INNO-4-AGRIFOOD
E-learning Environment
Final version
March, 2018

This project has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement Nº 681482. Coordinator: Q-PLAN International Advisors Ltd., Thessaloniki, Greece.
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# INNO-4-AGRIFOOD

## Project Information

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th>“Capitalising the full potential of on-line collaboration for SMEs innovation support in the Agri-Food ecosystem” (Grant Agreement No 681482)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>March, 2016 – August, 2018 (30 months)</td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.inno4agrifood.eu">www.inno4agrifood.eu</a></td>
</tr>
<tr>
<td><strong>Coordinator:</strong></td>
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</tr>
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</tr>
</tbody>
</table>

### Project Overview:

INNO-4-AGRIFOOD is an EU-funded project set on fostering and stimulating online collaboration for innovation amongst SMEs active within the European Agri-food Ecosystem. To this end, INNO-4-AGRIFOOD aims at delivering a set of demand-driven value propositions including:

- A new generation of innovation support services to be provided by specialised innovation consultants to agri-food SMEs, enabling them to capitalise on the full potential of online collaboration for innovation.
- A suite of ICT tools to support the delivery of the novel online collaboration for innovation support services.
- A series of e-training courses to equip innovation consultants with the knowledge and skills required to successfully support the online collaboration for innovation endeavours of agri-food SMEs.

All INNO-4-AGRIFOOD value propositions will be co-created, demonstrated and validated in real-life contexts. Moreover, the accumulated experience and lessons learned of the project will be diffused across Europe so as to fuel the replication of its results and thus enable SMEs in other European sectors to tap into the potential of online collaboration for innovation as well.

### Consortium:

1. Q-PLAN INTERNATIONAL LTD ([www.qplan-intl.com](http://www.qplan-intl.com)) - Greece
2. APRE - Agenzia per la Promozione della Ricerca Europea ([www.apre.it](http://www.apre.it)) - Italy
3. IMP³rove - European Innovation Management Academy ([www.improve-innovation.eu](http://www.improve-innovation.eu)) - Germany
4. EFFoST - European Federation of Food Science and Technology ([www.effost.org](http://www.effost.org)) – The Netherlands
5. BioSense Institute ([www.biosens.rs](http://www.biosens.rs)) - Serbia
6. National Documentation Centre ([www.ekt.gr](http://www.ekt.gr)) - Greece
7. Europa Media Non-profit LTD ([www.europamedia.org](http://www.europamedia.org)) - Hungary
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1. Introduction

This report showcases the final version of the e-learning environment developed within the framework of the INNO-4-AGrifood project. To this end, it builds upon the work introduced by the INNO-4-AGrifood Curriculum Concept\(^1\), the report on the first version of the INNO-4-AGrifood E-learning environment\(^2\) as well as upon the report of the second version of the INNO-4-AGrifood E-learning environment\(^3\).

In particular, the presented INNO-4-AGrifood E-learning environment builds upon the work and the conclusions drawn from the INNO-4-AGrifood Curriculum Concept which presented the key objectives and the curriculum of the training as well as outlined the actions that should be taken towards the development of the e-learning environment within the framework of the project. Moreover, the two-consecutive e-learning reports introduced the development process as well as the methodology for the transformation of the content along with the iterative refinements and extensions that followed.

Indeed, throughout the duration of INNO-4-AGrifood, the e-learning environment and its content are developed and tested in 3 iterations, each one ending with a stakeholder-driven validation process. After each process, feedback is gathered, and conclusions are derived and reflected in the report. In this context, the current report presents the final version of INNO-4-AGrifood’s e-learning environment, including its fully developed features and capabilities. The detailed changes introduced to the e-learning environment under each iteration are presented as well, along with the respective validation processes and technical improvements implemented to the platform with a view to creating a more streamlined user experience.

With the above in mind, the current report is structured as follows:

- **Chapter 1** introduces the current report, the context in which it has been elaborated as well as how it is structured;
- **Chapters 2** provides a concise overview of the e-learning modules as featured within the final version of the e-learning environment;
- **Chapter 3** elaborates on the design and structure of the e-learning modules as well as of their extensions as implemented in previous iterations;
- **Chapter 4** introduces the real-life, video-supported case studies, their creation process, design and transformation into e-learning content;
- **Chapters 5** briefly presents how the latest validation process took place and what were the major conclusions that were drawn;
- **Chapters 6** describes the structure and functionalities of the e-learning platform that hosts the e-learning environment of INNO-4-AGrifood;

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1. The Curriculum Concept is described in the respective report available at the web portal: http://inno4agrifood.eu/assets/content/publication/D2.3_INNO-4-AGrifood%20Curriculum%20Concept_vPublic.pdf
2. The 1\(^{st}\) version of the INNO-4-AGrifood e-learning environment is presented in the respective report produced in the framework of the project and available at its web portal: http://inno4agrifood.eu/assets/content/publication/D2.4_E-learning%20environment-%20First%20version_vPublic.pdf
3. The 2\(^{nd}\) version of the INNO-4-AGrifood e-learning environment is presented in the respective report produced in the framework of the project and available at its web portal: http://inno4agrifood.eu/assets/content/publication/D2.5_E-learning%20environment-%20Second%20version_vPublic.pdf
• **Chapter 7** provides details on the multi-layered certification scheme that underpins the project’s e-learning offer;

• **Chapters 8** outlines the next steps foreseen in for the e-learning environment within the framework of the project.

In addition, the **Annexes** of this document feature screenshots of the modules and case studies of the extended e-learning content produced during the third iteration, the forms that are utilised to collect feedback from e-learning participants as well as an overview of the refinements and extensions that were introduced to the e-learning content over the three iterations. Finally, it should be noted that the development of the e-learning environment has been undertaken by Europa Media (i.e. technical development and administration) with the cooperation of all partners (in terms of content development).
2. **E-learning modules description**

The e-learning environment features 13 e-learning modules segmented in 7 training sections based on the curriculum concept of INNO-4-AGRIFOOD (4). Each module features a content segment and is gamified providing interesting exercises and quizzes, aimed to stimulate the knowledge of the users, but also assist them to memorize the content. The average time for a module is between 15 to 20 minutes, depending on the content and exercises. Further information regarding the design and structure of the modules is provided in the upcoming chapters.

With that in mind, the content of the e-learning environment evolved in each iteration where new chapters, exercises or quizzes were added. The following figure depicts the content and structure of training sections and respective e-learning modules of the e-learning environment when it was first launched.

*Figure 1: Overview of the e-learning modules*

Each module underwent an extension stage where it was enriched either by new content, quiz or exercise. The extensions were done on a 6-monthly basis taking into consideration the feedback of the users of the e-learning platform. The following overview showcases the duly formed modules at the end of the final iteration cycle.

Module 0. **“Introduction to the INNO-4-AGRIFOOD Services”**

Module 0 provides a guide for the novel INNO-4-AGRIFOOD services, aiming at supporting innovation in the agri-food sector. These services are designed to be provided by innovation intermediaries and emphasize on nurturing online collaboration for innovation, addressing the needs of SMEs of the agri-food ecosystem.

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4 For more information on the curriculum of INNO-4-AGRIFOOD see the respective report available at the web portal of the project.
Module 1. “Technologies”

Module 1 presents the technologies in the agri-food sector and is divided into two chapters, one addressing state-of-the-art technologies and the other one emerging technologies. Additionally, the module features material created for describing technologies such as Cloud Computing and Big Data Analytics and their use for the benefit of agri-food domain. The State-of-the-art Technologies section also provides a brief overview of the FIWARE programme. In the Emerging Technologies section, the content explores sensing technologies and their use for the benefit of agri-food domain and presents the example of AgriSens.

Module 2. “Agrifood Ecosystems”

Module 2 outlines the characteristics of agri-food ecosystems segmented into two chapters, one dealing with the size and structure of the EU agri-food value chain and the other one with EU-funding opportunities in the agri-food sector. The first chapter features information on Banana value chains in Europe, depicting new patterns of modern value chain formations. It also shows some of the Unfair Trade Practices used in agri-food products commercial movements. The second chapter refers to the Common Agricultural Policy (CAP).

Module 3. “Access to Networks in the Agrifood Industry”

Module 3 aims to familiarize the user with the key features of important networks in the industry such as TRADEIT (www.tradeitnetwork.eu), TRAFOON (www.trafoon.eu), www.organic-bio.com and of course the Enterprise Europe Network (een.ec.europa.eu). The training material includes information on the networks themselves (e.g. their characteristics in terms of users and size), their added value for the user as well as their usage.

Module 4. “Agrifood Trends”

Module 4 provides an overview on emerging trends in the agri-food sector by using investments such as a “trend barometer”. In addition, this module outlines general trends that are affecting the agri-food ecosystem with a focus on food production and food consumption. Moreover, the module describes the major agTech accelerators within the Agrifood Eco-System.

Module 5. “Identify Clients’ Issues”

The module offers innovation intermediaries a practical approach for identifying customer needs. It also provides intermediaries with a solid understanding of the types of tools that are available for identifying these needs. In continuation, the module features exercises for mastering the customer journey mapping process.

Module 6. “Support Clients”

This module provides knowledge to innovation intermediaries about key business advisor concepts, i.e. developing and challenging business plans, conducting market analyses and finding opportunities for funding. Additionally, the module features a chapter on obtaining EU funding which functions as a short manual with the aim to provide an additional tool to enhance the skills needed for developing proposals under EU competitive programmes.

Module 7. “Soft skills”

This module focuses on the importance of effective communication as the basis for a fruitful cooperation between intermediaries and agri-food SMEs in innovation projects. According to the skills gap analysis
conducted in the context of the project, the ability to change clients’ behaviours and influencing clients’
attitudes lag somewhat behind other investigated soft skills, which overall received the highest scores among
the assessed skill areas. In addition, the module features a chapter that focuses on how trust can be built in
the client through a remote collaboration. It provides the user with tips how to manage the relationship with
the client when there is minimal face to face contact.

Module 8. “Identify and Connect Potential Partners”
Module 8 addresses potential barriers in initiating international collaborations, such as intercultural
difficulties, language barriers, etc. Contents include the types of collaborations that exist as well as guidelines
on the steps an intermediary should take in order to help the client to be more open towards collaboration.
Moreover, the module explores best practices in connecting with potential partners. The chapter uses step
by step examples for searching for partners in the “Partner search” area and examples such as BioHorizon
project, EEN and NCPs.

Module 9. “Keep Collaboration Focused”
Module 9 equips the intermediaries with useful tools that help their clients to monitor their collaborations.
For example, editable templates for alerts and emails, an alarm system setting reminders for communication
efforts or project management tools are a part of the contents dealt with in this module. The emphasis on
this module is on the fact that there is no single “right way” to maintaining a collaboration – different paths
are possible to achieve the same result.

Module 10 shows intermediaries how to help their clients in protecting the commercial rewards for those
that innovate. This module briefly presents some basic information on Intellectual Property issues, enforcing
owner rights and confidentiality agreements.

Module 11 provides a basic understanding of the importance and subject of innovation management in the
agri-food ecosystem. Moreover, it raises awareness for innovation management support services among
intermediaries and outlines initial, practical steps and frameworks to get started with potential clients.

Module 12. “Work on Innovation Management with Client”
Module 12 provides a holistic overview on innovation management approaches to strengthen
intermediaries’ skills for delivering efficient and professional innovation management support services to
SMEs. The module goes deeper on how to systematically develop a fact-based action plan addressing the
client’s most important issues and provide recommendations for communications for innovation
management. This will be accessible in the form of a webinar.

Module 13. “ICT skills”
Module 13 provides intermediaries with an overview of online collaboration for innovation concepts, tools
and practices, as well as with guidance on how to use the INNO-4-AGRIFOOD Search Tool with an elaborate
video search function training that aims to support the delivery of the INNO-4-AGRIFOOD services presented
in Module 0.
3. Design, structure and extensions of the e-learning modules

3.1 E-learning modules

The process of the creation of the modules began with gathering of the content from the partners. For this particular step EM created an easy to follow Power Point presentation that was disseminated to the partners. After the receipt of the content, EM crosschecked the alignment of the content with the Curriculum Concept, refined the content and exercises and proceeded with the transformation of the modules. This process was conducted with Articulate Storyline, a professional software that is used for creating interactive courses.

In particular, the Articulate Storyline software enables users to click, hover over, or drag any object to trigger any action. Due to its flexibility and wide range of functions it fits every pedagogical design. It supports video and audio files and has a screen recording function that allows for the development of more immersive, engaging learner experiences. The program also incorporates a quizzing function, which provides a clear overview of the users’ performance. Finally, Storyline is suitable for the most widely used learning management systems since it publishes Tin Can API 1.0-, SCORM-, and AICC-compliant courses.

With the above in mind, the overall design of the e-learning modules has been selected to appropriately reflect the respective graphical design and colour palette of the project. The following screenshots demonstrate the overall flow, design and functionality of the e-learning modules.

*Figure 2: Example of a module extension done in the third iteration*
3.2 Module extensions

The extension of the modules of the INNO-4-AGRIFOOD e-learning environment followed the same guidelines as the creation of the modules set forth in the Curriculum Concept. The extensions were done in Power Point based on the instructions sent by EM to all project’s partners involved in their development. Following their collection, all module extensions were checked, proofread and prepared for audio recording. The programming of each module extension was done in Articulate Storyline and was integrated into the existing modules on the e-learning platform. Different techniques were applied for the module extensions ranging from: addition of new slides, addition of new chapters, extension of quizzes and exercises.

Figure 3: Example of content found in the modules
4. Design and structure of the case studies

As the e-learning environment provides the theoretical knowledge and base for improvement of its users, INNO-4-AGRIFOOD developed real life case studies in order to further enrich the learning experience and show practical examples of its services.

In total 12 case studies where developed, presenting the journeys of the companies that benefited from them. The case studies introduce the public with a short history of the company, business situation, scope of the service that was provided to them and lastly how the company and its operations benefited from it. A video segment was added to each case study to showcase how the innovation consultants of the INNO-4-AGRIFOOD consortium assisted the SME with the agri-food services.

More specifically, the partners responsible for the development of the real-life case studies had the task to address the framework topics mentioned in the table below and extract the respective data that would form an informative case study:

<table>
<thead>
<tr>
<th>Framework</th>
<th>Indicative content</th>
</tr>
</thead>
</table>
| Company profile         | - Type of industry and company size  
                          | - SME’s key business activities                                                    |
| Business situation      | - Company performance  
                          | - Industry dynamics                                                                |
| Key challenge           | - Option 1: Trigger that brought consultant and SME together  
                          | - Option 2: Relation of business situation to (collaborate) innovation or the INNO-4-AGRIFOOD services |
| Problem                 | - Option 1: SME’s key question to be answered by business advisor  
                          | - Option 2: Project’s aim aligned on                                               |
| Approach and solution   | - INNO-4-AGRIFOOD consulting approach applied  
                          | - Recommendations of business advisor  
                          | - Solutions implemented by the SME                                                 |
| Impact                  | - Immediate qualitative and quantitative impact  
                          | - Short-to mid-term impact  
                          | - Benefits for the consultant                                                      |

After 2 iteration processes, the INNO-4-AGRIFOOD portal features 12 case studies with highly distinctive background, as summarized in the following table.
### Table 2: Pool of selected SME cases

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Size (Number of employees)</th>
<th>Sector</th>
<th>Partner Responsible</th>
<th>Service Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSOKANOS</td>
<td>Greece</td>
<td>11 - 25</td>
<td>Supporting Industries</td>
<td>Q-PLAN</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>AGRIS</td>
<td>Greece</td>
<td>101 - 250</td>
<td>Farmers</td>
<td>Q-PLAN</td>
<td>Online Collaboration Apps</td>
</tr>
<tr>
<td>Zdravo produkt</td>
<td>Serbia</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>BIOS</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Anonymous&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Italy</td>
<td>1 - 10</td>
<td>Farmers</td>
<td>APRE</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>Molino Belotti</td>
<td>Italy</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>BIOS</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Plantaze Milosevic</td>
<td>Serbia</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>EKT/NHRF</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Mama’s Flavours</td>
<td>Greece</td>
<td>1 - 10</td>
<td>Farmers; Food processors; Supporting industries;</td>
<td>EKT/NHRF</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Messinian Hub</td>
<td>Greece</td>
<td>1 - 10</td>
<td>Food processors; Logistics &amp; sales; Supporting Industries</td>
<td>EKT/NHRF</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Matrix</td>
<td>Greece</td>
<td>3 - 4</td>
<td>Supporting industries</td>
<td>APRE</td>
<td>Online Innovation Platforms</td>
</tr>
<tr>
<td>Ciccone</td>
<td>Italy</td>
<td>1 - 10</td>
<td>Farmers; Food processors</td>
<td>BIOS</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>CAM Engineering</td>
<td>Serbia</td>
<td>1 - 10</td>
<td>Supporting industries</td>
<td>Q-PLAN</td>
<td>Agribusiness Scan</td>
</tr>
<tr>
<td>Kotelis Nestor</td>
<td>Greece</td>
<td>11 - 25</td>
<td>Food processors</td>
<td>Q-PLAN</td>
<td>Agribusiness Scan</td>
</tr>
</tbody>
</table>

<sup>5</sup> The SME requested from the INNO-4-AGRIFOOD consortium to remain anonymous.
The case studies are highlighted on the main page of the INNO-4-AGRIFOOD web portal (see Figure 4).

Figure 4: Overview of the placement of the case studies on the INNO-4-AGRIFOOD web portal
To gain access to the case studies, interested users must register to the portal. The following screenshots from the case studies show the content presented under company profile, business situation, key challenges, problems, approach, solution and impact.

*Figure 5: Overview of the placement of the case studies on the INNO-4-AGRIFOOD web portal*

**Key challenges**

» Lack of active promo campaigns.

» Lack of clear sales strategy.

» A better organized and bigger workspace is needed.

*Figure 6: Overview of the placement of the case studies on the INNO-4-AGRIFOOD web portal*
**Figure 7: Overview of the placement of the case studies on the INNO-4-AGRIFOOD web portal**

**SERVICE NO 1: AGROBUSINESS SCAN**

**Impact of the I4A service**

- Messinian hub will enhance its ability to enter into new markets and find reliable partners.
- Skills for innovation to tackle the challenges of the KATANA project and win additional funding.
- Stronger knowledge base for online collaboration for innovation and better understanding of the available platforms and tools.
- Improved innovation strategy and innovation management capacity.
- Increased brand awareness.
5. Validation of the e-learning environment

As the e-learning environment was fine-tuned and enriched in three iterations it was crucial to validate our respective approach with users outside the consortium in order to get better information on how the new changes affected them and whether improvement was needed in certain aspects.

Through the interaction with the users the following changes were incorporated in the e-learning platform of INNO-4-AGRIFOOD:

- Both the module and general feedback form were placed in the same area.
- Slight technical and visual changes were made on the platform and website sections.
- The minimum requirement for submitting module feedback, is the completion of 1 chapter.
- Smart redirection of users to the general feedback form through the usage of a pop-up window.

These changes were discussed with active users of the e-learning platform in the framework of the latest INNO-4-AGRIFOOD Validation Workshop focusing on the e-learning environment of the project (6 external participants and 5 participants from consortium members). Over the course of the workshop, the following changes were suggested to be implemented before the end of the project:

- Improving the communication of the certification process for the users, while also providing more structured information of the completion processes.
- Providing examples and information on how the received INNO-4-AGRIFOOD certificates can help the recipients in their professional work environment.
- Providing information on the average time of completion in each module.

The feedback received from users through the validation process along with the feedback collected throughout the deployment of the e-learning environment will lead the final fine-tuning of the e-learning environment.

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6 A more detailed overview including the analysis of the received module and general feedback will be provided in D5.5 Feedback report - Final round.
6. E-learning platform description

6.1 Platform

In order to access the e-learning modules, all prospective users are required to register on the platform. The simple registration process (registration form, Figure 8) enables the consortium to gather relevant data which will help with the overall feedback collection process and assessment of the technical and content-wise aspects of the platform.7

Figure 8: Overview of the registration page for the e-learning platform

Once the prospective users register, they will gain access to the e-learning modules of INNO-4-AGRIFOOD (Figure 9 and Figure 10).

7 All data gathered from the users will be confidential and handled according to the procedures described within the project’s Data Management Plan.
The courses equip innovation consultants with the knowledge and skills required to effectively support online collaboration in the agri-food sector. The courses comprise 13 thematic and animated modules, each lasting 20 minutes and containing various video and audio functions, practical tips and meaningful examples that will make your training experience both constructive and entertaining.
An overview of how an e-learning module of INNO-4-AGRIFOOD will appear in the screen of the user is provided in Figure 11. The user will see a short description of the module followed by a breakdown of the chapters and quizzes that are visible. On the right-hand side, the user can see two feedback forms relating to the general feedback form for the platform and a specific module centred form. The general feedback form is active continuously while the module feedback form becomes active once the user finishes one chapter of the module.

The user, if interested can submit his/her feedback via the forms. An active textbox is available for the users if they would like to ask for additional clarification or information from the tutors. (Figure 12) Lastly, at the bottom, the user can find the pdf versions of the respective module, which are downloadable and free for use under the Creative Commons license.

Figure 11: Overview of an e-learning module presentations and quizzes
As the user goes through the module, progress will be tracked in two sections, the progress bar that will be available for the user as he/she re-enters a chapter of the module (Figures 13 and 14) and in the schedule of the module below. Once the chapter or quiz is completed, the platform will notify the user, as seen in Figure 14.

Additionally, in case of interruption of the module, for example if the user has other obligations and has to pause or end the chapter before completing it, the platform will track the progression and ask the user whether they want to continue where he/she left off, as it can be seen in Figure 15.
If visitors to the web portal have additional inquiries regarding the e-learning platform, they can contact the EM team via the “Contact form”, (see Figure 16). The contact form makes it easier for the users to submit their message under certain categories ranging from the support services, smart tools, e-learning platform and general inquiries.

Additionally, an icon for the contact form is placed on the top of the web page making it easier and simpler for users to submit their messages or questions, (see Figure 21).
Finally, the e-learning platform is responsive and accessible via multiple devices enabling the users to enjoy the e-learning experience on the go (Figure 18).

Figure 18: User accessing the e-learning environment via phone

6.2 Protection of the content

The INNO-4-AGRIFOOD environment uses the Creative Commons license type entitled Attribution Non-Commercial-NoDerivs (CC BY-NC-ND) in order to provide protection to its e-learning content. Information regarding the license was posted on the e-learning platform stating the conditions for the usage of the e-learning material and a link to the license text, should a user be interested to read further (see Figure 19).

Figure 19: Information regarding the Creative Commons license on the e-learning platform

The content on the INNO-4-AGRIFOOD e-learning platform is licensed under Attribution-NonCommercial-NoDerivs 3.0 Unported (CC BY-NC-ND 3.0). You may not use this work for commercial purposes. You may not alter, transform, or build upon this work. If you redistribute this work on a web page, you must cite the INNO-4-AGRIFOOD web page.

For more information regarding the license, please visit the following link.
7. Certification

As users progress with the modules on the platform, they can be certified for their spent time and acquired knowledge. The certification scheme is composed of three achievable titles, namely INNO-4-AGRIFOOD Guide, Advisor or Expert. For each of these there are several criteria that need to be satisfied:

- At the entry level, in order to become an INNO-4-AGRIFOOD Guide, a user needs to complete at least one module per training section (7 out of 14 modules, corresponding to 50% of the training content).
- At the intermediate level, in order to become an INNO-4-AGRIFOOD Advisor, a user needs to pass at least one module per training section plus 4 additional, freely selected modules (in total 10 out of 14 modules, which corresponds to 80% of the training content).
- At the advanced level, in order to become an INNO-4-AGRIFOOD Expert, a user needs to successfully complete all modules of the e-learning.

The following graphic showcases the certification process with simplified visuals:

![Figure 20: Graphic representation of the certification process](image)

Once the user achieves a status, an automatically generated and personalised certificate is sent to the user via email.
Figure 21: Automatic email sent to a participant once they achieve a level of certification

Dear Frosina Ilievksa,

Congratulations on successfully completing 14 e-learning modules on the INNO-4-AGRIFOOD web portal. In doing so, you have achieved the status of Expert.

Enclosed, you will find an e-learning certificate from the INNO-4-AGRIFOOD consortium, which demonstrates your achievements.

We are very much looking forward to welcoming you soon again on our platform, as well as in our social media channels.

With kind regards,
The INNO-4-AGRIFOOD team

Figure 22: Certificate received from the e-learning platform
8. Future plans for development

EM team will monitor closely the functioning of the e-learning environment till the end of the project duration. In parallel, EM will discuss with the INNO-4-AGRIFOOD consortium and explore options on ensuring the sustainability of the e-learning environment and its content beyond the project lifetime.
Annexes

Annex I – Sample screenshots from modules and their extensions

FRUITFUL COOPERATION WITH CLIENTS – REMOTE COOPERATION

**The role of non-verbal tools**

» Eye contact lends credibility to your words.

» Matching facial expressions give your message sincerity.

» Your posture expresses confidence and engages your listener positively.

» Your gestures emphasize key points and make you look truthful.

---

**Quiz**

**What does the vertical axis mean in the customer journey map?**

**A**

It's the points that should be considered.

**B**

It's the actions that the customer takes.

**C**

It means the points that should be considered and the actions that the customer takes.

---

INNO-4-AGRIFOOD E-learning Environment - Final version – March, 2018
Why were the INNO-4-Agrifood ICT Tools developed?

The smart ICT tools were specially developed in order to:

» support the efficient delivery of the INNO-4-Agrifood novel services for innovation support

» provide simple, meaningful, user-friendly and highly useable functionalities

» be utilized by agri-food consultants, as well as agri-food SMEs

To ensure that these tools provide value to the target groups, a co-creation approach was followed for designing them together with agri-food stakeholders.
**Introduction**

1. Conduct a proper analysis and derive solid, fact-based recommendations.

2. Convince your client that you are right.

*This chapter* puts special emphasis on the way you communicate your innovation management recommendations.

Four-step process for successfully communicating your recommendations.

---

**Now it's your turn!**

In general, which of the following statements would be suitable for a situation section?

- **A** Your company’s operating profit is way too low. Therefore, you need to lower your production cost.

- **B** Given the great technical changes in your industry, you need to invest in drones.

- **C** In the long history of your firm, you have constantly grown by 3% per year.
Annex II – Sample screenshots from case studies

Company profile

» Greek company established in 1983
» Set on advancing horticulture by providing seeds, seedlings, know-how
» Addresses the entire agri-food value chain and especially vegetable crop farmers
» More than 160 employees amongst which 70 are agronomists
» Integrated solutions
» International borderless activities
» Value co-creation for everyone
» High quality specifications for food safety and quality management
» One of the five companies with the GSPP certification worldwide

Business Situation

» Helping those who offer excellent quality products from the Mediterranean region.
» Helping reach new markets, promote products, receive funding and find partners.
» Increasing the women cooperatives’ productivity and efficiency.
» Strong and direct relationship with clients.
Key challenges

Challenges

» Low number of commercial partnerships.

» Marketing strategy.

» Access to state-of-the-art IoT solutions and precision agriculture studies.

» Further calibration of the application.

INNO-4-AGRIFOOD approach and solution
INNO-4-AGRIFOOD approach and solution

1. What service did we provide to this SME?
2. Click for information.
3. click for information.
4. How did our smart tools support the INNO-4-AGRIFOOD service?

SERVICE NO 3: ONLINE COLLABORATION APPS - USE WEB & MOBILE APPS TO ENHANCE COLLABORATIONS

Introduction

This is the case study of AGRIS, an innovative company that specialises in the field of horticulture.

» Company profile
» Business situation
» Key challenges
» INNO-4-AGRIFOOD approach and solution
» Impact
» How to provide Service no. 3: Online Collaboration Apps - Use web and mobile apps to enhance collaborations
Key challenges and business problems

Collaboration has been a key engine of growth:

» Systematic communication between different business units.

» Strategic collaboration with academic and research institutions.

Challenges

» The growth of AGRIS and its network of partners

• Collaboration with a large number of people across long distances

• Minimizing the time, effort and money involved in remote collaboration

Impact
Dear participant

Congratulations on completing the module! Before you move on, we are interested in your valuable feedback concerning the quality of the module. Your opinion will help us to improve the content and tailor it even more to your needs.

Please indicate the degree to which you agree with the following statements about the quality of the module:

<table>
<thead>
<tr>
<th>Statement</th>
<th>- 1 -</th>
<th>- 2 -</th>
<th>- 3 -</th>
<th>- 4 -</th>
<th>- 5 -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Agree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
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</tr>
<tr>
<td>The module was very well structured.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module contents met my expectations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module contents met my learning needs.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I missed important aspects in this learning module.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module will help me to provide better support services to my clients.</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The module was too difficult for me.</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It was fun to do this module.</td>
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<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I would recommend this module to other business advisors.</td>
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<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>The module’s interactivity met my expectations.</td>
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</tr>
<tr>
<td>The module helped improving my skills.</td>
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</tr>
<tr>
<td>Thanks to this module, I learned something new.</td>
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<td>○</td>
</tr>
<tr>
<td>The module deals with relevant content.</td>
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</tr>
</tbody>
</table>

Do you want to suggest changes to the module, add or remove content for future development? Do you have any other comments??
General feedback form

Dear participant

The INNO-4-AGRIFOOD project strives to improve its e-learning platform and relies on the feedback from its users. We will appreciate greatly if you take your time and fill in quickly this feedback form.

Please indicate the degree to which you agree with the following statements about the quality of the platform:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 - Strongly Disagree</th>
<th>2 - Disagree</th>
<th>3 - Neutral</th>
<th>4 - Agree</th>
<th>5 - Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The online navigation is clear, easy and fast. I could understand what to do.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>The registration procedure was easy, clear and fast.</td>
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</tr>
<tr>
<td>I could see the pictures and the text on the e-learning platform clearly.</td>
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<tr>
<td>I could hear the audio narration clearly without any difficulties.</td>
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</tr>
<tr>
<td>I did not experience any technical difficulties during the learning.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I could easily access the INNO-4-AGRIFOOD e-learning platform from different devices.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I will recommend the INNO-4-AGRIFOOD e-learning platform to colleagues.</td>
<td></td>
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</tr>
<tr>
<td>I will continue to use the INNO-4-AGRIFOOD e-learning platform in the future.</td>
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</tr>
<tr>
<td>I could easily register for a webinar.</td>
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<td></td>
</tr>
<tr>
<td>I found the learning experience intellectually satisfying and feel that I personally benefited from the e-learning modules.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I will apply the knowledge that I gained in my job.</td>
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</tr>
</tbody>
</table>

Open comments on any of the above points:
Annex IV – E-learning module extensions

The following content provides a more detailed overview of the extensions of the modules in the second and third iteration, as illustrated by the figure below.

**Module 0. “Introduction to the INNO-4-AGRIFOOD Services”**

Module 0 provides a guide for the novel INNO-4-AGRIFOOD services, aiming at supporting innovation in the agri-food sector. These services are designed to be provided by innovation intermediaries and emphasize on nurturing online collaboration for innovation, addressing the needs of SMEs of the agri-food ecosystem.

### Extensions to Module 1 in the second iteration

In the second iteration in the State-of-the-art Technologies section, additional material was created describing technologies such as Cloud Computing and Big Data Analytics and their use for the benefit of agri-food domain. In the Emerging Technologies section, new content was created describing sensing technologies and once more, their use for the benefit of agri-food domain.

### Extensions to Module 1 in the third iteration

In the third iteration State-of-the-art Technologies section was extended with a brief overview of the FIWARE programme. In the Emerging Technologies section, a brief overview is given on sensing technology and an example such as AgriSens.
Module 2. “Agrifood Ecosystems”

Module 2 outlines the characteristics of agri-food ecosystems segmented into two chapters, one dealing with the size and structure of the EU agri-food value chain and the other one with EU-funding opportunities in the agri-food sector.

Extensions to Module 2 in the second iteration

The expansion of the first chapter covers a new chapter on Agri-food Value Chain Examples, namely the Banana value chains in Europe, depicting new patterns of modern value chain formations. It also shows some of the Unfair Trade Practices used in agri-food products commercial movements.

The expansion of the second chapter refers to the Common Agricultural Policy (CAP). The CAP is a vast EU policy, and as such all its aspects cannot be described in one or even more chapters. With that in mind, the new addition focused on the description of the EU Agricultural quality products (i.e. PDO, PGI, TSG, etc.) explaining what Protected Designation of Origin means, with examples of indicative products per countries and what it takes for a product to be characterized as a quality product of an EU region.

Module 3. “Access to Networks in the Agrifood Industry”

Module 3 aims to familiarize the user with the key features of important networks in the industry such as TRADEIT (www.tradeitnetwork.eu), TRAFOON (www.trafoon.eu), www.organic-bio.com and of course the Enterprise Europe Network (een.ec.europa.eu). The training material includes information on the networks themselves (e.g. their characteristics in terms of users and size), their added value for the user as well as their usage.

Extensions to Module 3 in the second iteration

The process of identifying new networks for Module 3 is ongoing and will be finalized for the final iteration. The learning module may undergo several adjustments as well based on the final feedback collected.

Module 4. “Agrifood Trends”

Module 4 provides an overview on emerging trends in the agri-food sector by using investments such as a “trend barometer”. In addition, this module outlines general trends that are affecting the agri-food ecosystem with a focus on food production and food consumption.

Extensions to Module 4 in the second iteration

In the second iteration of the Emerging Trends in the Agrifood Eco-System chapter was extended with content describing the major agTech accelerators. Additionally, new examples are given of the major classes and technological subsectors.

Module 5. “Identify Clients’ Issues”

The module offers innovation intermediaries a practical approach for identifying customer needs. It also provides intermediaries with a solid understanding of the types of tools that are available for identifying these needs.
Extensions to Module 5 in the second iteration

A new interactive exercise was added to this module, enabling the participants to learn more about the customer journey mapping process. Furthermore, the quiz was extended with questions which aim to assess the knowledge of the participants after they complete the customer journey map exercise.

Module 6. “Support Clients”

This module provides knowledge to innovation intermediaries about key business advisor concepts, i.e. developing and challenging business plans, conducting market analyses and finding opportunities for funding.

Extensions to Module 6 in the second iteration

In order to provide a more enriched environment for the students based on the real-life case studies, Module 6 did not endure any content extension in the second iteration. For the third iteration, this module will take the best practices from the deployed case studies and incorporate segments from them into the interactive e-learning environment. This approach will showcase relatable real-life scenarios to the participants. In terms of fine-tuning the module endured some technical modifications which optimized its speed on the e-learning platform.

Extensions to Module 6 in the third iteration

This module was extended with a new chapter about on obtaining EU funding. This chapter was created after the consultations held with the partners on how to create new content that will be practical for the learners. As a result, the new chapter will function as a short manual with the aim to provide an additional tool to enhance the skills needed for developing proposals under EU competitive programmes.

Module 7. “Soft skills”

This module focuses on the importance of effective communication as the basis for a fruitful cooperation between intermediaries and agri-food SMEs in innovation projects. According to the skills gap analysis conducted in the context of the project, the ability to change clients’ behaviours and influencing clients’ attitudes lag somewhat behind other investigated soft skills, which overall received the highest scores among the assessed skill areas.

Extensions to Module 7 in the second iteration

In the second iteration module 7 was extended with an extra chapter. The chapter focuses on how trust can be built in the client through a remote collaboration. It provides the user with tips how to manage the relationship with the client when there is minimal face to face contact.

At the same time, the quiz is extended with a fourth pool of questions that is related to this newly added chapter.

Module 8. “Identify and Connect Potential Partners”

Module 8 addresses potential barriers in initiating international collaborations, such as intercultural difficulties, language barriers, etc. Contents include the types of collaborations that exist as well as guidelines on the steps an intermediary should take in order to help the client to be more open towards collaboration.
Extensions to Module 8 in the second iteration

In order to provide a more refined overview of intermediaries’ experience in connecting potential partners and collect more relevant examples for videos and exercises, the module extension will be carried out in Wave III. The first iteration and the validation process following it demonstrated that Module 8 provides comprehensive information on necessary steps to take in order to find the right partners.

Extensions to Module 8 in the third iteration

In the third iteration, Module 8’s existing chapter was enriched with best practices in connecting with potential partners. The chapter uses step by step examples for searching for partners in the “Partner search” area and examples such as BioHorizon project, EEN and NCPs.

Module 9. “Keep Collaboration Focused”

Module 9 equips the intermediaries with useful tools that help their clients to monitor their collaborations. For example, editable templates for alerts and emails, an alarm system setting reminders for communication efforts or project management tools are a part of the contents dealt with in this module. The emphasis on this module should be that there is no single “right way” to maintaining a collaboration – different paths are possible to achieve the same result.

Extensions to Module 9 in the second iteration

In the second iteration, Module 9 was updated with additional content on the project management tools listed in the first iteration as well as with the introduction of two tools used for creating questionnaires.


Module 10 shows intermediaries how to help their clients in protecting the commercial rewards for those that innovate. This module briefly presents some basic information on Intellectual Property issues and confidentiality agreements.

Extensions to Module 10 in the second iteration

This module in the second iteration was updated with two new slides regarding IPR infringement and enforcing owner rights.


Module 11 provides a basic understanding of the importance and subject of innovation management in the agri-food ecosystem. Moreover, raises awareness for innovation management support services among intermediaries and outlines initial, practical steps and frameworks to get started with potential clients.

Extensions to Module 11 in the second iteration

After the first iteration, the need to focus on the case study deployment has quickly shown to be a crucial step, as it will enable to showcase how the services applied in the real client context. Therefore, Module 11 did not endure additional content extension during the second iteration, as it will focus to address the fully
deployed case studies in the third and final iteration. Some technical fine-tuning was applied to the module in the second iteration such as correction of text, repositioning of graphical elements etc.

Extensions to Module 11 in the third iteration

In the third iteration this module was extended with an additional quiz in order to provide the learners with more exercise so that the material can be better absorbed.

Module 12. “Work on Innovation Management with Client”

Module 12 provides a holistic overview on innovation management approaches to strengthen intermediaries’ skills for delivering efficient and professional innovation management support services to SMEs.

Extensions to Module 12 in the second iteration

In module 12, a new “The Innovation Management Project” chapter builds further on the contents of Module 11 and the webinar. It presents how to systematically develop a fact-based action plan addressing the client’s most important issues. Along these lines, the new chapter aims to provide the participants with a way to communicate innovation management recommendations in a more impactful way. To this end, a webinar will be organized by IMP³rove Academy. Interested participants can easily register for the upcoming webinar through the e-learning platform of the project (as shown in Figure 3).

Module 13. “ICT skills”

Module 13 provides intermediaries with an overview of online collaboration for innovation concepts, tools and practices, as well as with guidance on how to use the INNO-4-AGRIFOOD ICT tools that aim to support the delivery of the INNO-4-AGRIFOOD services presented in Module 0.

Extensions to Module 13 in the second iteration

In view of the second iteration, the extension of module 13 focused on enriching chapter 4, which aims at better familiarizing users with the INNO-4-AGRIFOOD ICT Tools. New training material was added introducing the user to the video search function of the ICT tools. At the same time, this material also serves as a concise recapitulation of the meaningful information included in the chapter, providing a brief summary of the different functionalities offered by the ICT tools from the perspective of the video search function.

Extensions to Module 13 in the third iteration

In the third iteration the term was corrected for describing the ICT tools to reflect their novel brand name, i.e. "Search Tool", and the text within the chapter was improved. Additionally, two slides were included in order to present (i) the multiple languages featured by the search tool as well as (ii) a novel video tutorial we developed.