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 4
Assessment of the pedagogical output of the project and best practices learned for replication

Co-funded by the Erasmus+ Programme of the European Union

https://foodimproviders.eu

This document forms part of the deliverables from the FOOD IMPROV'IDERS project which has received funding from the European Union's ERASMUS+ program under grant agreement 2020-1-FR01-KA204-080640.

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 can be found at www.foodimproviders.eu.

Authors:
Urška Jamnikar Ciglenečki, University of Ljubljana
Mojca Jevšnik, University of Ljubljana
Petra Raspor Lainšček, University of Ljubljana

Contributors:
Cristina Mora, University of Parma
Giovanni Sogari, University of Parma
Davide Menozzi, University of Parma
Hilva Gjoni, University of Parma
Françoise Gorga, ANIA
Elena López, Fundación Juana de Vega
Alfonso Ribas Alvarez, Fundación Juana de Vega
Adam Hegyi, Eszterházy Károly Catholic University
Galina Ivanova, Europroject

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1. Introduction

The fourth intellectual output (IO4) relies on assessment of the pedagogical outcomes to know if the project fulfils its goals in terms of pedagogical efficiency to reach the project objectives. The FOOD IMPROV'IDERS project is based on an active involvement of stakeholders and students who give us feedback regarding the pedagogical outcomes.

The output IO4 has three main goals:

- 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.

The results of the output IO4 demonstrate:

- end-users (teachers and students) feedback analysis;
- assessment of the pedagogical outcome of the projects;
- the report on the best practices experienced during the implementation of the FOOD IMPROV'IDERS project.

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

- D3.2: Report on the implementation of the first year of the blended learning (led by UL);
- D3.3: Report of the first year of self-learning on the e-learning platform (led by EP);
- D4.1: Report on feedback and areas of improvement for the second year of phase 2 (led by FJDV);
- D4.2: Fine-tuning e-learning platform, pedagogical content and training offer;
- D4.3: Report on the learning outcomes of the training and self-learning opportunities in Y3 (led by UL);
- D4.4: Report on the pedagogical outcome of the project (led by UL);
- D4.5: Best practices paper of the FOOD IMPROV'IDERS project (led by ANIA).

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	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. Deliverable D3.2 - Report on the implementation of the first year of the blended-learning (led by UL)

3.1. Introduction

Task 3.2 was dedicated to the implementation of the blended-learning offer of the FOOD IMPROV'IDERS project (offline and online). The consortium partners demonstrate the pedagogical content on short food chains and the e-learning platform developed during WP1 and WP2, providing the first year of large-scale implementation of the demonstration activities.

With a differentiated level of access on the online platform, the trainers check the pedagogical lessons and the exercises completed by the participants of the blended learning trainings. In this task, the consortium partners were flexible and adaptable for the learners needs and feedback during the first year. T3.2 is linked with T4.1 which aims to gather and analyse feedback received on the first year of the implementation. The partners monitored all the problems that arose with the pedagogical modules and we strive to address any emerging issues as fast as they appear regarding the provision of the pedagogical content online and offline with minor ongoing adaptations as needed. To assess the learning outcomes of the trained producers, each training sessions were followed by a self-assessment questionnaire where participants were be able to assess (i) their learning outcomes (qualitatively and quantitively), (ii) the training provision and (iii) comments and/or feedback. After training sessions, we gave participants some time. Then we asked participants to update this assessment by highlighting which learning outcomes and what learning component from the training they have effectively integrated in their daily life. The data we analysed and compiled in a report (year 1) of the blended learning training.

3.2. Summary of findings

Italian students at the **University of Parma** 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 at the **University of Ljubljana** 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 at the **Foundation Juana de Vega** 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 web conference sessions dedicated to different initiatives in short food supply chains (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 at **the Eszterházy Károly University** 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 non 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.

3.3. Conclusions

Students were in general satisfied with the activities performed during the in presence sessions. Pedagogical modules were clear and easily understandable. Some students suggested more tables, graphs, and infographics. In general, they would like to have more in presence sessions instead of reading the material independently. They also found the presence of a trainer during the sessions useful to guide the activities. Participants complained about the obligation to fill in a satisfaction survey at the end of each module. Students in Spain highlighted the importance of face-to-face meetings, but at the same time they consider it a time and cost burden. On-line technologies enable online classes, but the problem is isolated rural environments, which often have problems with connectivity. Students who are enrolled exclusively in the online version require constant monitoring by the course tutor, otherwise they may drop out of the program.
Some online students stated that they were only interested in the content of the modules, for self-study, and not interested in any certification or assessment, and therefore did not complete the multiple choice test or survey.

4. Deliverable D3.3: Report of the first year of self-learning on the e-learning platform (led by EP)

4.1. Introduction

The self-learning components of the e-learning platform are designed to reach a wider scope of EU producers and stakeholders across Europe, taking advantage of the dematerialised learning

opportunities provided by the e-learning platform and the adapted pedagogical content on short food chains.

The e-learning platform, which is a central part of the FOOD IMPROV'IDERS project, has been developed using the iterative approach and wide involvement of the target groups in the whole process of development and improvement of all technical features and training content. This platform, tailored to meet the needs of EU producers, falls under IO3, " Online e-learning platform with adapted pedagogical contents for self-learning and complementary modules for blended learning".

4.2. Summary of findings

Conclusions are based on the data provided by the project partners on the first year of implementation of the FOOD IMPROV'IDERS platform.
Different countries implemented various approaches in the implementation. Some of the partners, like Italy, started early trials, the information from which was especially useful in the process of finalising the platform and putting it online. Others, like Spain, delayed the trials at a later point, which, on the other hand, provided feedback at a different, more advanced point of development of the technical specifications and training content.
This deliverable, the Report on the first year of self-learning on the e-learning platform, offers an exhaustive examination of the platform's development and the first-year outcomes, reflecting meticulous design considerations, dynamic methodology, and user-friendliness. It encompasses the process, the internal review, and the improvements made, while also detailing the efforts in the different countries.
In summary, the report plays a multifaceted role within the project. It not only documents what has been achieved, including successes and challenges but sets the direction for future work. As a strategic document, it emphasises the importance of iterative approach in the logic of the FOOD IMPROV'IDERS project. It explains the collaborative endeavours within the project consortium, contributing to the project's broader goals. The detailed description of the analytics data used for reaching of better unterstanding of the user's behaviour and the analysis of the trials in each country, provide valuable information that will be effectively used for the improvement of all aspects of the FOOD IMPROV'IDERS training platform.

The blended and online learning offer and implementation during the first year in the partner countries provides direct and indirect data on the quality of the training materials and the technical level of the training platform.

Conclusions based on the implementation of first year trials at the University of Parma
The trials in Italy started before the platform was officially online. Despite this, they had offline access to the training materials and an opportunity to contribute to their improvement at an early stage. The data on the results reached by the students during the first-year implementation of the trainings in Italy provides indirect information on the quality of the training materials although that there is no information about the level of technical implementation of the platform

itself. Although that the platform was not online during the implementation of the trainings in Italy.

Conclusions based on the implementation of first year trials at the University of Ljubljana
The training modules were tested during 9 in-presence sessions with about 50 participants each. The trainees reached very high average results for pedagogical modules Food safety and Food labelling. The two modules (Processing and Storage, Marketing) were rated slightly worse, and the module Management advice was rated the worst.

Even more valuable are the comments shared by the trainees who highlight important areas for improvement that should be considered by the partners in the process of iterative improvement of the training modules.

- Most of the students were satisfied with the quality of the seminar.
- Some of the respondents suggested clearer pictures and diagrams, and clarifying some more technical terms that might not be understood by respondents in the future.
- The students would have preferred to listen to the topic rather than a presentation by the professor. They would like to see more live lectures and find reading long texts dry and uninteresting.
- They made suggestions for more visual aids, such as tables, graphs, and infographics, and expressed preferences for presentations instead of a questionnaire.
- They liked the case studies provided, the link to additional learning, the additional resources, the infographics, the risks, and the problem of fake news, as well as guidance on how to ensure food safety.
- They would have liked more varied content and a summary of important messages with the professor. They praised the presentation and the topic, which helped them to acquire new knowledge.

Despite the comments shared, there was an overall approvement of the modules and satisfaction with the training platform and materials.

Conclusions based on the implementation of first year trials at the Fundación Juana de Vega
The Fundación Juana de Vega scheduled its face-to-face sessions once the platform was ready for use. The face-to-face sessions were designed as complementary training actions to the online modules. The overall satisfaction level of the participants in the sessions was very good (the attachment D3.3).

In the final satisfaction survey that students should complete at the end of each module, there was a dedicated question relating to the quality and usability of the platform. During the first year of testing, 40 responses were collected from 7 different people, as each student completed the same survey at the end of each of the modules. Some of the most important highlights on the technical aspect of the platform include very positive comments:

- It's going quite well, although I had problems accessing the surveys and exercises.
- In general, the tool works well at the technical level.

- it is a bit difficult to move around the platform, I think the index of the different modules could be more comfortable. But in general, the platform and its tools work well.
- I have had connection problems, probably due to the rural satellite internet I have.
- Good accessibility. The platform is comfortable.

All the comments will be taken into account and used for the further improvement of the platform.

Conclusions based on the implementation of first year trials at the Eszterházy Károly University
The participants performed the tasks using the modules and sub-modules on the platform. The EKU team assessed the results from the online training in Modules 2 to 7. The results of the test performed are very high with a minimum of 7 out of 10.

The same applies to the satisfaction survey with max. of 10 points for a question conducted separately for each of the pedagogical modules. To the question: "Did the training meet your expectations?" all respondents gave the highest score of 10. They answered very similarly to the second question: “How would you rate module out of 10?” and slightly less points were attributed to the third question: “Do you think there will be an opportunity to use the proposed tools?”

4.3. Conclusions

The results from the first year of self-learning on the e-learning platform are quite positive. The analytics data demonstrate the high interest in the tool developed, providing valuable information to all consortium partners on how to enhance the platform's features based on user behaviour.
Important insights are received also directly from the trainees during face-to-face and online sessions conducted in the partner countries. This wide approval of the training content confirms that the consortium is on the right path to developing valuable and essential training to support the broad adoption of short supply chains in the partner countries and across Europe. The iterative approach adopted, coupled with close cooperation with the target groups of the project, is particularly crucial for achieving high-quality training materials and maximising the overall impact of the project implementation.

5. Deliverable D4.1: Report on feedback and areas of improvement for the second year of phase 2 (led by FJDV)

5.1. Introduction

Task 4.1 is dedicated to review and analyse the feedback received from the first year of the implementation on the learning content, the training provision, and the e-learning platform.

Lead by FJDV, the direct feedback from the first year of the training (from T3.2) and online self-learning (gathered in T3.3) were complemented by statistics on the platform usage and engagement (D3.3) and analysed to identify successes, shortcomings and issues encountered and solved during the first year of the phase 2 and areas of improvements.

Building on D3.2 and D3.3, this report highlighted the key takeaways from feedback received, the improvements needed to address potential negative feedback/maximise successful practices and pointed out the best practices identified during the first year of phase 2 to facilitate wider replication.

5.2. Summary of findings

The Consortium partners offered different training programmes for the first year of testing, the evaluation methodology was consistent across all cases. The evaluation model was designed to assess both the online content on the LMS (Learning Management System) and the implemented B-learning offer.

When assessing the online platform, we sought feedback from users and aimed to provide additional training and resources for those struggling with certain aspects of the site during the second year of trials. Our overarching goal was to gain insight into users' perceptions of the strengths, weaknesses, and particular features of the platform that they found helpful or problematic.

For the blended learning programme, which blends face-to-face instruction with virtual tools such as web conferencing and on-line working groups, achieving specific educational objectives requires a strategic approach that combines online and traditional methods.

A student satisfaction survey was created to obtain subjective information about the learning experience of each student in each of the actions in which they participated. This survey was used both to validate learners' satisfaction with the online content and at the end of the complementary sessions included in the B-learning programmes.

We use also on-line test per pedagogical modules to assess content acquisition as a common and effective way to evaluate the knowledge and understanding of individuals in various subjects or areas of study.

Although the platform has numerous evaluation tools, due to the complexity and time needed to translate all the evaluation tools of the platform into the partners' languages, the consortium chose to implement the tests with G-forms, including it as an additional chapter at the end of each module, ensuring the tests were accessible to all participants.

5.3. Conclusions

The partners have confirmed that the materials designed and uploaded onto the e-learning platform, along with the complementary B-learning programme, were aligned with the needs and expectations of the target group. This confirmation was based on reflective analysis of feedback received from trainees and obtained from the platform itself.

For the second year of trials, alongside the execution of the suggested enhancements set out in this document, the partners must continue to oversee and assess the efficacy of the blended learning approach, making adaptations where needed to enhance students' achievements.
FOOD IMPROV'IDERS strategy of continuous improvement and adjustments could be crucial for achieving long-term success and enhancing enrolment numbers.

6. Deliverable D4.3: Report on the learning outcomes of the training and self-learning opportunities in Y3 (led by UL)

6.1. Introduction

The present D4.3 report is an update on D3.2 and D3.3 with a combined report on the second year of the implementation of the blended-learning and the self-learning opportunities. This report will provide and assessment of the second year of the implement of the training and self-learning and compare it the learning outcomes between the first and second year of the implementation.
As the leader of T3.2, UL was prepared T4.3 with the notable support of UP (T3.1 task leader) and EP (T3.3 task leader). At the end of the second year of the implementation, the consortium was follow-up and provide an update on D3.2 and D3.3 with a combined report on the second year of the implementation of the blended-learning and the self-learning opportunities. This report provided and assessment of the second year of the implement of the training and self-learning and compare it the learning outcomes between the first and second year of the implementation.

6.2. Summary of findings

Colleagues from **Foundation Juana de Vega** established that training proposal received great interest among the target group, however, the actual attendance at the web conference sessions was very low, as were the satisfaction surveys received. They have no data of the number of trainees who viewed the web conferences on a webcast mode, by accessing the cloud archive that was made available for this purpose. They also detected that some students fill in the surveys or take the tests in duplicate. It would be highly advisable for the platform to provide students with information on the modules taken and, on the surveys, and tests completed. In general, learners validate the training contents as very interesting, of good quality and useful for their working life.
The registered learners belong entirely to the first target group (primary producers, rural entrepreneurs, new entrants...) or to other actors of the food supply chain (public/private rural advisors) who are looking for complementary training but are generally not interested in diplomas or certificates, hence the low number of learners completing the surveys or taking the tests. Some students have been able to register directly on the e-learning platform, as they are only interested in the on-line contents, and are not registered on the Fundación Juana de Vega

website and therefore not included in the statistics and data showed of this document. At the end they recommend increasing the number of management tools currently available in the platform software, especially those for student monitoring and evaluation.

At **the University of Parma** the training sessions were organized always in two different sections:

- The theoretical section, in which the participants acquired the general knowledge on one or more topics;
- The practical section, in which the participants were put in situations in which they had to apply/use what they had just learned considering a realistic scenario.

Colleagues from **the University of Parma** established that the training sessions were useful for the participants because they were guided in the first uses of the platform and during the activities. They emphasized the usefulness of training sessions for the partners to understand how the users can use all the materials that are presented in the different pedagogical modules.

At **the University of Ljubljana** in presence training sessions were organized to present the aim and goals of the FOOD IMPROV'IDERS project and the concept of Short Food Supply Chain. After the presentation of the project the trainers demonstrated how the e-platform works of the FOOD IMPROV'IDERS project. Students were then introduced to the different topics of the modules and asked to create an account on the e-platform to access the pedagogical modules. Students had in general the highest knowledge in the pedagogical module tests: Food safety, Food labelling and Alternative food chains, and the worst performers on the test Managerial advice which was also reflected in first-year of blended learning.

At **the Eszterházy Károly Catholic University** the workshop "Market opportunities in short food chain models" was held in the framework of the FOOD IMPROV'IDERS project as the 2nd year blended learning opportunity. The event included five presentations on the topics of community supported agriculture and short food chains, with a focus on current issues, domestic knowledge, and good practices. There was also a discussion on how to make local products successful.
The very useful and topical presentations approached short food supply chains (SFSC) from a farmer's perspective, with a strong emphasis on the functioning of community supported agriculture (CSA) organizations. The presentations aimed at promoting farmers' participation in short supply chains. The role of the domestic agricultural sector in the national economy was also presented, with speakers assessing the place of agricultural production in the value chain, highlighting the role of small farms, and highlighting the prospects of the sector. They established that stakeholders from the field of agriculture prefers personal trainings and may have difficulties in digital comeptences. This experience was coming from the organizers opinion and stakehoders feedback as well. This fact increases the need of educating stakeholders for digital competences and try to build up combined opportunities to make the life long learning style more attractive for them. From the professional point of view they have different input knowledge for a certain topic but due to their high interest great increase can be reached on their output knowledge level.

6.3. Conclusions

Training sessions were organized in two different sections: the theoretical section, in which the participants acquired the general knowledge on one or more topics and in the practical section, in which the participants were put in situations in which they had to apply/use what they had just learned considering a realistic scenario. These training sessions were useful for the participants because they were guided in the first uses of the platform and during the activities.

For the partners these sessions were useful to understand how the users can actually use all the materials that are presented in the modules.
Stakeholders from the field of agriculture prefers personal trainings and may have difficulties in digital competences. This experience was coming from the organizer's opinion and stakeholders' feedback as well. This fact increases the need of educating stakeholders for digital competences and try to build up combined opportunities to make the lifelong learning style more attractive for them. From the professional point of view, they have different input knowledge for a certain topic but due to their high interest great increase can be reached on their output knowledge level.

7. Deliverable D4.4: Report on the pedagogical outcome of the project (led by UL)

7.1. Introduction

D4.4 is the Assessment of the pedagogical output of the project and best practices learned. In the report D4.4 the pedagogical outcome of the project will be presented.
During (D3.1, D3.2, D4.2) and after the demonstration, the partners performed a final qualitative and quantitative assessment of the impacts of the FOOD IMPROV'IDERS project's pedagogical outputs.
This assessment, led by University of Ljubljana, was drawn a report on the final learning outputs of the FOOD IMPROV'IDERS project (D4.3) taking into account the expected pedagogical outcomes against the results, the learning experience of the trainees based on the received feedback and ergonomic, user experience, design of the platforms with an assessment of the adequation between the developed materials and learners' preferences and digital skills.

7.2. Summary of findings

Students were in general satisfied with the content and quality of the modules. They also emphasized the usefulness of the modules' content. They considered it easy to use in practice, and they were satisfied with the complexity of the content. Students praised the practical examples in the material, the usefulness of the links, graphs and tables.

The main comments from teachers were positive and oriented towards the challenges of preparing the pedagogical modules, since they gained a lot of experience in the field of the

peculiarities of the national operation of short food chains during the development of the content of the modules. The challenge teachers faced in coordinating the modules was certain differences in legislation between participating countries and finding the right balance of theoretical and practical knowledge due to the limited scope of the modules. Keeping in mind the needs of future users, teachers had to make many compromises regarding the in-depth discussion of individual knowledge materials. Another challenge that they faced was the simplification of certain topics in order to make them usable and understandable for users. This process was particularly difficult for topics such as Managerial advice and Food processing which are big topics, and some concepts can be difficult to simplify.
In order to determine whether the content was comprehensible, we gave all the pedagogical modules to participants to read and comment on their relevance and if everything was working (i.e., links, additional readings and so on).

7.3. Conclusions

Students were in general satisfied with the content and quality of the modules. They considered it easy to use in practice, and they were satisfied with the complexity of the content. Students praised the practical examples in the material, the usefulness of the links, graphs and tables.
The main comments from teachers were positive and oriented towards the challenges of preparing the pedagogical modules, since they gained a lot of experience in the field of the peculiarities of the national operation of short food chains during the development of the content of the modules. The challenge teachers faced in coordinating the modules was certain differences in legislation between participating countries and finding the right balance of theoretical and practical knowledge due to the limited scope of the modules. Keeping in mind the needs of future users, teachers had to make many compromises regarding the in-depth discussion of individual knowledge materials. Another challenge that they faced was the simplification of certain topics in order to make them usable and understandable for users. This process was particularly difficult for topics such as Managerial advice and Food processing which are big topics, and some concepts can be difficult to simplify.
In order to determine whether the content was comprehensible, we gave all the pedagogical modules to participants to read and comment on their relevance and if everything was working (i.e., links, additional readings and so on).

8. Deliverable D4.5: Best practices paper of the FOOD IMPROV'IDERS project (led by ANIA)

An article on best practices regarding FOOD IMPROV'IDERS was prepared.

9. Conclusions

Participants were in general satisfied with the activities performed during the in presence and on-line sessions with some recomendations. They were also satisfied with the content of the

pedagogical modules, it´s usefulnes and quality of the modules. Participants complained about the obligation to fill out a satisfaction survey at the end of each module.
The variety of training programmes implemented by the Consortium partners, as well as, the diversity in the background and profile of the participants (advanced students in agri-food disciplines, primary producers, rural advisors and entrepreneurs in the food sector) in the first year of trial, allow us for a wide range of conclusions with interesting perspectives for the optimisation of the e-learning FOOD IMPROV'IDERS platform and the B-learning programs in the second year. The platform enabled stakeholders to access timely and relevant content and provided them with effective training on crucial components of the food supply chain. They were able to quickly become up to date on industry-specific trends and developments and communicate their views with each other during face-to-face sessions. The results from the first year of self-learning on the e-learning platform are quite positive. The analytics data demonstrate the high interest in the tool developed, providing valuable information to all consortium partners on how to enhance the platform's features based on user behaviour.
Important insights are received also directly from the trainees during face-to-face and online sessions conducted in the partner countries. This wide approval of the training content confirms that the consortium is on the right path to developing valuable and essential training to support the broad adoption of short supply chains in the partner countries and across Europe. The iterative approach adopted, coupled with close cooperation with the target groups of the project, is particularly crucial for achieving high-quality training materials and maximising the overall impact of the project implementation.
The partners have confirmed that the materials designed and uploaded on to the e-learning platform, along with the complementary B-learning programme, were aligned with the needs and expectations of the target group. This confirmation was based on reflective analysis of feedback received from trainees and obtained from the platform itself.
The main comments from teachers were positive and oriented towards the challenges of preparing the pedagogical modules, since they gained a lot of experience in the field of the peculiarities of the national operation of short food chains during the development of the content of the modules. The challenge teachers faced in coordinating the modules was certain differences in legislation between participating countries and finding the right balance of theoretical and practical knowledge due to the limited scope of the modules. Keeping in mind the needs of future users, teachers had to make many compromises regarding the in-depth discussion of individual knowledge materials. Another challenge that they faced was the simplification of certain topics to make them usable and understandable for users. This process was particularly difficult for topics such as Managerial advice and Food processing which are big topics, and some concepts can be difficult to simplify.
For the second year of trials, alongside the execution of the suggested enhancements set out in this document, the partners must continue to oversee and assess the efficacy of the blended learning approach, making adaptations where needed to enhance students' achievements.
FOOD IMPROV'IDERS' strategy of continuous improvement and adjustments could be crucial for achieving long-term success and enhancing enrolment numbers.