONNAIRE CREATION

- Imagine being a farmer and you are selling your products in the farmer's market of
- You want to evaluate consumer's satisfaction in order to understand how to improve your product and process.
- The questions could be open or close questions
- Prepare then a questionnaire and decide how to share it taking under consideration some hypotheses that you will have to make.



Hypothesizing we are farmers selling our product in the Mercato contadino "LA CORTE DI PARMA" – IMBRIANI.

We would like to know the consumer's satisfaction regarding our product, in order to do so a questionnaire needs to be completed by them. The questionnaire can be shared through several ways; we've considered via message but that would require a telephone number. This could be a deterrent because people generally try to avoid giving this information/ personal data.

We've considered asking the questions directly, but it can be awkward and time consuming since we are also selling.

We decided that the best option would be to use a QR code on a flyer/business card that contains information about us and our business, that also explains the need to make the questions (we would like to know our consumers satisfaction). The survey could be distributed through specific software such as Survey Monkey or Google Forms.

Some possible questions could be:

- Advantages of 0 km products
- In your opinion, why would consumers choose km 0 products?
- How often do you purchase km 0 products in farmers markets?
- Do you buy only from farmers markets or large-scale distribution as well?
- In farmers markets, would you say that you find peculiar products not present in supermarkets?
- Would you like other selling options other than direct purchase? An example could be online shopping or delivery services.
- Would you like to give us some suggestions in order to improve your experience with km 0 products?



Pictures 3-5: Images of the Mercato contadino "LA CORTE DI PARMA" – IMBRIANI.

To conclude, based on these experiences we can assess that it is necessary to manage time differently because it can become challenging to gather the group participants more than once, hence 2 hours are not sufficient. Also we have to keep into consideration that there may be the need to do a meeting before the session itself, in order to explain what the participants need to do and give them time to create their own criteria on how to define competitors in the case of the first in presence session, and in general to understand the tasks.

For the second in presence session we can suggest the need of a more detailed guideline for the questionnaire creation, for example adding as a guideline the need of simple questions that can still be helpful and effective for the seller.

In general the participants were satisfy with the management of the work and the material they generated.

Learning outcomes of the first year of trials' implementation in UNIVERSITY OF PARMA

The questions proposed for “Managerial advice” Module and “Marketing” Module were revised based on the Italian pedagogical material therefore some questions could be slightly different from the ones from other partners.

The survey for these two modules (Managerial Advice and Marketing) were completed during the first year by 20 students.

Everyone passed the survey with high scores demonstrating the good acquisition of the pedagogical material.

The question that most students got wrong for Managerial advice module was the one related to SWOT analysis (Q14).

The two questions that most students got wrong for Marketing module were related to the theoretical definition of the concept of marketing (Q3 and Q15).

Most likely these errors were made because the themes covered in those modules are very wide and need some dedicated activities.

Table 2: Analysis of students' knowledge (%) by pedagogical modules.

Question	Managerial Advice Module	Marketing Module
	Correct answer (%)	
1	100	100
2	100	92
3	100	62
4	54	100
5	100	85
6	92	100
7	85	100
8	100	100
9	78	100
10	100	100
11	100	92
12	69	92
13	100	100
14	23	77
15	100	62
16	100	100

3. University of Ljubljana

In 2022, there were 9 in presence sessions at the University of Ljubljana: 6 at the Veterinary Faculty and 3 at the Faculty of Health Science. Students were asked to read the pedagogical modules first, then we discussed to all of them, and later they solved a test and a satisfaction survey. Students from Veterinary Faculty read and discussed all the modules. At the Faculty of Health Science students read and discussed Food safety module, Labelling module and Processing and Storage module.



Pictures 6-7: Students of the Faculty of Health Sciences during a discussion on the Food safety pedagogical module.

The analysis of the pedagogical modules in Slovenia was carried out through the test consisting of 30 to 40 questions per each pedagogical module.

Management advice module

The test was completed by 50 students (37 women, 13 men). There were no comments on the survey. Students They praised the presentation and the topics which helped them to acquire new knowledge. Most of the students were satisfied with the quality of this seminar. They did not make any other comments.

The test received an average of 50% correct answers among all students. Students from both faculties had lower knowledge in this module because they have very little content on management advice in their study curriculum.

Processing and Storage module

The test was completed by 48 students (38 women, 10 men). There were no comments on the survey. They praised the presentation and the topic which helped them to learn new skills. Most of the students were satisfied with the quality of this seminar. They made the following comments: more practical presentations with examples, practical workshops, they would like to see more live lectures, they find reading long texts dry and uninteresting.

The test received an average of 70% correct answers among all students.

They highlighted the interest of sub-module 2, where food processing processes and new technologies are described, as the topic was described in detail and clarity. Some of the respondents suggested clearer pictures and diagrams.

Food labelling module

The test was completed by 53 students (43 women, 10 men). They had no comments on the survey. They praised the presentation and the topic which helped them to learn new skills. Most of the students were satisfied with the quality of the seminar, but they pointed out that they would have preferred to listen to the topic rather than a presentation by the professor. They made the following comments: more tables, graphs, infographics, they would like to see more live lectures, they find reading long texts dry and uninteresting, presentations instead of a questionnaire.

The test received an average of 80% correct answers among all students.

Food Safety Module

47 students completed the test (38 women, 9 men). There were no comments on the survey. They praised the presentation and the topic which helped them to learn new skills. Most of the students were satisfied with the quality of the seminar. They made the following comments: they liked the case studies provided, the link to additional farming, the additional resources, the infographics, the risks, and the problem of fake news, how to ensure food safety.

The test received an average of 80% correct answers among all students.

They highlighted the interest of sub-module 2, where it is well stated what farmers need to record on the farm, and sub-module 5, where misbehaviour is described in terms of risks and fake news.

Some of the respondents suggested clarifying some more technical terms that might not be understood by respondents in the future.

Marketing Module

The test was completed by 46 students (38 women, 8 men). There were no comments on the test. They praised the presentation and the topics which helped them to learn new skills. Most of the students were satisfied with the quality of the seminar. They made the following comments: they would have liked more varied content and a summary of important messages with the professor.

The test was answered 75% correctly on average among all students.

Some of the respondents suggest more varied and interesting content and a shorter presentation.



Theoretical knowledge on alternative food chains module

The test was completed by 42 students (34 women, 8 men). There were no comments on the test. They praised the presentation and the topic, which helped them to acquire new knowledge. Most of the students were satisfied with the quality of the seminar.

The test received an average of 70% correct answers among all students.

Table 3. Analysis of students' knowledge (%) by pedagogical modules.

Pedagogical module	Correct answers (%) of the tests
Management advice	50
Processing and Storage	70
Food labelling	80
Food safety	80
Marketing	75
Theoretical knowledge on alternative food chains	70

The highest average point reached for modules Food labelling and Food safety. The lowest for module Management advice, which indicates the difficulty of the educational content and lack of knowledge of the field, because students have insufficient pedagogical content from management field during study programme.

4. The Fundación Juana de Vega

The Fundación Juana de Vega scheduled its face-to-face sessions once it was possible to use the online platform to offer to students a B-learning training (On-line+ face-to-face training).

For this reason, the tests were delayed until the beginning of September 2022.

The face-to-face sessions were designed as complementary training actions to the online modules.

In addition, during the first year of testing, FJDV did not have the online version of module 8 (case studies), so module 8 was delivered through 4 web conferences in which 4 successful cases of SFSC in our country were presented to the enrolled students.

The designed program for the first year of trials consisted of:

- 7 On-line modules (Foodimproviders platform)
- 4 face- to- face sessions. (In FJDV facilities). Working sessions with design thinking methodology.
- 4 short web conferences. (Module 8). Case studies on SFSC: Regional marketplace, consumers group, school catering and public procurement, producers' associations...
- 1 technical visit. Local examples of farm diversification: Farm dairy products, preserved vegetables, juices, jams (3 hours)

The aim of in-person sessions, short web conferences and the technical visit was to complement and enhance the learning outcomes of the online modules and to present the project to participants in training sessions.

Therefore, face-to-face sessions were related with module 7. Marketing:

- Branding with financial support. (3 hours).
- Marketing mix 1: Promotion. (3 hours).
- Marketing mix 2: Product. (3 hours).
- Marketing mix 3: Distribution (3 hours).



Pictures 8–9: The students had a short presentation of the FOODIMPROVIDERS project before each face-to-face session, explaining the objectives of the project as well as the results and the consortium.

Only 2 students registered for the first face-to-face session, so it was decided to cancel it.



The web conferences were selected to compose module 8, with 4 different examples of local SFSC in Spain.

- Regional marketplace; Son de Lugo (<https://sondelugo.com/es/>)
- Consumers group: Subética ecológica. (<https://subbeticaecologica.com/>)
- Bio- school catering and public procurement: Eco-comedores da biosfera (<https://www.marinabetanzos.gal/proyectos/eco-comedores-biosfera>)
- Producers' association: Vallaecolid (<https://www.vallaecolid.es/>)



Pictures 10-14: The web conferences.

The technical visit was related to modules 2 (Food safety) and module 6 (Food processing). It lasted 6 hours and we visited two local projects in Galicia:

Project 1. As vacas da Ulloa. An organic dairy cooperative that transforms part of its milk production into pasteurised milk and yoghurt ("Sen mais" brand).

The particularity of this farm is that despite its size, the owners committed themselves to technological innovation with 2 interesting products that are quite new on the market: lactose-free pasteurised milk (0,5 litres) and yoghurt with no added milk solids. <https://senmais.gal/es/>



Pictures 15-17: visiting the farm As vacas da Ulloa.

Project 2.- Asociación Raiña Paraiso: a non-profit association with social aim (to create job opportunities for people in rural areas) which produces organic vegetables and egg (from a local breed of hens).

They provide products to staff canteen of Inditex (Zara) and to the eco-school canteens in a Biosphere Reserve in Galicia. They are planning a small factory for transformation of surplus vegetable production into jams, juices, and preserved vegetables. (<https://xn--raia-iaq.org/>)



Pictures 18-22: visiting the non-profit association Asociación Raiña Paraiso.

Trials Schedule.

- 21 August - 7 September. Registration and selection of participants
- 8 September-31 October. On-line training. Free access to 35 hours of training.
- 15 September-31 October. Face-to-face sessions and web conferences

Face-to-face sessions at the Juana de Vega Foundation.

- Session 1.- Marketing mix: Promotion. 22nd of September. 10:00-13:00. Trainer: David F. Veloso
- Session 2.- Marketing mix: Product. 29th of September. 10:00-13:00. Trainer: David F. Veloso
- Session 3.- Marketing mix: Distribution. 4th of October 10:00-13:00. Trainer: David F. Veloso
- Session 4.- Visita técnica a empresas locais: diversificación de producción y cadenas cortas. 27 octubre

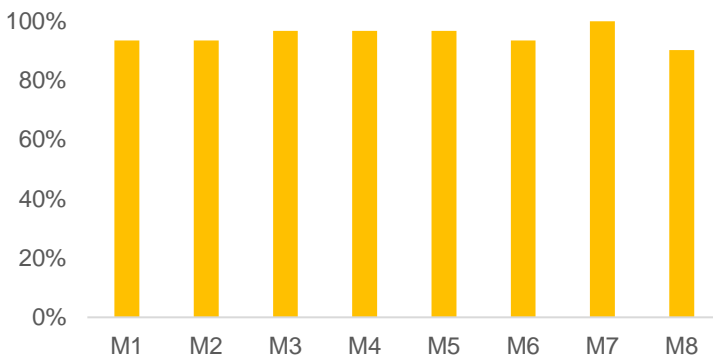
Module 8: Webconference vía MS teams (4 sessions of 30 minutes):

- Conference 1.- Market place. 14th of October. 10:00 h
- Conference 2.- Consumers group. 17th of October. 10:00 h
- Conference 3.- School canteens. 21st of October. 10:00 h
- Conference 4.- Producers organization. 24th of October. 10:00h

Technical Visit to 2 local farms: diversification of production and SFSC. 27th of October
Training itineraries and applicant's profile

Students interesting in the Foodimproviders training offer had two different enrolled options: On-line and B- learning

Those interested in the fully online mode were free to enrol in as many modules as they were interested in, but it was compulsory to enrol in a minimum of three modules. Those free students will choose the modules that are more relevant for they profile and needs. However, most students enrolled in almost all available modules (Picture 8).



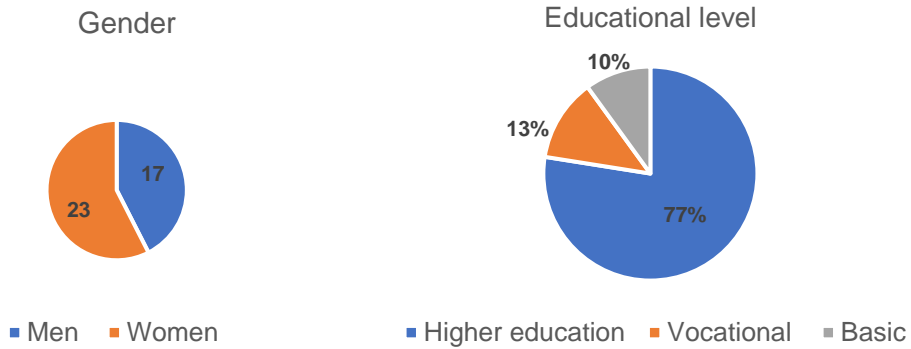
Picture 23: Ratio (%) of chosen pedagogical modules per students.

The free trainees will be invited to join the in-presence session in case they choose the correspondent on-line core module.

These free students will give useful feedback on the usefulness of the modules independently and on the self-learning component.

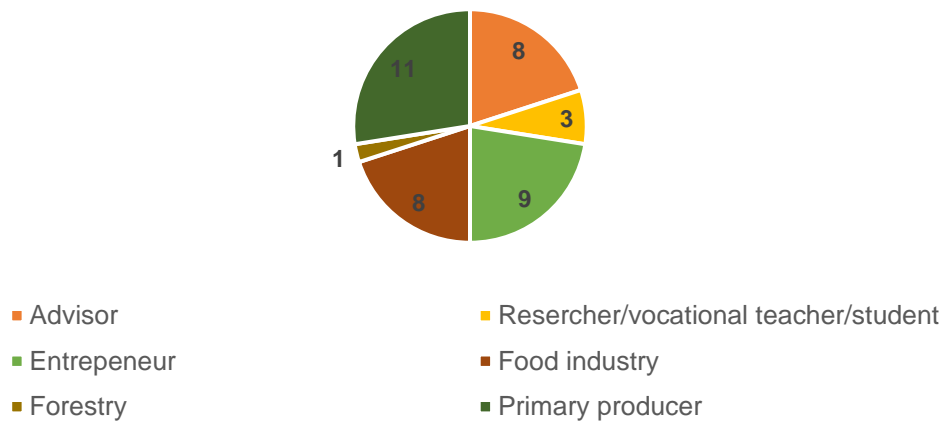
Students who chose the B-learning mode had to enrol in all online modules and at least three face-to-face activities and be present at 4 web conferences (Module 8). In this way, the students completed 35 hours of online training and 9 hours of classroom training.

At the end of the pre-registration period on the FJDV website, there were 40 people interested (Picture 24-25).



Pictures 24-25: pre-registration on the FJDV website, 40 people registered.

Link with the agricultural or food sector



Picture 26: participants that registered and their link to agricultural or food sector.

For the first-year trial's, only 19 students (from the 40 pre-registered) were accepted to follow the courses, 10 in the on-line mode and 9 in the b-learning itinerary.

Assessment of training offer

Quantitative and qualitative information about training offer have been gathered through:

- Compulsory evaluation exercises after on-line modules (learning outcomes).
- Compulsory satisfaction survey at the end of each module/webconference/face-to-face session Did the module fulfil trainees' expectancies?

B-learning students

Only 4 students (from the nine accepted) completed the itinerary.

Table 4: B-learning students.

Name	E-mail	Complete the itinerary?
Eva M ^a Rodríguez	evadecesuras@gmail.com	No
Carmen Caínzos	carmen.cainzos@gmail.com	Yes
Ana Juncal	anajuncalp@gmail.com	Yes
María del Rosario Monroy	charo.alma@gmail.com	No (withdrawal)
Vicente Gil	vicentegil.itagricola@gmail.com	Yes
M ^a Teresa González	mterepost@gmail.com	No (withdrawal)
Inés Mirás	aulisayla@gmail.com	No (withdrawal)
Anxo Vidal	anxo.faxan@gmail.com	No (withdrawal)
Ana isabel Gago	allmabay@gmail.com	Yes

Table 5: Students who completed the itinerary.

Name	Modules on-line	Face-to-face sessions	webconferences	Technical visit
Eva M ^a Rodríguez	M2, M3	Sessions 1,2 &3	yes	yes
Carmen Caínzos	M1, M2, M3, M4, M5, M6	Sessions 2&3	yes	yes
Ana Juncal	M1, M2, M3, M4, M5, M6	Sessions 1,2 &3	yes	yes
Vicente Gil	M1, M2, M3, M4, M5, M6	Sessions 1&3	yes	yes
Ana Isabel Gago	M1, M2, M3, M4, M5, M6	Sessions 1,2 &3	yes	no

Learning outcomes

Evaluation exercises consisting of a 10-question multiple-choice questionnaire.

Table 6: Learning outcomes.

Name	M2	M3	M4	M5	M6	M7
Eva M ^a Rodríguez	8	9				
Carmen Caínzos	10	8	10	10	9	9
Ana Juncal	9	6	10	10	8	8
Vicente Gil	10	7	10	10	7	9
Ana Isabel Gago	10	10	10	10	9	9

All students successfully passed the multiple-choice test.



Satisfaction survey

Table 7: Satisfaction survey for Eva María Rodríguez.

	M2	M3	M4	M5	M6	M7	M8	Face-to-face sessions
Did the training meet your expectations?	Very much so	Very much so					Very much so	Very much so
How would you rate the module out of 10?	7	7					10	10
Do you think there will be an opportunity to use the proposed tools?	Quite often	Occasionally					Quite often	Quite often
To what extent would you recommended this course to another student?	4	4					5	5
Comments, ideas ...		Some translation problems					Continue with more such conferences	Continue with more such conferences

Table 8: Satisfaction survey for Carmen Caínzos.

	M2	M3	M4	M5	M6	M7	M8	Face-to-face sessions
Did the training meet your expectations?	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so
How would you rate the module out of 10?	9	9	10	10	10	10	9	9,3
Do you think there will be an opportunity to use the proposed tools?	Quite often	Quite often	Quite often	Quite often	Quite often	Quite often	Quite often	Quite often

To what extent would you recommend this course to another student?	5	5	5	5	5	5	5	5
Comments, ideas ...	It would be interesting to link the theoretical topics with conferences where you can listen to professionals involved in the different topics, such as food safety.	I would like to go deeper into the topic			Complete the on-line modules with face-to-face sessions	Artisan food		

Table 9: Satisfaction survey for Ana Juncal.

	M2	M3	M4	M5	M6	M7	M8	Face-to-face sessions
Did the training meet your expectations?	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so
How would you rate the module out of 10?	9	10	10	10	9	8	10	10
Do you think there will be an opportunity to use the proposed tools?	Quite often	Very often	Very often	Quite often	Quite often	Quite often	Very often	Very often
To what extent would you recommend this course to another student?	5	5	5	5	5	5	5	5
Comments, ideas ...	Very clear and concise							More specific to small companies

Table 10: Satisfaction survey for Vicente Gil.

	M2	M3	M4	M5	M6	M7	M8	Face-to-face sessions
Did the training meet your expectations?	Very much so	Very much so	Very much so	somewhat yes	Rather not	somewhat yes	Somewhat yes	Very much so
How would you rate the module out of 10?	10	10	9	6	2	5	8,2	8
Do you think there will be an opportunity to use the proposed tools?	Very often	Quite often	Quite often	Occasionally	Occasionally	Occasionally	Occasionally	Occasionally
To what extent would you recommend this course to another student?	5	5	5	5	4	5	5	5
Comments, ideas ...	Very interesting and necessary topic to transfer to the production and processing sector.	It would be interesting to be able to keep all this information.	Perhaps a more detailed description of the certification process for the producer.	I believe that the concept of "organization and programming" of production according to consumer needs and demand needs to be developed.	A very strange exposition of the subject, perhaps a translation problem; concepts that I don't understand. I did not like the presentation at all.		Excellent, they showed us how things can be done well. Very good work and exposure.	Good quality of the visits, maybe a bit short,

Table 11: Satisfaction survey for Ana Isabel Gago.

	M2	M3	M4	M5	M6	M7	M8	Face-to-face sessions
Did the training meet your expectations?	Somewhat yes	Somewhat yes	Very much so	Very much so	Very much so	Somewhat yes	Very much so	Very much so
How would you rate the module out of 10?	7	7	8	9	9	7	8,5	8,3
Do you think there will be an opportunity to use the proposed tools?	Occasionally	Occasionally	Occasionally	Occasionally	Occasionally	Occasionally	Quite often	Occasionally
To what extent would you recommend this course to another student?	5	5	5	5	5	5	5	4,5
Comments, ideas ...	The surveys are repetitive after each module. I suggest a simple evaluation of the module at the end and an overall satisfaction survey at the end of the training.							

On-line students

Only 2 students (from the ten accepted) completed the itinerary.

Table 12: On-line students

Name	E-mail	Complete the itinerary?
M ^a del Camino Nicolás	caminovelado@gmail.com	No (lack of time)
Juan Soriano	entrelampo@entrelampo.com	No
Maria Joao Marques de Oliveira	mjmarquesdeoliveira@gmail.com	Yes
Antonio Dueñas	tonurri@yahoo.es	No
Teodora Vieiro	dora.vieiro@gmail.com	No
Santiago López	santiagoship@hotmail.com	No
Maria do Carme Muiños	maria@cofradiavigo.org	Yes
Jesus Prieto	susoou@hotmail.com	No
Camino García	caminogarcia@ceteca.net	No (lack of time)
Jose Manuel Taboada	pedraescrita@gmail.com	No (lack of time)

Table 13: Students who completed the itinerary

Name	Modules on-line	webconferences
Maria Joao Marques de Oliveira	M1, M2, M3, M4, M5, M6	yes
Maria do Carme Muiños	M1, M2, M3, M4, M5, M6	yes

Learning outcomes

Evaluation exercises consisting of a 10-question multiple-choice questionnaire.

Table 14: Learning outcomes

Name	M2	M3	M4	M5	M6	M7
Maria Joao Marques de Oliveira	9	8	9	9	8	8
Maria do Carme Muiños	9	7	10	9	6	7

Satisfaction survey

Table 15: Satisfaction survey for Maria Joao Marques de Oliveira.

	M2	M3	M4	M5	M6	M7	M8
Did the training meet your expectations?	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so	Very much so
How would you rate the module out of 10?	10	10	10	10	10	10	10
Do you think there will be an opportunity to use the proposed tools?	Quite often	Quite often	Quite often	Quite often	Quite often	Quite often	Quite often
To what extend would you recommended this course to another student?	5	5	5	5	5	5	5
Comments, ideas ...	Other interesting topics: organic farming and rural and environmental issues. There is always room for improvement, but I have nothing negative to say about this training. In my case, I lack the time to dedicate more time to the training, but I will try to finish it because it is a subject that interests me for reasons of my work and personal project.						Continue with more conferences.

Table 16: Satisfaction survey for Maria do Carme Muiños.

	M2	M3	M4	M5	M6	M7	M8
Did the training meet your expectations?	Somewhat yes	Somewhat yes	Very much so	Very much so	Very much so	Very much so	Very much so
How would you rate the module out of 10?	6	5	9	9	8	9	8,5

Do you think there will be an opportunity to use the proposed tools?	Occasionally	Quite often	Quite often	Quite often	Quite often	Occasionally	Quite often
To what extent would you recommend this course to another student?	3	4	4	5	4	4	4
Comments, ideas ...	As I have already mentioned, these are difficult concepts to understand if you do not have a certain experience. I miss having examples in the sea sector, and tools that come close to our reality	I think this module is very well structured and quite useful.		The webconferences complete the contents of the modules very well, especially in the one we are evaluating.	I miss some example of marketing that is closer to the territory, simpler, local companies and cooperatives that provide tools and simpler ways of doing things for the projects that we can develop in the field of SFSC	very comprehensive	Some examples of SFSC of fishery products would be interesting. To create a network for the exchange of experiences.

5. Eszterházy Károly University

The participants performed the tasks using the modules and sub-modules on the platform. During the presence session, the participants had to read the module "Providing theoretical knowledge on alternative food chain." After learning about the content of the module, the moderator gave out the tasks (defining the situation of producers in their home country and identifying the problems of producers in relation to short supply chains, etc.

Considering their conclusions and previous knowledge and experience, the participants categorized the criteria's using the SWOT analysis methodology. Afterwards, the participants placed the problems and critical points related to the producer and short supply chain in a problem-tree scheme. In the second part of the session, the participants watched a video about a Hungarian good practice, namely the organic farm in Virágoskút. Afterwards, they had to evaluate what they had heard and give their opinion on the functioning of the farm, focusing on the short supply chains issue.

Overall, the materials put together were excellent, the participants were motivated, and the conclusions could be valuable for future practice.



Picture 27: Working group.

In-presence session

The participants read the module "Providing theoretical knowledge on alternative food chain". In order to establish the basis for processing the module, the moderator asked them to collect the characteristics of the countryside based on their experiences. The moderator identified three criteria for grouping the characteristics:

- environmental characteristics;
- economic characteristics;
- social and cultural characteristics.

The participants performed the task in groups. They had 40 minutes to prepare. The prepared task part laid the foundation for the processing of the module, as well as the development of interaction between the participants and the moderator. The results of the task were recorded by the participants in tabular form under the guidance of the moderator (Table 17).

Table 17: The results regarding the module Providing theoretical knowledge on alternative food chain.

Characteristics	Characteristics of the countryside
Environmental characteristics	Agricultural and forestry areas are typical
	The integration of the natural environment between the utilized areas are typical
	Biological diversity is characteristic of the natural environment
	Characteristic is the difference between individual local areas in the areas of natural and agricultural use (native landscape)
Economic characteristics	In addition to agriculture, the appearance of industry characteristic of the rural economy is a local feature
	Consumer and producer income levels differ greatly in individual regions
	In some regions, the profit available in the industrial and service sectors pushes agricultural production into the background
Social characteristics	The countryside is characterised by a differentiated settlement structure and infrastructure
	The aging of the population is characteristic mainly in smaller settlements
	In the last period, the process of suburbanization intensified, which adversely affects smaller settlements
	Typically, the number of civil organizations is lower in rural areas
	Due to the lack of resources, the preservation of cultural tradition is relegated to the background

TASK 1: Comparison of conventional and short food supply chains

During the task, the participants collected the main characteristics of conventional and short food supply chains. The characteristics of each area designated by the moderator were worked out by the participants independently. The processing was based on the knowledge in the module as well as on their own empirical experiences. After the independent work, the participants summarized and evaluated the results together, under the guidance of the moderator. The

characteristics of each area were recorded by the moderator's leadership years (Table 18). The participants had 40 minutes for the task.

Table 18: The participants results of the main characteristics of conventional and short food supply chains.

Chatacteristic aspects	Conventional supply chain	Short supply chain
The number of participants in the care	Many characters	Limited
Geographic connection	Sometimes there is a long distance between the participants	Little distance between producer and consumer
	In many cases, there are large distances between the producer and the consumer	
Social connection	The participants in the care typically do not know eachother	There is a personal relationship between the producer and the consumer
	The producer is not committed, he can be a member of several supply chains	The consumer and the producer are committed to the local product
	The consumer is not committed and can use several purchasing channels	Both the consumer and the producer are committed to the local product
	Supply chain actors are not committed to local products	
Economic relations	There is only an economic relationships between the participants	There is an economic and social relationship between the producer and the consumer
	A small part of the generated profit is returned to the local economy	A significant part of the generated profit is returned to the circulation of the local economy
	Participants seek economic advantage	The producer and the consumer take risks together
Environmental relationship	The participants strive for optimal use of environmental resources	Both the consumer and the producer are committed to the sustainability of local natural resources
Cultural connection	Corporate social responsibility can be typical	The cultural closeness of the participants is characteristic
		The commitment of the participants to the maintenance of local infrastructure and the care of built heritage is typical

TASK 2: Characterization of the types of short food supply chains from the perspective of actors *How are each of short food supply chain types different?*

During the task, the participants compared individual types of the short food supply chain based on the given criteria. The aspects of the comparison were determined jointly, under the guidance of the moderator. After defining the aspects, the individual types were characterized. The task was performed by dividing the participants into two groups.

Group 1: Direct sales types

Based on the information in the module and their own experiences, the participants identified the following direct sales opportunities and characteristics:

Producer markets:

- One of the best known and most popular forms of SFSC
- Typically, it exists or can be organized in almost every settlement
- The local producer has a personal relationship with the consumer, most producers strive to create a circle of regular customers
- A well-known and popular sales channel not only among committed consumers but also among less committed ones
- It does not imply close commitment on the part of either the consumer or the producer
- The consumer price is based on consensus
- Seasonality and demand unevenness appear
- Prices at farmers' markets may vary by region
- The demand for the local product is displayed
- Openness and good communication skills are necessary on the part of both the producer and the consumer

Producer fairs organized at local cultural events

- Less organized opportunity than farmers' markets
- Preferred sales channel for consumers
- On the part of the producer, it is a good opportunity to expand awareness and expand the circle of customers
- The circle of regular customers is not typical, consumers often come from more distant regions
- The demand for the product processed by the producer is typical
- The price of individual products may be higher than the accepted price from time to time

Periodic producer sales locations (street sales)

- They are typically established on a seasonal basis
- Concentrates on only a few seasonal products
- Openness on the part of the producer is also necessary here
- It is characterized by a low cost, but a high time requirement on the part of the producer
- The place of origin and quality can be easily identified by the consumer

Direct sales in the farm

- It can be considered as a closer bond of the circle of regular customers formed in the producer market
- Openness of the farmer is necessary
- Seasonal, but it is possible to sell several different types of products
- Guarantee of product origin and quality. It is a good opportunity to get to know the production and to build and consolidate trust for consumers
- The consumer price is based on consensus
- It can be the basis for development in the direction of CSA

Group 2: Indirect sales types

The participants in the task summarized the best-known organizational forms of CSA (Community Supported Agriculture) based on the information in the module and knowledge based on their own experiences. During the execution of the task, the following organizational forms were identified:

Shopping communities:

- There is no commitment on the part of the consumer
- Producer and consumer groups organize a distribution and delivery service
- Producer and consumer groups organize a distribution and delivery service
 - greater flexibility
 - wider product range

Delivery systems:

- The farmer provides a delivery service
- Order directly to the farmer, by phone, online...
- Delivery to your home or to a delivery point
- Flexible ordering - Flexible delivery
- There is no long-term commitment on the part of the consumer
- In general, optimal operation can be expected in the vicinity of larger cities

Subscription box system:

- A permanent alliance between the farmer and the consumer
- Fixed in the contract
- Product type, Delivery interval Requires regular purchase
- Varied, seasonal, fresh products
- Long-term commitment is not mandatory

Partial farming:

- The greatest commitment and the closest cooperation
- Part - the portion of the crop purchased in advance by the consumer
- The costs are shared equally between the producers and the consumers
- Joint risk taking



- Credited costs at the beginning of the financial year - payment in advance
- Seasonality cannot be eliminated
- Individual needs can only be satisfied with difficulty

TASK 3: SWOT analysis of short food supply chains

During the task, the participants prepared an analysis of the operation of short food supply chains. As a method, the SWOT analysis method was implemented, during which the participants analyzed the external and internal factors of short food supply chains. The analysis for the individual factors was carried out by the participants in separate groups under the guidance of the moderator. As a summary of the task, the participants jointly discussed and supplemented the results of the task prepared in the subgroups. The summary and the result were also recorded in tabular form under the guidance of the moderator (Table 19).

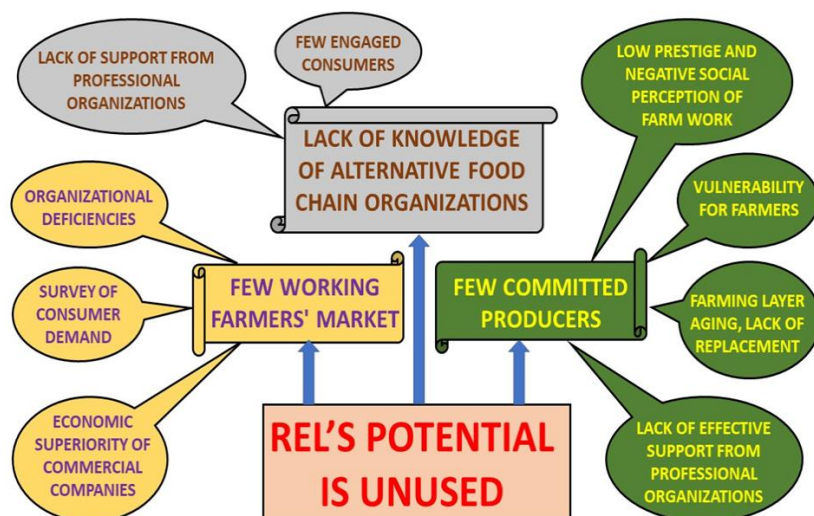
Table 19: The participants analysis of the operation of short food supply chains.

SWOT ANALYSIS		
Internal factors	Strengths	Weaknesses
	Excellent, verifiable product quality	Sensitivity to seasonality
	Ecological or near-ecological agrotechnics	Vulnerability to conventional chains
	Predictable income, predictable costs	Not well known
	Stability, reliable operation	There are few dedicated producers and consumers
External factors	Opportunities	Dangers
	A shift towards predictability	Aging farmin society, succession is an open question
	Reducing market competition	Uncertain and insufficient professional support
	Joint risk taking between the producer and the consumer	Agrotechnical hazards
	Opportunity for expansion and sustainability	Lack of labor and resources

TASK 4: Summarizing what was experienced, preparing the SFSC problem tree structure

During the task, the participants summarized what they had experienced during the previous partial tasks. During the moderator's leadership, the cause-and-effect relationships between the revealed problems were determined, and the raised problems were positioned at different levels. Based on the results, they created a graphic representation of the problem tree together, under the guidance of the moderator (Picture 13).





Picture 28: The SFSC problem tree structure.

Three levels were separated in the problem structure. The participants identified the underutilization of SFSC's opportunities as a basic problem. The participants saw the main problem because of three additional problems. The participants saw the basics in the low number of producers and consumers, as well as in the low awareness of alternative options.

TASK 5: Getting to know the practice of the organic farm in Virágoskút

Organic farmer Péter Rózsa presents the work of Virágoskút Biogazdaság and their role in the short supply chain. The economy has two main operating sectors. One is the cultivation of organic plants, the other is the breeding of indigenous animals using organic methods. The raw materials they produce are processed in their own plants. They reach their customer community of more than 3,000 people through a producer market presence, product baskets, and internet sales. Their presentation of good practice is exemplary.

Results of the tests

After the contact lessons participants are asked to use the platform as a self learning tool. To get insight of their professional knowledge after the self-learning a 10 question test was given to each users (randomly selected from the pre defined 40 for each modules). Module 1 and 8 are not relevant for testing due to its topic. The average point and standard deviation of the result points (one point for each correct answers) are presented in the following table 19.

Table 20: The average point and standard deviation of the tests results per pedagogical modules.

	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Average	8,4	7,8	7	7,4	8	9,2
Std dev	2	1	2,4	1,2	1,1	1,7

The highest average point reached for module 7. the lowest for module 4, which indicates the difficulty and the quality of the educational content, however national issues are also influences the results that how general is to have detailed information in a certain topic.

Results of the satisfactory survey

All the participants are asked to fill a satisfactory survey after the blended learning session. In a 0-10 (10 is the most agree) scale they are asked to rank the modules in few aspects. The average given points are presented in the following table 20.

Table 21: Results of the satisfactory survey.

	M2	M3	M4	M5	M6	M7	M8
Did the training meet your expectations?	10	10	10	10	10	10	10
How would you rate the module out of 10?	10	9,2	9,2	10	10	9,8	10
Do you think there will be an opportunity to use the proposed tools?	10	9	10	10	9	9	9
To what extend would you recommended this course to another student?	10	10	10	10	10	10	10
Comments, ideas ...	not relevant						

6. Conclusions

Italian students were overall satisfied with the activities performed during the in presence sessions. They emphasized that the material was clear and easily understandable and easy to use to perform the activities. They also found the presence of a trainer during the sessions useful to guide the activities.

In Slovenia, students were in general satisfied with the topics presented per pedagogical modules and with discussion after each module. They suggested clearer pictures and diagrams, more tables, graphs, and infographics. They emphasized that they would like to have more in presence sessions instead of reading long texts per pedagogical modules. Students also suggested presentations instead of the tests.

In Spain B-learning participants established trusting relationships during the face-to-face sessions, exchanging contacts and information. Trainees recurrently complained about the obligation to fill in a satisfaction survey at the end of each module. It is very repetitive.

The webconference sessions dedicated to different initiatives in SFSC were highly appreciated by all the students. In these sessions there was an interesting exchange of lessons learned. The speakers offered their help and contact to all participants.

The students agree on the importance of the face-to-face sessions but, at the same time, they point out the time consumption and the cost of travel. Technologies that allow synchronous online classes are very interesting. The main drawback derives from the technical conditions. Isolated rural environments often have connectivity problems. Students enrolled exclusively in the online version require permanent monitoring by the course tutor-facilitator. If this follow-up does not exist, it is very common for students to drop out of the course without completing it. Some online learners stated that they were only interested in the content of the modules, for self-training, but were not interested in any kind of certification or assessment, so they did not complete the multiple-choice test or the survey.

In Hungary were students satisfied by the quality and usability of the contents per pedagogical modules, however in the last question they asked to give comments or ideas none of them given any answer. This fact can be the result of that there were a large number of questionnaires and tests they ask to fill which should be decreased to make the used experience higher in quality.