Food Improv'iders

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

Intellectual Output 3
Online E-learning platform with adapted pedagogical contents for self-learning and complementary modules for blended learning.

https://foodimproviders.eu

Authors:
Ádám István Hegyi – Eszterházy Károly Catholic University
Béla Gábor – Eszterházy Károly Catholic University

Contributors:
Petra Raspor Lainšček
Giovanni Sogari
Davide Menozzi
Hilva Gjoni
Françoise Gorga
Elena López Colmenero
Alfonso Ribas Alvarez
Urška Jamnikar Ciglenečki
Mojca Jevšnik
Cristina Mora
Galina Ivanova
Lazarina Dimitrova
Viktoriya Dimova

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1. Introduction

The third intellectual output (IO3) relies on the creation of the technical and content type structure of the e-learning portal and to transform the created raw pedagogical content to an e-learning education material.

The output IO3 has five main goals:

- Develop the platform specifications in line with O1
- Develop the e-learning platform with ease of use and accessibility in mind
- Adapt for online use and integrate the learning content on the platform
- Test and assess the platform and the adapted content to
- Improve and validate the platform and the adapted learning content based on test with stakeholders.

The results of the output IO3 demonstrate:

1. The structure of the e-learning platform with the adapted content specifically tailored for the needs of the EU producers

2. The assessment of the output, the test and the finale optimization based on an iterative method tested by the partners and the advisory board members

These results are provided through the delivery of the following deliverables in attachments:

D2.1	E-learning platform specifications	EP	DEM	PU
D2.2	E-learning platform developed	EP	DEM	PU
D2.3	Pedagogical contents adapted for online education on the e-learning platform	EKCU	DEM	PU
D2.4	Online pedagogical contents and e-learning platform translated	ANIA	DEM	PU
D2.5	Content integrated on the platform	EP	DEM	PU
D2.6	Validation of the platform and adapted content	EP	R	PU

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 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	EKCU	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. Deliverable D2.1 - E-learning platform specifications

3.1 E-learning platform

In this section, the general specifications related to the e-learning platform of the project, as well as the tools proposed to be used, are described. The platform will work in three different authority: content manager, editor and user (learner), which will be referred to each other in an agile way. The specifications are proper for each of them, otherwise will be denoted.

3.2 Requirements

Presentation of project e-learning materials

This part will be used as a means of hosting the documents of the project. Such documents may include leaflets, documents, deliverables etc. This area must have the ability to be available in all project languages although, different content may be uploaded for each language.

Presentation of e-courses information

This area will provide the learners with the ability to browse through the available educational material. It may also provide a way to search for specific content, based on some criteria and it may
contain some other elements related to the courses, such as the most popular courses, course of the month etc. This area must have the ability to be available in all project languages although, different content may be uploaded for each language.

User registration and authentication

A login and a registration form must be provided, so that the learners can register and access to the educational content of the project described in other deliverables. This area must have the ability to be available in all project languages (French, Hungarian, Slovenian, Italian, Spanish, and English) although, different content may be uploaded for each language. Asking users of the e-learning platform to register will allow partners to monitor connections and analyze the attractiveness (and relevance) of the educational content.

Links

The links section can contain useful links to external or internal pages, related to the project. This area must have the ability to be available in all project languages although, different content may be uploaded for each language. This section may also refer to news or events related to the project.

Basic accessibility

Some basic accessibility measures have to be taken, so that the information in the portal can be more easily accessible to older people, or people with vision problems. This might include the ability to present a colour-free version of the portal or the ability to increase the font sizes, among other measures.

Multilingual elements
Multilingual capabilities needed to ensure that there are no linguistic limitations for online learning. Six languages required: the native languages of the consortium partners (French, Hungarian, Slovenian, Italian, Spanish) and English.

Cooperation with the e-learning environment
There will be some requirements related to the e-learning environment, which is a web-based environment that contains the corresponding educational material. The functional and non-functional requirements of the e-learning environment are described below, under chapter 3. The e-learning environment should be usable any time on any device with cross-browser compatibility.

3.3 Software proposal

Table 1. Portal requirements

Requirement	*EKERNEL core CMS feature*	*Extension and feature*	*Level of requirements met (CMS and/or combined with extension)*
Presentation of project e-learning materials	EKERNEL is designed to support both teaching and learning, delivering a powerful set of learner centric tools and collaborative learning environments that empower both teaching and learning.	Not needed	High
Presentation of e-courses information	All-in-one learning platform, providing the most flexible tool-set to support both blended learning and 100% online courses.	Not needed	High
User registration and authentication	EKERNEL is a robust software learning management system powering learning environments. It fully supports user registration and authentication mechanisms which allows easier	Not needed	High

	management of the user rights.		
Links	As a CMS, EKERNEL fully allows the creation and management of links content, which can be presented in various ways in the website.	Not needed	High
Basic accessibility	Available mostly only by the way the content is organized and displayed in the website.	Not needed	High
Multilingual elements	Fully supported. Multilingual capabilities to ensure that there are no linguistic limitations to learning online.	Not needed	High
Cooperation with the e-learning environment	Use any time, anywhere, on any device, as it is web-based with cross-browser compatibility.	Needed	High

3.4 Hardware proposal and requirements

The e-learning platform that will be developed for FOOD IMPROV'IDERS is proposed to operate under the following hardware requirements, so as to ensure compatibility with the proposed software, good performance, capacity, availability and latency, good security features, as well as maintainability and portability:

Virtual hosting environment featuring
▪ RAM: 16 GB memory
▪ Hard drive initial capacity: 4 vCPU
▪ CPU: 256GB SSD storage place for the operationg system and the database server. An additional 100 GB HDD storage space for the media items
▪ Operating system: Ubuntu 20.04 LTS

This hardware must be able to run flawlessly:

- Processor: 1GHz (min), 2GHz dual core or more recommended.

- Memory: 512MB (min), 1GB or more is recommended.

- Consider separate servers for the web "front ends" and the database.

This will ensure that all desktop clients (windows and linux), as well as mobile devices, with the latest browsers versions, can access the e-learning application at any time without disruption.

3.5 E-learning environment

This section describes the requirements related to the e-learning environment, based on the previous deliverables, the tools that are proposed to be used, as well as how well these tools meet these requirements.

3.1 Requirements

The FOOD IMPROV'IDERS e-learning environment is a web based environment which contains the corresponding educational material. With this, the participating users can train and assess their knowledge on the selected topics.

The requirements are categorized in functional and non-functional:
- Functional requirements
- Getting started
- Role allocation
- Confirmation screen
- User Registration Form
- Language selection
- Search bar
- Working
- Content selection and display
- Content selection interface
- "Activity" development interface
- Account activation/deactivation
- Smart book editing interface
- Assessment creation
- Content management system
- Feedbacks
- Feedback
- Content process monitoring

Non-functional requirements
- User data processing and storing
- Provide content
- Content translation
- Report count
- Store and display feedback

The exact function of each of these requirements has been explained in the O2 deliverables and it is beyond the scope of this document to perform an in-depth analysis of each one here. For each of the functional requirements, a priority level has been specified.

3.6 Software proposal

EKERNEL is a robust software learning management system powering learning environments. It is designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. Developed on pedagogical principles, EKERNEL is used for blended learning, distance education, learning groups and other e-learning projects in schools, universities, workplaces and other sectors. The EKERNEL engine with customizable management features is used to create websites with online courses for educators and trainers to achieve learning goals.

EKERNEL is:

- Built for learning globally
- Proven and trusted by more than 150.000 users per day.
- Designed to support both teaching and learning, delivering a powerful set of learner centric tools and collaborative learning environments that empower both teaching
- and learning.
- Always up-to-date, as it is continually being reviewed and improved on to suit the
- current and evolving needs of its users.
- Multilingual capabilities to ensure that there are no linguistic limitations to learning online.
- All-in-one learning platform, providing the most flexible tool-set to support both blended
- learning and 100% online courses
- Highly flexible and fully customisable in any way and tailored to individual needs.
- Scalable to any size from a few students to millions of users.
- Robust, secure and private when needed, to protect against unauthorised access, data loss
- and misuse.
- Use any time, anywhere, on any device, as it is web-based with cross-browser compatibility.

3.7 Functional Requirements and proposed software

Table 2 summarizes the functional requirements of the e-learning environment and explains how well these are met, using EKERNEL Software and possible extensions.

Table 2. Functional requirements

Requirement	Software and/or extension feature	Priority level
Confirmation screen	EKERNEL	High
User Registration Form	EKERNEL	High
Search bar	EKERNEL	High
Content selection and display	EKERNEL	High
Content interface	EKERNEL	High
Assessment creation	EKERNEL	High
Multiple choice interface	EKERNEL	High
Topic metadata	EKERNEL	High
L-mite approval	EKERNEL	High
Content reporting	EKERNEL	Medium
Feedbacks	EKERNEL	Medium
Content selection interface	EKERNEL	Medium
Account deactivation	EKERNEL	Medium
Role allocation	EKERNEL	Medium
Follow trainer	EKERNEL	Medium

3.8 Non-Functional Requirements and proposed software

Table 3. summarizes the non-functional requirements of the e-learning environment and explains how well these are met, using EKERNEL Software features and possible extensions.

Table 3. Non-functional requirements compared to the EKERNEL Software features

Requirement	Software and/or extension feature	Level of requirements met
User data processing and storing	EKERNEL	High

Provide content	EKERNEL	High
Content translation	EKERNEL	High
l-mite management (storing and approval)	EKERNEL	High
Suggest difficulty level for l-bundle	EKERNEL	High
Publish l-bundle	EKERNEL	High
Publish l-mite	EKERNEL	High
Return for editing	EKERNEL	High
Delist l-mite	EKERNEL	High
Delete l-bundle	EKERNEL	High
Report count	EKERNEL	High
Store and display feedback	EKERNEL	High
Reputation and ranking	EKERNEL	High
Delete account	EKERNEL	High

3.9 Hardware proposal

The e-learning application that will be developed for FOOD IMPROV 'IDERS, is proposed to operate under the same environment as the website of the project. Thus, the hardware requirements, so as to ensure compatibility with the proposed software, good performance, capacity, availability and latency, good security features, as well as maintainability and portability are exactly the same for the e-learning application. This will ensure that all desktop clients (windows and linux), as well as mobile devices, with the latest browsers versions, can access the e-learning application at any time without disruption.
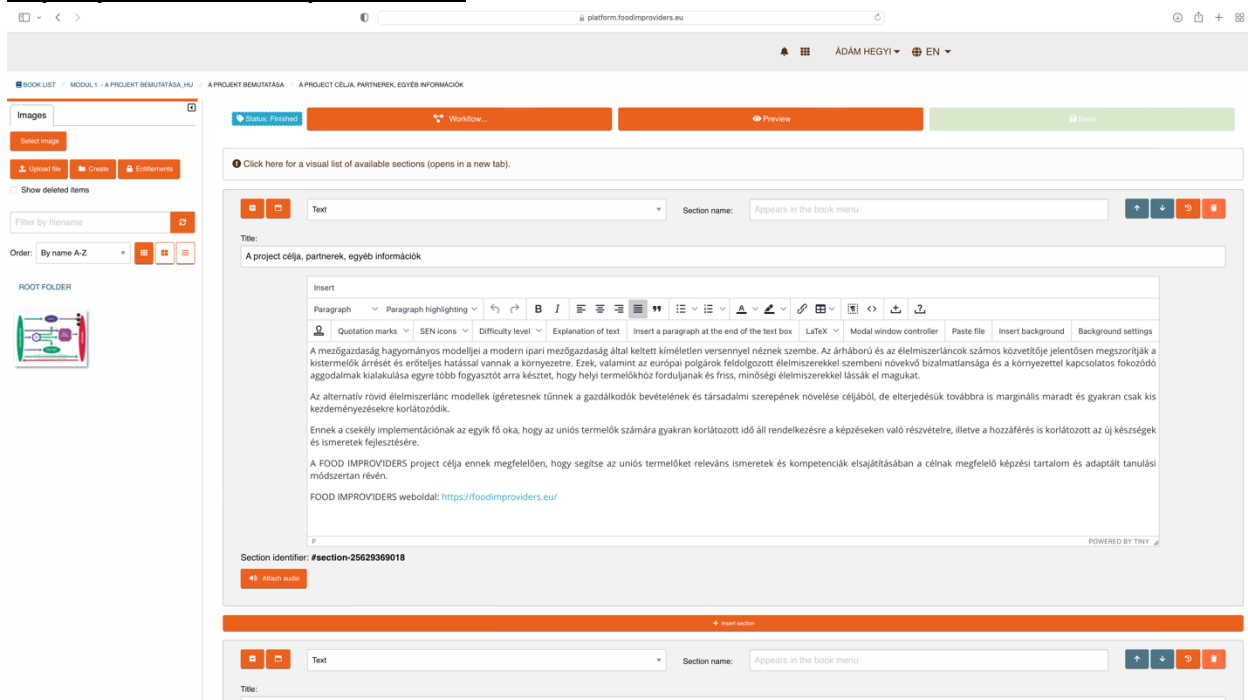
4. Deliverable D2.2: E-learning platform developed

4.1. Introduction

This deliverable is a demonstrative one, which consider the e-learning platform to be developed. Regarding to D2.1 the specifications are created using EKERNEL system to create a tailor made and usable digital learning interface. Thus, this task is one the core tasks of IO3. It is aimed at the design and development of the different components of the e-learning platform of the FOOD IMPROV'IDERS project in line with the specifications identified. Led by EP with assistance from EKCU, both having internal expertise and experience on the development of e-learning solutions, this activity will deliver a fit-for-purpose functional online e- learning platform. The activities comprised in this task are the (i) design of the e-learning platform structure, (ii) coding of the platform, (iii) online upload and functionality testing (iv) debugging, (v) review and improvement of the e-learning platform.

4.2. Figures and links about the e-learning platform

https://platform.foodimproviders.eu

5. Deliverable D2.3: Pedagogical contents adapted for online education on the e-learning platform

5.1. Introduction

This task's main objective is the adaptation of the raw pedagogical content developed for the e-learning platform. The adaptation of the pedagogical content will answer to the two main use of the e-learning platform: the complementary training module of the blended-learning and the self-learning component. This task uses the book editorial module of the EKERNEL system, which has several built in tools to create usable e-learning contents.

5.2. Figures about the book editor interface and learning contents

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🌾 E-LEARNING   🌾 ABOUT US   🌾 CONTACTS

Module 2. - Food Safety_EN   **Food safety**   ●

‹ **Animal health and plant health** ›   🔍 Search in book ✕

☰ **NAVIGATION MENU** ⌃

Food safety ⌃

Food safety

When is food safe

How to ensure safety in a multifunctional farm

Animal and plant identification

Animal health and plant health

Wrong behaviour - Risks and fake news - Take home message

National legislation

Glossary provided by EFSA

ONE HEALTH APPROACH

One Health is an approach that recognizes that the health of people is closely connected to the health of animals and our shared environment. It sets a framework upon which different professions communicate and collaborate towards common goal.

The One Health Triad

Professions involved in One Health policies

One Health is not new, but it has become more important in recent years. This is because many factors have changed interactions between people, animals, plants, and our environment.

- Human populations are growing and expanding into new geographic areas. As a result, more people live in close contact with wild and domestic animals, both livestock and pets. Animals play an important role in our lives, whether for food, fiber, livelihoods, travel, sport, education, or companionship. Close contact with animals and their environments provides more opportunities for diseases to pass between animals and people.
- The earth has experienced changes in climate and land use, such as deforestation and intensive

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🌾 E-LEARNING   🌾 ABOUT US   🌾 CONTACTS

Module 2. - Food Safety_EN   **Food safety**   ●

Food safety ›   🔍 Search in book ✕

☰ **NAVIGATION MENU** ⌃

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Glossary provided by EFSA

HOW THIS MODULE WILL HELP YOU?

The goal to this module is to give basic information about food safety and a better understanding of European food regulation. This is not by any means a detailed guide, but we will help you obtain further information!

To keep up with upcoming regulations and modifications you can consult the European Commission's website about food safety

https://ec.europa.eu/food/index_en

Content: CHAPTERS

WHEN IS FOOD SAFE

HOW TO ENSURE SAFETY IN A MULTIFUNCTIONAL FARM

ANIMAL AND PLANT IDENTIFICATION

ANIMAL HEALTH AND PLANT HEALTH

WRONG BEHAVIOUR - RISKS AND FAKE NEWS - TAKE HOME MESSAGE

NATIONAL LEGISLATION

Glossary provided by EFSA

References

Exercises

Each sub-module contains text, focus, case studies, exercises and external resources.

External resources: links and media tools

Focus: supplementary material on the subject of the sub module to be inserted in a box

Case study: problem-based approach

Additional readings: links to documents or websites to examine in depth the subject of the module

6. Deliverable D2.4: Online pedagogical contents and e-learning platform translated

6.1. Introduction

The aim of this task is the translation of the online pedagogical content developed available on the e-learning platform where appropriate. The (i) platform and (ii) the written pedagogical content available on the platform will be translated within the consortium from English to French, Hungarian, Slovenian, Spanish and Italian.

6.2. Figures about the e-learning contents in proposed languages

Modulo 2. - Norme sulla sicurezza alimentare _IT — Norme sulla sicurezza alimentare

Sotto modulo 4: Benessere degli animali e delle piante

APPROCCIO ONE HEALTH

One Health è una tipologia di approccio che riconosce che la salute delle persone è strettamente connessa alla salute degli animali e al nostro ambiente condiviso.

Stabilisce un quadro su cui diverse professioni comunicano e collaborano verso obiettivi comuni.
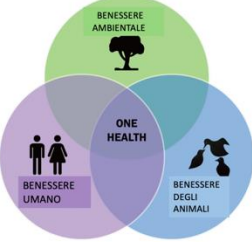
Figura 3: Aree considerate dall'approccio One Health

One Health non è nuovo, ma è diventato più importante negli ultimi anni. Questo perché molti fattori hanno cambiato le interazioni tra persone, animali, piante e il nostro ambiente.

- Le popolazioni stanno crescendo e si stanno espandendo in nuove aree geografiche. Di conseguenza,

MENU DI NAVIGAZIONE

Norme sulla sicurezza alimentare

Introduzione

Sotto modulo 1: Quando il cibo può essere considerato sicuro?

Sotto modulo 2: Come garantire la sicurezza in un'azienda multifunzionale

Sotto modulo 3: Metodi di identificazione per gli animali e le piante

Sotto modulo 4: Benessere degli animali e delle piante

Sotto modulo 5: Il ruolo dell'informazione

Sotto modulo 6: Normativa nazionale

Glossario EFSA

Quiz

Feedback

Module 6. - Procédés alimentaires_FR — transformation et l'entreposage des aliments

transformation et l'entreposage des aliments

ÉLÉMENTS DE BASE SUR LA TRANSFORMATION ET L'ENTREPOSAGE DES ALIMENTS

Titre du module : Éléments de base sur la transformation et l'entreposage des aliments

Objectif d'apprentissage :

Dans l'industrie alimentaire, la tendance à l'amélioration des produits (ingénierie des produits) doit être prise en considération à toutes les étapes de la conception des processus. Cela implique tous les aspects, à commencer par le traitement des « matières premières » ou par le traitement ultérieur de produits préfabriqués. Outre la fabrication des aliments, une conception efficace devrait également prendre en considération les aspects de l'approvisionnement, de la manutention et du stockage, ainsi que le type successif de commerce des denrées alimentaires jusqu'à la consommation finale des denrées alimentaires. (Saravacos G., Kostaropoulos A.E., 2016)

Description du programme :

Sous-module 1 : **Qualité des aliments et confiance des consommateurs**

Sous-module 2 : Transformation **des aliments et technologies émergentes**

Sous-module 3 : **Stockage et emballage**

Sous-module 4: **Nouveaux développements dans le secteur agricole et modernisation des processus et produits alimentaires traditionnels**

Sous-module 5 : **Plantes alimentaires durables et conviviales (économique, environnemental, gaspillage alimentaire, point de vue social)**

Sous-module 6 : **Traçabilité et chaîne de blocs**

MENU DE NAVIGATION

transformation et l'entreposage des aliments

CONTENU DE LA SECTION

Éléments de base sur la transformation et l'entreposage des aliments

Screenshot 1 (top):

Modul 3. - Menedzsment ismeretek_HU

Menedzsment ismeretek

Bevezetés - A multifunkcionális farm

Keresés a könyvben

A KÖNYV TARTALMA

Menedzsment ismeretek

Bevezetés - A multifunkcionális farm

Emberi Erőforrás Menedzsment

Idő- és költségvetés gazdálkodás

Irányítás tervezés (költségbesorolás)

Üzleti terv

Berendezések, felszerelések

Pénzügyi források (EU, nemzeti, helyi)

BEVEZETÉS - A MULTIFUNKCIONÁLIS FARM

A multifunkcionális mezőgazdaság OECD-definíciója rávilágít arra, hogy a mezőgazdaság az élelmiszereken és növényeken kívül különféle, nem áru jellegű eredményeket is képes produkálni, a mezőgazdaságnak számos funkciója van, mint például a környezetvédelem, a tájvédelem és a vidéki foglalkoztatás.

1. ábra A mezőgazdaság multifunkcionalitása

Forrás: https://www.globalagriculture.org/report-topics/multifunctionality.html

A "MULTIFUNKCIÓS" NŐK MEGMENTHETIK AZ EU VIDÉKI TERÜLETEIT.

A nők segíthetnek újjáéleszteni a hanyatló vidéki területeket az EU-ban, és megakadályozhatják a további urbanizációt – állítják az EP-képviselők egy új jelentésben.

Screenshot 2 (bottom):

Module 2. - Food Safety_EN

Food safety

Animal and plant identification

Search in book

NAVIGATION MENU

Food safety

Food safety

When is food safe

How to ensure safety in a multifunctional farm

Animal and plant identification

Animal health and plant health

Wrong behaviour - Risks and fake news - Take home message

National legislation

Glossary provided by EFSA

ANIMAL IDENTIFICATION

When the animal products and the live animals are imported it is more risk, because they can transmit serious human and animal diseases, therefore every EU members have veterinary border controls. The animal products and live animals when enter to an EU country they have to fit to the local Border Control Posts.

Here you can find external resources about the EU border posts:
https://ec.europa.eu/food/animals/veterinary-border-control/designated-border-control-posts-bcps_hu.

Other products which also are in connection with animals (e.g. eggs, honey, gelatine...etc.) and **all those products for human consumption where harmonised EU rules for importation and trade that have not been laid down elsewhere.** For animal by-products apply to other rules, because they can spread animal diseases or chemical contaminants (e.g. dioxins) and can be dangerous to animal and human health if not properly disposed of. EU rules regulate their movement, processing and disposal.

Here you can read more information about the EU regulation of animal by products:

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32009R1069

According to the above information the knowing of the origin of a live animals is very useful, the animal identification is also the part of the EU food safety monitoring system. The veterinary purposes are the localisation and the tracing of live animals, because it is very important for the control of infectious diseases and it is also important to monitoring of the meat for animal and public consumption.

The information on the traces can appear on different languages: English, Russian, Italiano (Italian subtitle), English (English subtitle), Spanish, Italian, Deutsch, and France.

If you like to know more, watch this video about the identification and traceability:

https://www.youtube.com/watch?v=k5eeVyN9rDE

7. Deliverable D2.5: Content integrated on the platform

7.1. Introduction

This task is dedicated for the integration of the adapted learning content on the online e-learning platform. EP supported by EKCU will take charge in the integration on the platform, identifying and resolving any issues that may occur during the integration of the pedagogical content. In the above mentioned sections one can find screenshots about the adapted to the platform.

8. Deliverable D2.6: Validation of the platform and adapted content

8.1 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.

8.2 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?
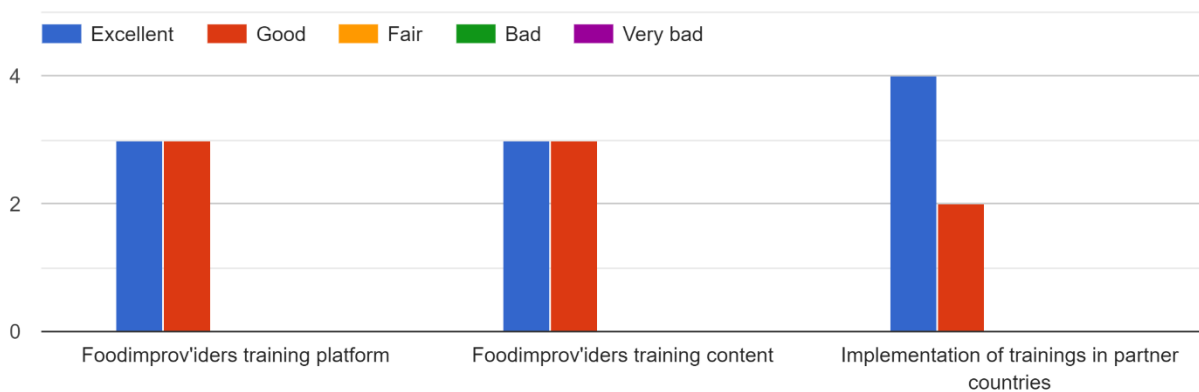
Figure 1: Results of the Foodimprov'iders Final Process Evaluation conducted among the project partners

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:
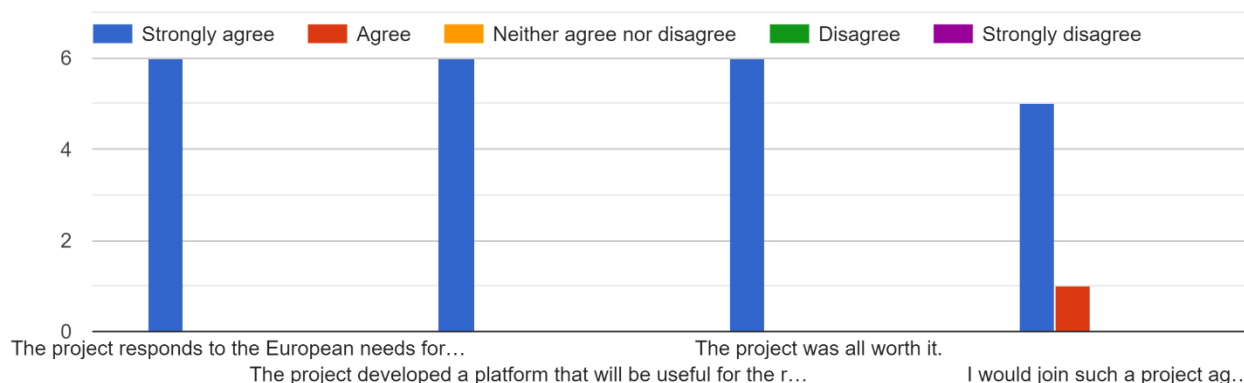
Figure 2: Results of the Foodimprov'iders Final Process Evaluation conducted among the project partners

8.3 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.
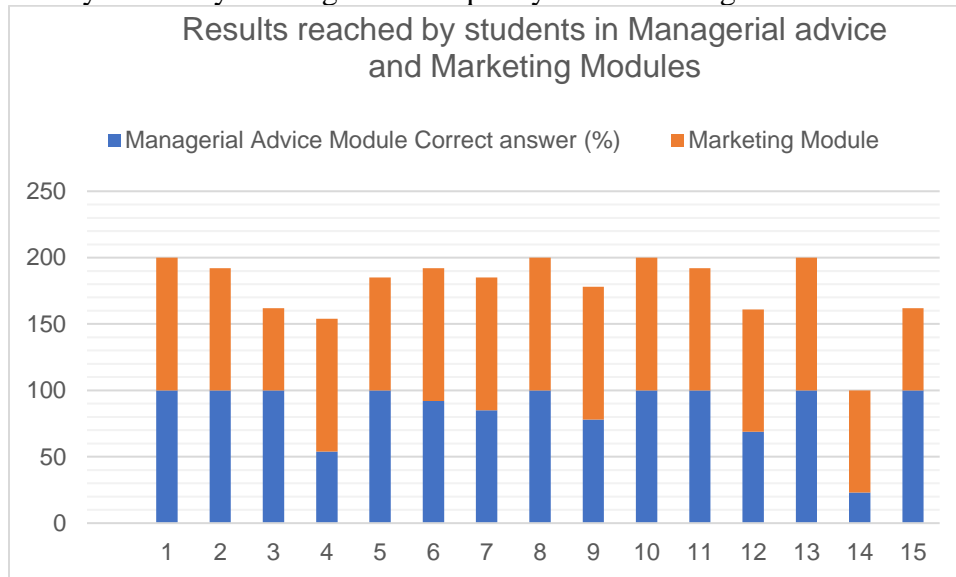
Figure 3: Level of knowledge aquired during the first-year implementation of traings in Italy

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:
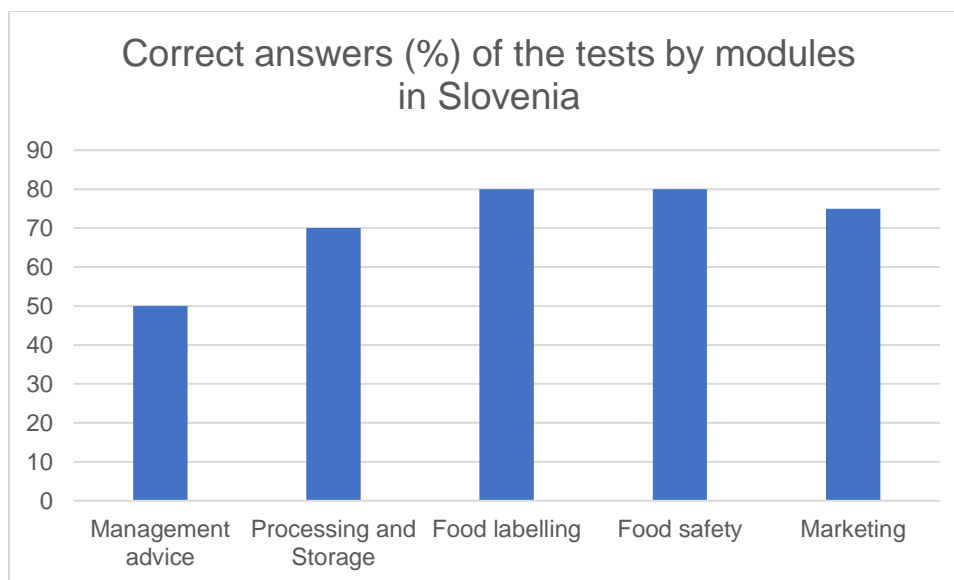
Figure 4: Level of knowledge aquired during the first-year implementation of traings in Slovenia

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 EKCU 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:
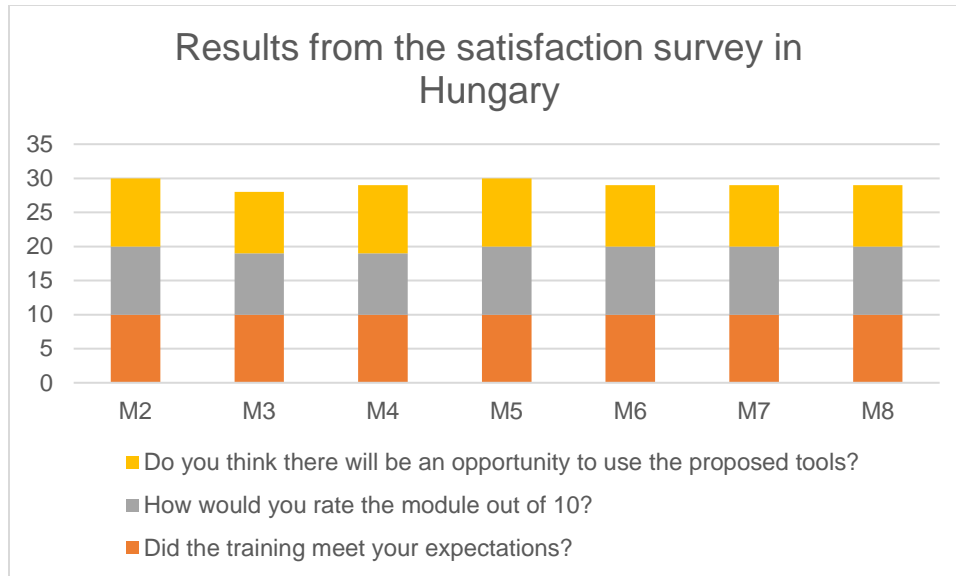
Figure 5: Level of satisfaction among the trainees in Hungary

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.

8.4 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
Contact Information: info@majnika.si
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: presential 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 presential 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.

Criterion 3 (15 points): 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.

Criterion 4 (10 points): 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.

Criterion 5 (10 points): 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.

Criterion 6 (10 points): 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.

Criterion 7 (10 points): 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.

Criterion 8 (15 points): 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
Contact Information: andrej.ovca@zf.uni-lj.si / +386 1 300 11 82
Country: Slovenia

Criterion 1 (15 points): 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.

8.5 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.

9. Overall conclusion

In conclusion, the creation of an e-learning platform focused on short food chains can be a valuable tool in educating and empowering stakeholders involved in the food system. Through the development of interactive modules, case studies, and online forums, the platform provides a dynamic and accessible learning experience for participants. The feedback gathered during testing suggests that the platform can effectively address knowledge gaps and improve understanding of sustainable food systems. Moving forward, further developments in the platform's content and features can enhance its usefulness and impact in promoting sustainable food practices.