

ZERO-WASTE IN TRAINING FOR CATERING & HOTELS



R3 TRAINING PROGRAM MODEL

PILOT TRAINING GLOBAL FEEDBACK REPORT

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INTRODUCTION

The purpose of this document is to provide a detailed presentation of the results obtained during the training pilot conducted as part of the Zwitch project. The pilot was carried out to test and evaluate the contents developed in output 3 of the project.

Each participating partner in the pilot was responsible for collecting and reporting the results obtained from their respective experimentation. This includes both quantitative and qualitative data, as well as relevant observations and comments. The purpose of this report is to provide a comprehensive and clear summary of the pilot findings, which will allow for analysis and evaluation of the impact and effectiveness of the developed contents.

In addition to the obtained results, recommendations and conclusions based on the pilot findings will also be included. These recommendations can be used to improve and refine the training program in its final version, taking into account the experiences and feedback from the participants.

AIM OF THE PILOT TRAINING

During the pilot training, the objective was to evaluate and test the initial version of the *"Zero-Waste" training program model*. This program consists of five main modules that focus on the following topics: Purchase, Preparation, Production, Service, and Waste Management.

The main goal of the pilot was to collect feedback from all participating partners. This feedback will be crucial in defining and refining the final version of the training model. The comments, suggestions, and experiences shared by the partners will help identify areas for improvement and adapt the training program content to best fit the needs and expectations of the participants.

Once all the feedback has been gathered and the corresponding analysis has been conducted, the final version of the training model will be defined. This final version will serve as the foundation for delivering the training program on the online learning platform. Based on the lessons learned during the pilot, necessary adjustments and improvements will be made to ensure that the training program is effective, relevant, and of high quality

Methodology

During the period from May to June, the pilot study was conducted in the 5 partner institutions. Each partner selected two highly qualified trainers, experts in the field of "Zero-Waste," to guide and facilitate the learning process of the 15 students (participants) in their respective pilots.

- EU-trade (Lithuania) - 15 respondents
- OSENGO (France) – 15 respondents
- ITPIO (Bulgaria) - 15 respondents
- Euroform RFS (Italy) - 15 respondents
- Pap corp (Greece) - 15 respondents

During the training course, the 15 participating students had the opportunity to attend four intensive meetings, each lasting 5 hours, as planned in the detailed training program.

In these meetings, the participants were immersed in a stimulating and engaging educational environment dedicated to an in-depth analysis of the fundamental contents of the "Zero-Waste" training program. The trainers adopted an interactive teaching approach, offering dynamic presentations, practical exercises, and group discussions that encouraged active participation and interaction among the participants.

The analysis of the contents was conducted through the reading of provided materials and the active participation of the students. Practical exercises and end-of-module evaluations were carried out to measure comprehension and application of the acquired knowledge.

The second module of the course was implemented through the online learning platform to enhance the participants' experience. Through this platform, students had the opportunity to register and learn about the course content.

The online learning platform provided participants with a virtual space where they could interact with the course material flexibly and autonomously. They could access additional resources such as supplementary readings, explanatory videos, and relevant links, allowing them to expand their understanding of the concepts covered in the module.

The results obtained from each of the collected responses were analyzed comparatively. This allowed for a more comprehensive and detailed understanding of the situation in each of the countries represented by the partners.

SURVEY RESULTS

After each partner has administered all the questionnaires before, during, and after the training, we report the results obtained in this document in English, as indicated in this paragraph.

Entry assessment

- *Analysis question by question - Qualitative and Quantitative data*

Although the age range spans from 20 to 62 years old, the most common age among the participants in the pilot, 19 years old, indicates a significant presence of young participants who are interested in acquiring knowledge related to waste management in the hospitality and restaurant industry. This active participation of young individuals demonstrates a growing interest in sustainability and environmental impact within this sector.

Regarding education, there is a variety of degrees and diplomas among the participants, with secondary education, high school, and vocational training or certification being the most common.

In general, the participants have experience in sectors and disciplines related to hospitality and restaurant management. Some of the mentioned roles include hotel receptionist, waiter/waitress, chef, purchasing manager, accommodation director, hospitality business owner, event coordinator, hostess, hotel administrator, barista, and cleaning staff.

The majority of the participants showed a great interest in being part of the pilot, indicating their desire to acquire new knowledge about the "Zero-Waste" topic or to understand how it is applied in the hospitality and restaurant industry. There were also participants who already had some previous training on the topic and wished to delve deeper into it.

Module 1 evaluation

- *Brief Summary of the topic*

The evaluation of Module 1 was carried out to analyze and measure the understanding and satisfaction level of the participants regarding the introductory content of the purchasing module. The evaluation was based on different aspects, including:

Introductory content: The reception of the introductory content by the participants was evaluated. This evaluation took into account the clarity, organization, and relevance of the presented material.

Informational material: The ease of understanding of the informational material provided in the module was analyzed. Participants evaluated whether the information was presented clearly and if it was easy to comprehend.

Exercises and assessments: The usefulness of the exercises and assessments at the end of each lesson was examined. Participants evaluated whether these activities helped them verify their understanding and apply the acquired knowledge.

Additional resources: The usefulness of the additional resources provided in the course, such as supplementary readings, relevant website links, or explanatory videos, was evaluated. Participants assessed whether these resources helped them delve deeper into the topics covered.

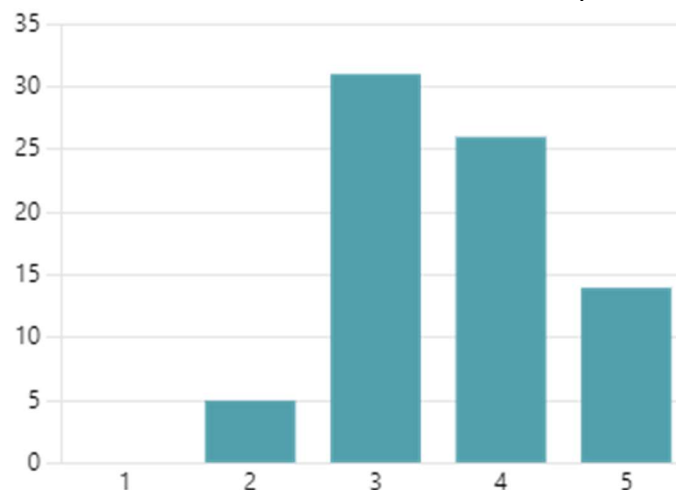
Conceptual understanding: It was analyzed whether participants were able to correctly comprehend the concepts presented in the purchasing module. This was evaluated through questions or activities that measured participants' understanding.

The overall evaluation of Module 1 was conducted by collecting and analyzing the responses and opinions of the participants. Both qualitative comments and numerical ratings or scores assigned by the participants were taken into account.

- *Analysis question by question- Qualitative and Quantitative data*

D. How do you rate the introductory content (structure, definitions) proposed for module 1?

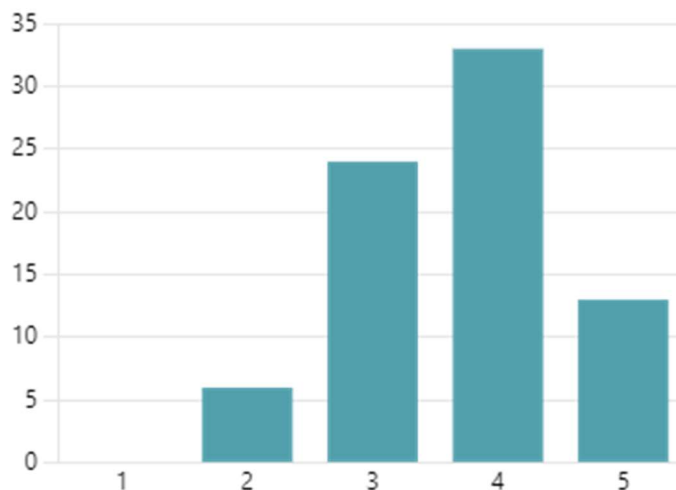
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,64

D. How do you evaluate the content of lesson 1?

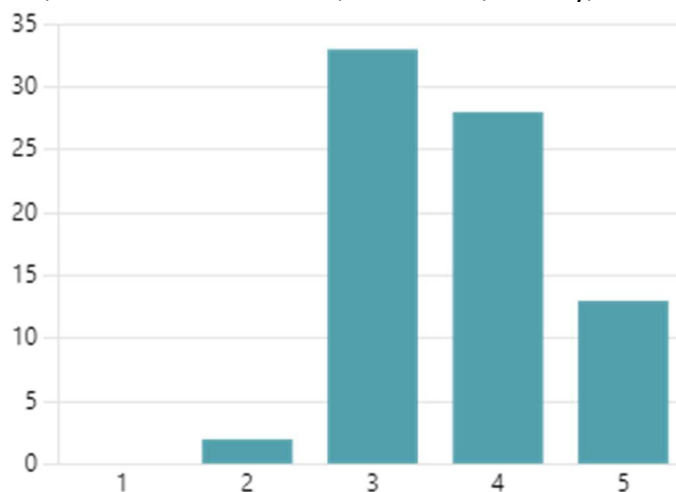
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,70

D. How do you evaluate the content of lesson 2?

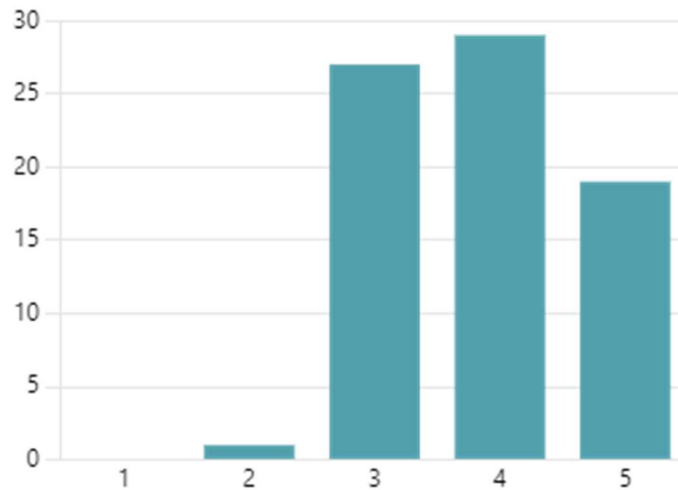
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,68

D. How do you evaluate the content of lesson 3?

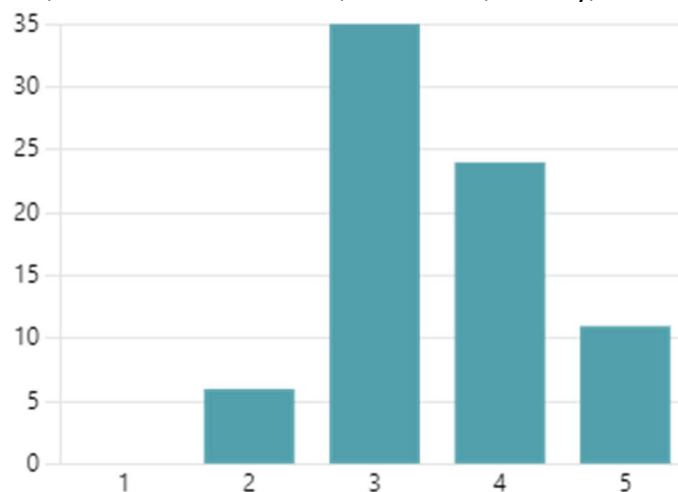
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,87

D. How do you evaluate the content of the sections Further reading, Bibliographical references, Technical sheets?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,53

Module 2 evaluation

- *Brief Summary of the topic*

The introductory content of the module was well received by the majority of participants. This implies that they found the initial material clear, interesting, and relevant to the topic of food preparation and waste reduction.

The exercises and assessments at the end of each lesson were positively evaluated as useful tools for verifying learning. This suggests that participants considered these activities helpful in applying the acquired knowledge and measuring their understanding.

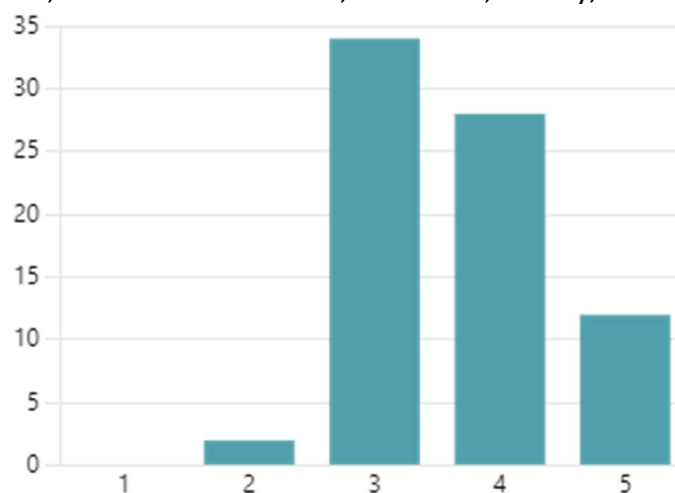
Participants found the additional resources provided in the course useful. This may include supplementary readings, links to relevant websites, or any other additional material provided to expand knowledge on food preparation and waste reduction.

Overall, participants were able to correctly understand the concepts presented in the module. This indicates that the course content was effective in conveying the necessary knowledge about reducing waste during food preparation, including practices of waste reuse, proper planning, and reducing food waste. This information provides an overview of how participants perceived the content and activities related to food preparation and waste reduction in the module.

- *Analysis question by question- Qualitative and Quantitative data*

D. How do you rate the introductory content (structure, definitions) proposed for module 2?

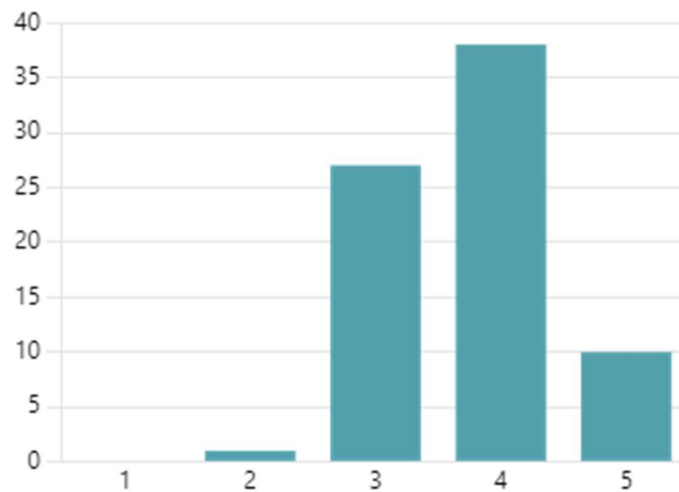
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,66

D. How do you evaluate the content of lesson 1?

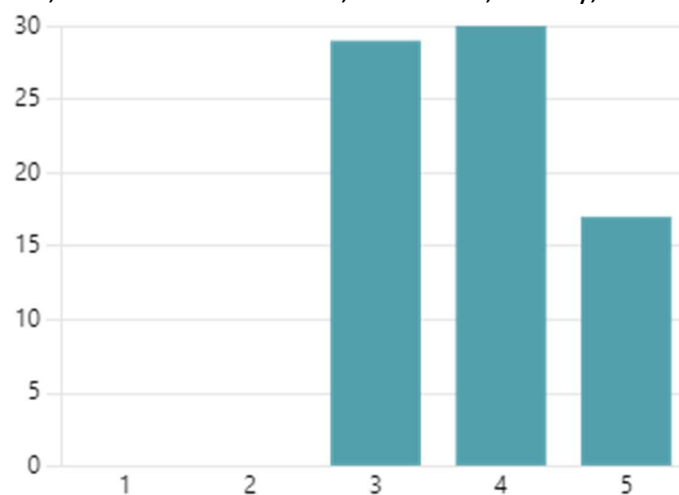
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,75

D. How do you evaluate the content of lesson 2?

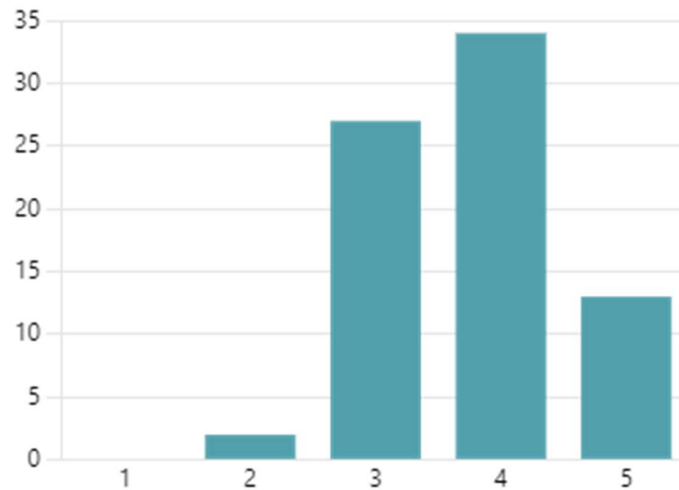
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,84

D. How do you evaluate the content of lesson 3?

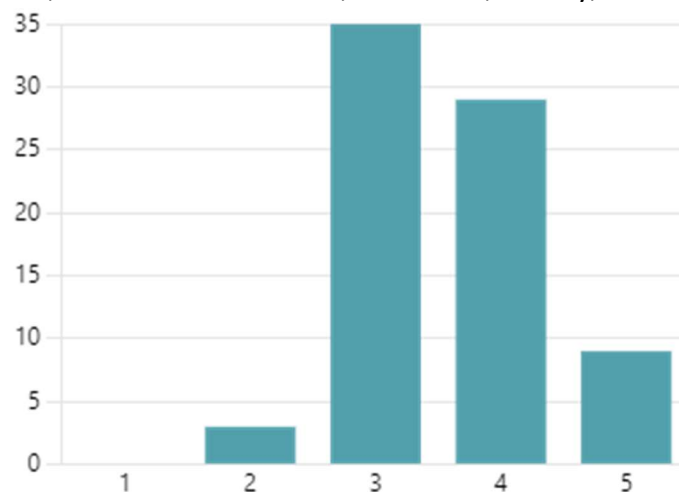
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,76

D. How do you evaluate the content of the sections Further reading, Bibliographical references, Technical sheets?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,58

Module 3 evaluation

- *Brief Summary of the topic*

The third module focused on food production and how zero-waste practices can be applied in food production. Participants found the discussion on reducing waste during food production through the use of efficient equipment and production optimization to be useful.

Here are the key points from the evaluation of Module 3:

Introductory content: The introductory content of the module was well evaluated by the participants. This indicates that they found the initial material to be clear and informative, setting a good foundation for the topic of food production and waste reduction.

Exercises and assessments: The exercises and assessments at the end of each lesson were evaluated as useful tools for verifying learning. Participants found these activities helpful in reinforcing their understanding and measuring their progress.

Additional resources: Participants found the additional resources provided in the course to be useful. This suggests that supplementary materials such as readings, links, or other resources were beneficial in enhancing their knowledge on waste reduction in food production.

Understanding of concepts: The majority of participants demonstrated a correct understanding of the concepts presented in the module. This indicates that the course content effectively conveyed the necessary knowledge about reducing waste in food production through efficient equipment utilization and production optimization.

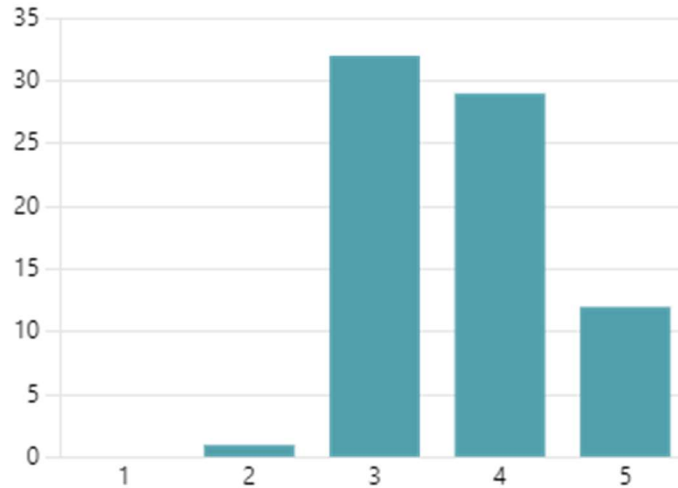
Suggestions: There were suggestions to include more videos in the course. This feedback indicates that participants found videos to be engaging and effective in enhancing their learning experience. Incorporating more videos could provide visual demonstrations and further enrich the content delivery.

Overall, Module 3 received positive feedback from participants, indicating their appreciation for the content, exercises, and additional resources. The suggestion for more videos highlights the potential for multimedia elements to enhance the learning experience.

- *Analysis question by question- Qualitative and Quantitative data*

D. How do you rate the introductory content (structure, definitions) proposed for module 3?

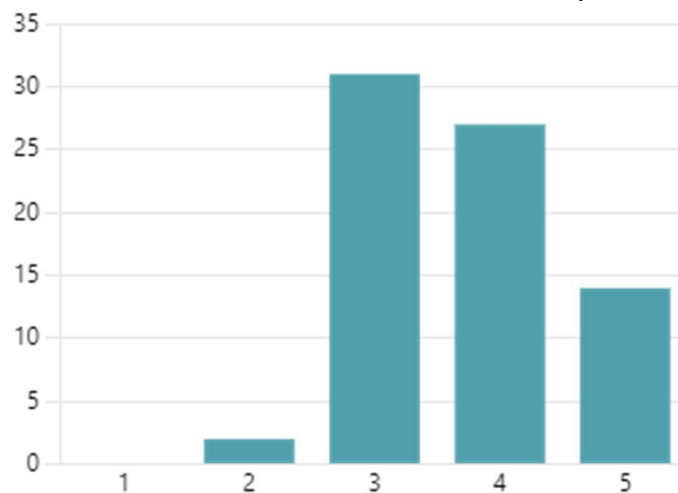
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,70

D. How do you evaluate the content of lesson 1?

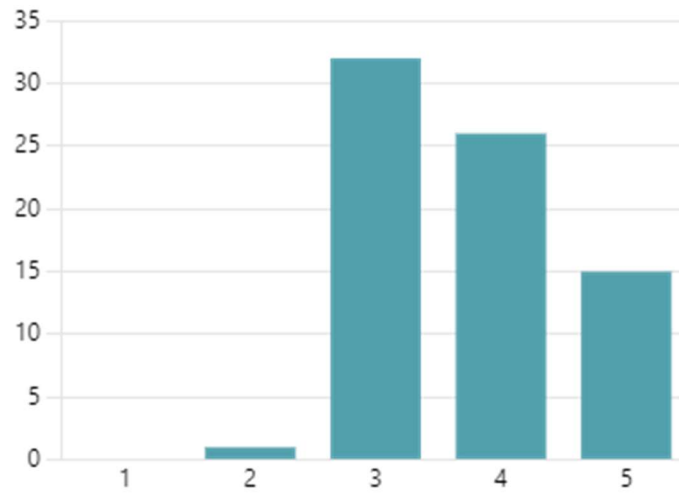
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,72

D. How do you evaluate the content of lesson 2?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)

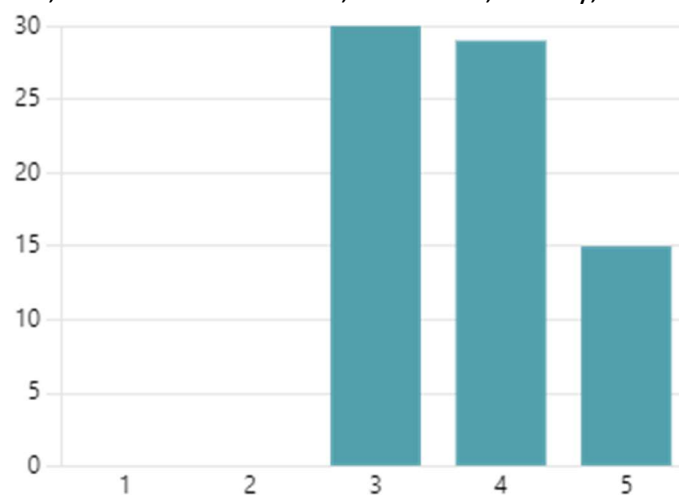


Average value: 3,74

D.

How do you evaluate the content of lesson 3?

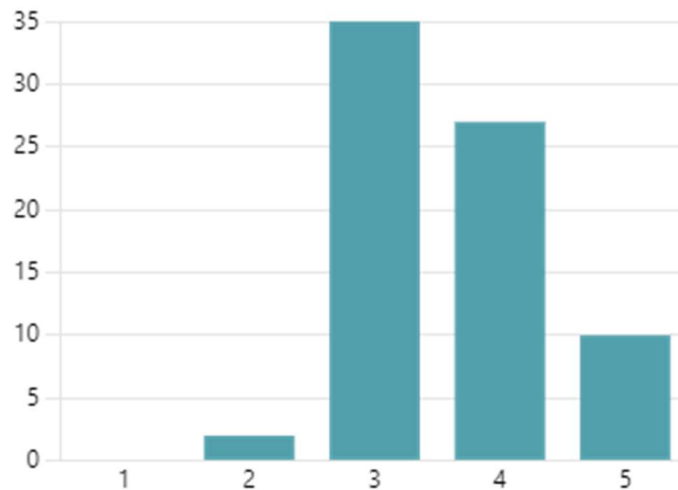
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,80

D. How do you evaluate the content of the sections Further reading, Bibliographical references, Technical sheets?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,61

Module 4 evaluation

- *Brief Summary of the topic*

The fourth module focused on how to apply zero-waste practices in food service, from presentation to customer service. Participants found the discussion on reducing waste during food service through the reuse of leftovers and service optimization to be helpful.

Here are the translations of the evaluations on the assessed points of the module:

Introductory content: The introductory content of the module was positively evaluated by a significant number of participants. This indicates that they found the initial material informative and relevant for understanding the topic of waste reduction in food service. A good introductory content establishes a solid foundation for further learning.

Exercises and assessments: Participants evaluated the exercises and assessments at the end of each lesson as useful tools for verifying learning. These activities helped them apply the acquired knowledge and assess their understanding of the concepts related to waste reduction in food service. It is encouraging to see that participants considered these tools beneficial for their progress.

Additional resources: Participants found the additional resources provided in the course helpful. This suggests that supplementary materials such as readings, links, or online resources were

positively valued and helped enrich their understanding of waste reduction in food service. Additional resources can provide broader and more detailed perspectives on the topic.

Understanding of concepts: The majority of participants successfully understood the concepts presented in the module. This indicates that the course content was effective in conveying the necessary knowledge on how to reduce waste in food service, including the reuse of leftovers and service optimization. A solid understanding of the concepts is essential for implementing zero-waste practices effectively.

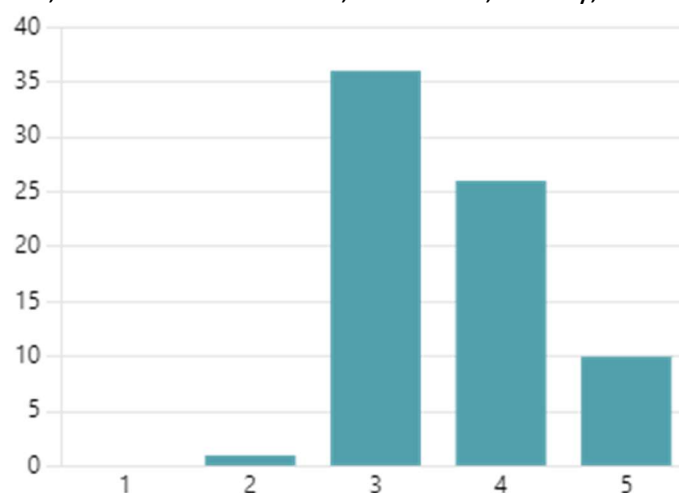
Suggestions for improvement: Suggestions were made regarding the terminology used and the inclusion of more videos in the course. These suggestions present opportunities to enhance the quality and experience of the course. Clarity in terminology can help participants better comprehend the concepts, and the inclusion of more videos can provide more effective visualization of recommended procedures and practices.

In summary, the fourth module received a positive response from participants. The discussion on waste reduction in food service was considered helpful and relevant. Additionally, participants valued the exercises, assessments, and additional resources provided. The suggestions for improvement offer opportunities to optimize the content and delivery of the course in future iterations.

- *Analysis question by question- Qualitative and Quantitative data*

D. How do you rate the introductory content (structure, definitions) proposed for module 4?

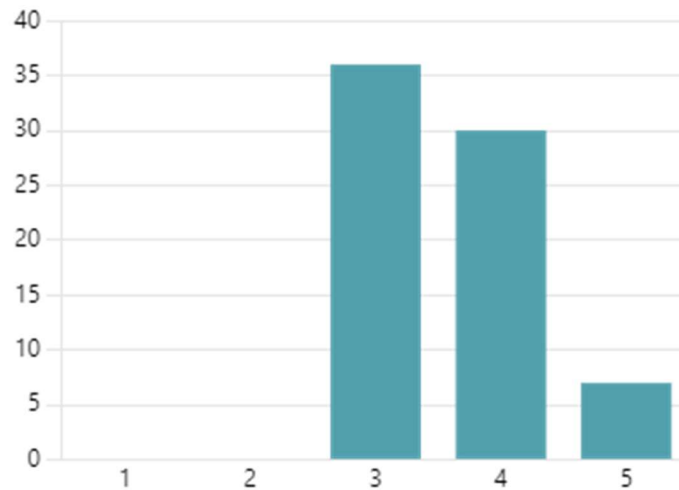
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,62

D. How do you evaluate the content of lesson 1?

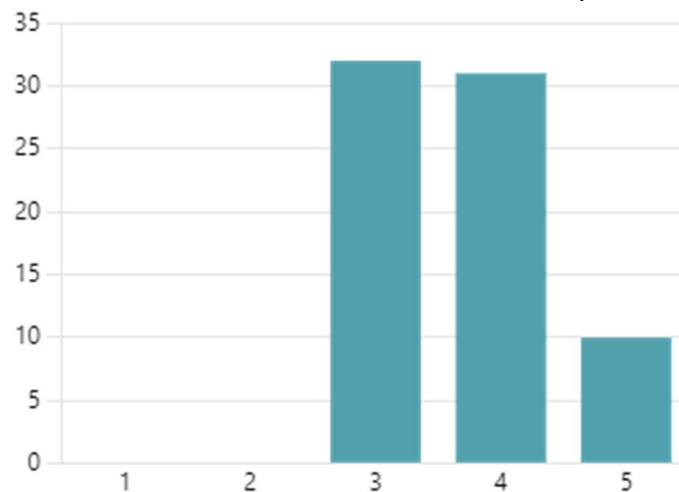
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,60

D. How do you evaluate the content of lesson 2?

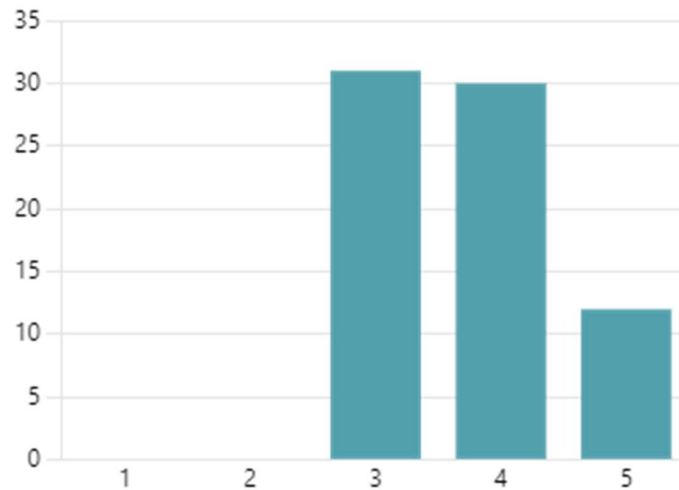
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,70

D. How do you evaluate the content of lesson 3?

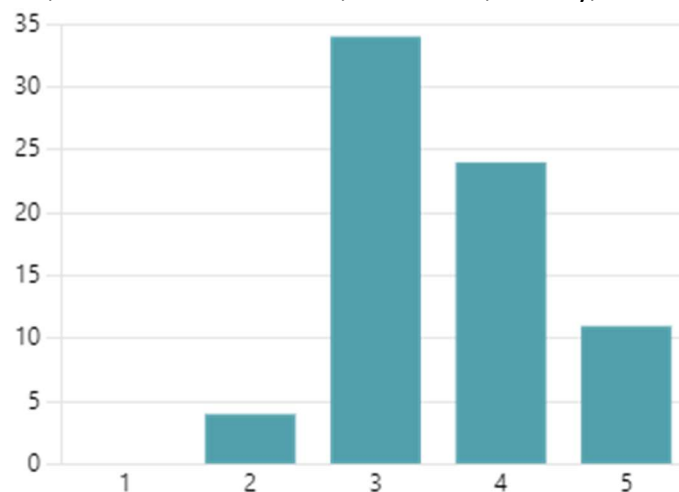
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,74

D. How do you evaluate the content of the sections Further reading, Bibliographical references, Technical sheets?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,58

Module 5 evaluation

- *Brief Summary of the topic*

Module Content: Participants found that the content of the waste management module was clear and understandable. This indicates that the material presented in the module was effective in conveying the necessary knowledge on how to manage food waste in a more sustainable and efficient manner.

Exercises and Assessments: The exercises and assessments at the end of each lesson were evaluated as useful tools for verifying learning. This suggests that participants considered these activities helpful in applying the concepts learned and evaluating their understanding in relation to waste management.

Additional Resources: Participants found the additional resources provided in the course helpful. This implies that supplementary materials, such as additional readings, links, or online resources, were positively valued and helped enrich their understanding of waste management.

Understanding of Concepts: The majority of participants were able to correctly understand the concepts presented in the module. This indicates that the course content was effective in conveying the necessary knowledge on how to reduce food waste through an understanding of different types of waste and their proper management. A proper understanding of these concepts is essential for implementing efficient and sustainable waste management practices.

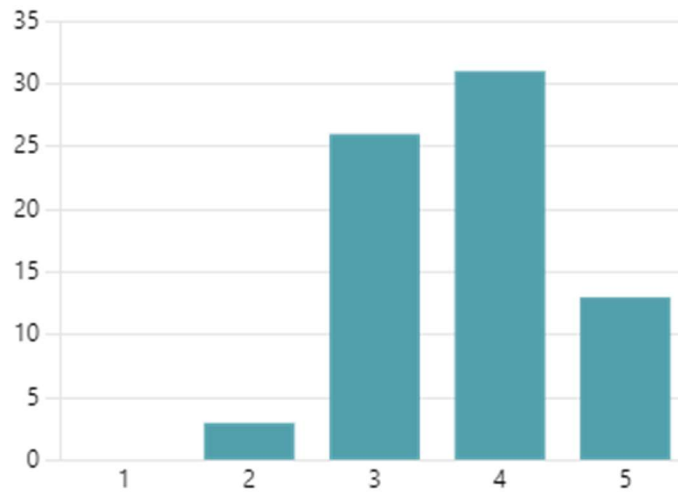
Suggestions for Improvement: Suggestions were made regarding the terminology used in the course. These suggestions point to the need for improving the clarity and precision of the language used to ensure optimal understanding by participants.

In summary, Module 5 received a positive response from participants. The discussion on sustainable and efficient food waste management was considered valuable. Additionally, participants valued the exercises, assessments, and additional resources provided.

- *Analysis question by question- Qualitative and Quantitative data*

D. How do you rate the introductory content (structure, definitions) proposed for module 5?

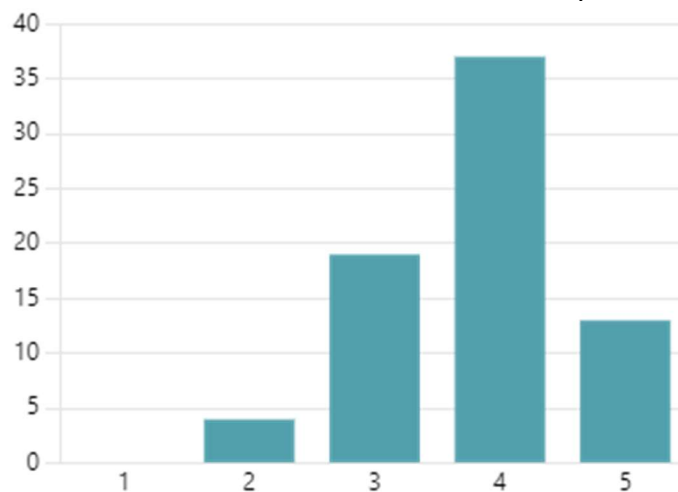
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,74

D. How do you evaluate the content of lesson 1?

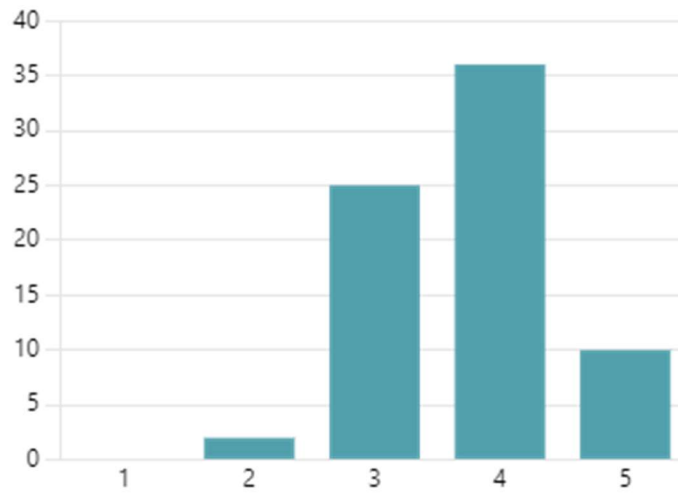
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,81

D. How do you evaluate the content of lesson 2?

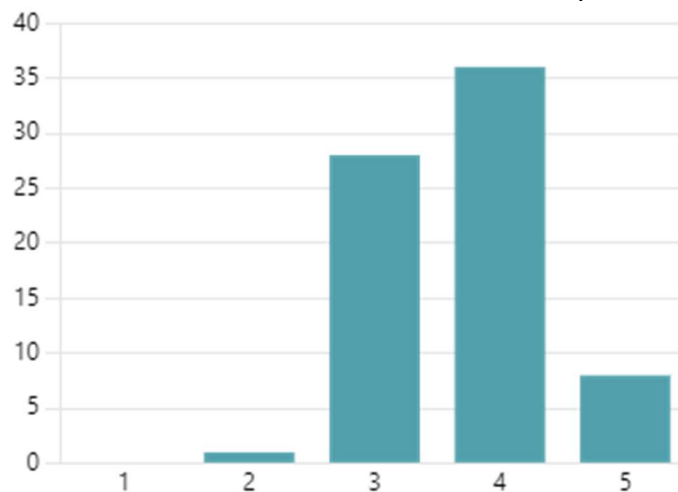
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,74

D. How do you evaluate the content of lesson 3?

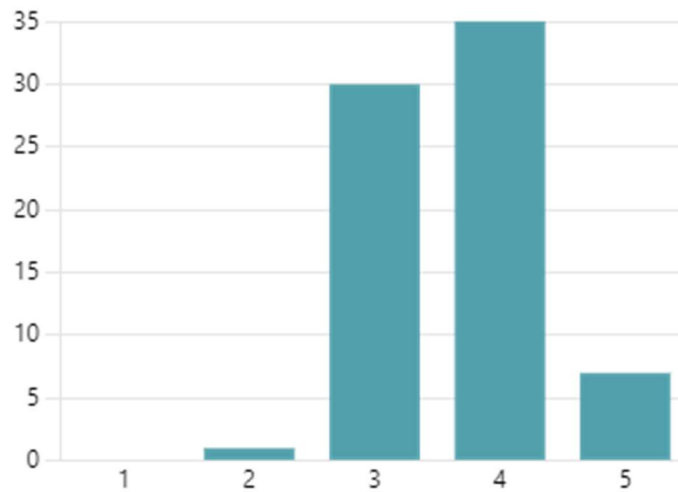
(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,70

D. How do you evaluate the content of the sections Further reading, Bibliographical references, Technical sheets?

(1: Difficult, 2: Somewhat difficult, 3: Normal, 4: Easy, 5: Very easy)



Average value: 3,66

Final assessment

- *Brief Summary of the topic*

According to the data collected in the final surveys, it can be concluded that the majority of participants in the “zero-waste” management pilot found the taught content interesting and useful for their work. Most participants positively evaluated the content covered during the course, rating the technical quality of the materials with an average score of 3-4 on a scale of 1 to 5. Similarly, participants positively assessed the organization of the content, noting that it was clearly presented.

The majority of participants positively evaluated the duration of the course, considering it appropriate for adequately covering all the topics. However, some participants mentioned that the course format was primarily based on written material, suggesting that it would be helpful to have more examples and explanations.

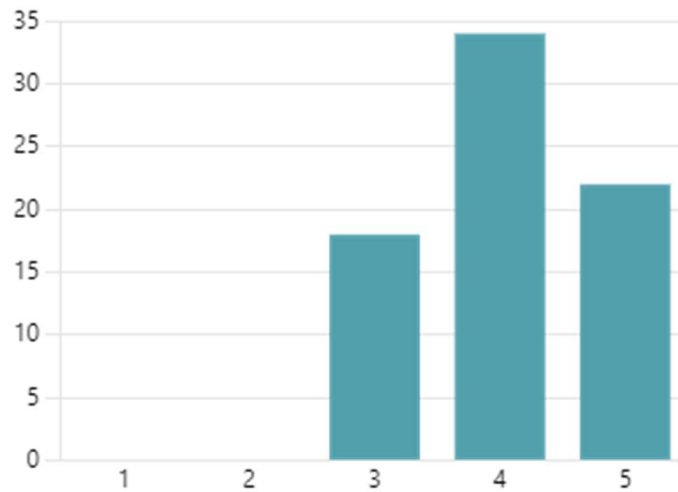
Despite the mentioned areas for improvement, most participants considered the course to be overall useful and agreed that the content was well-structured and presented in a helpful and organized manner. Participants found the presented proposals innovative, particularly in terms of waste disposal, purchasing and using local food and products, and planning zero waste events.

In summary, participants seem to have found the “zero-waste” management course useful and engaging, although some suggest that incorporating more activities and examples could make it more interactive.

- *Analysis question by question- Qualitative and Quantitative data*

D. Did the teaching content live up to your expectations?

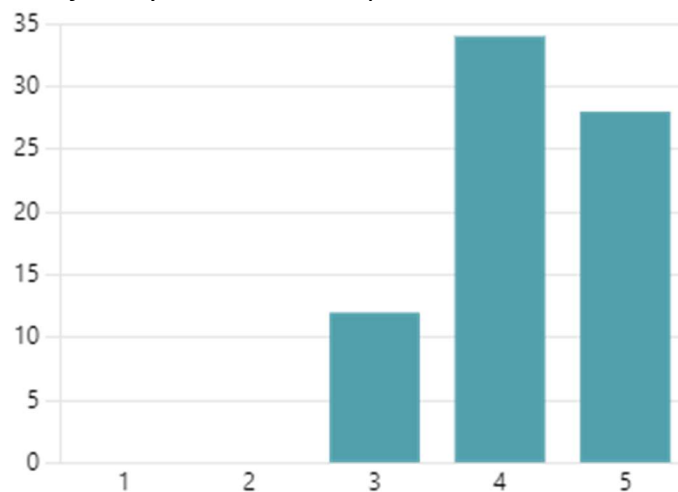
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 4,05

D. Were the contents clearly organised?

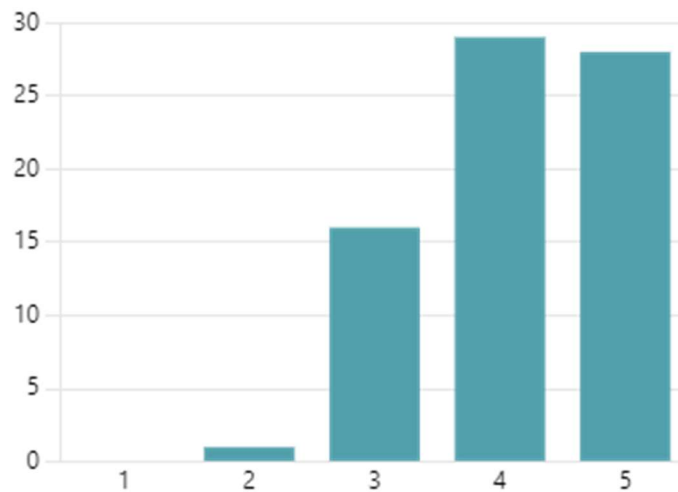
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 4,22

D. Based on the content seen, do you think the duration of the course was appropriate?

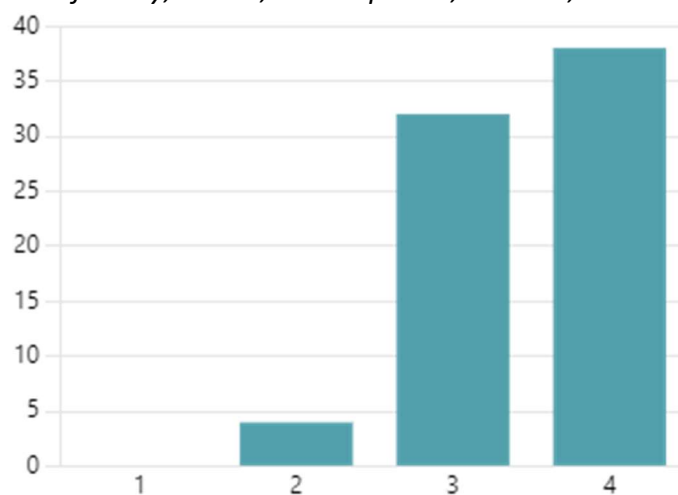
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 4,14

D. Course topics

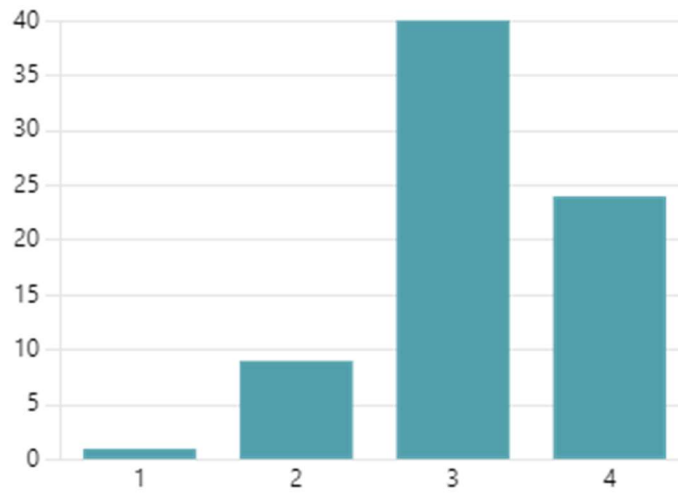
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,46

D. Usefulness for your work

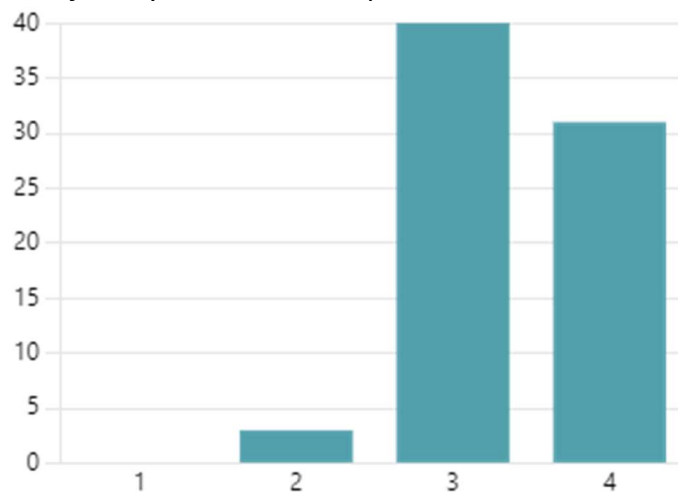
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,18

D. Ways in which topics were developed:

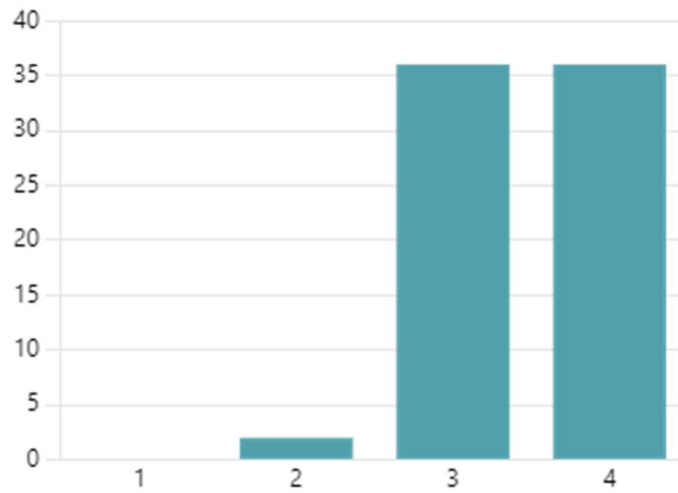
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,38

D. Evaluates the technical quality of the course materials

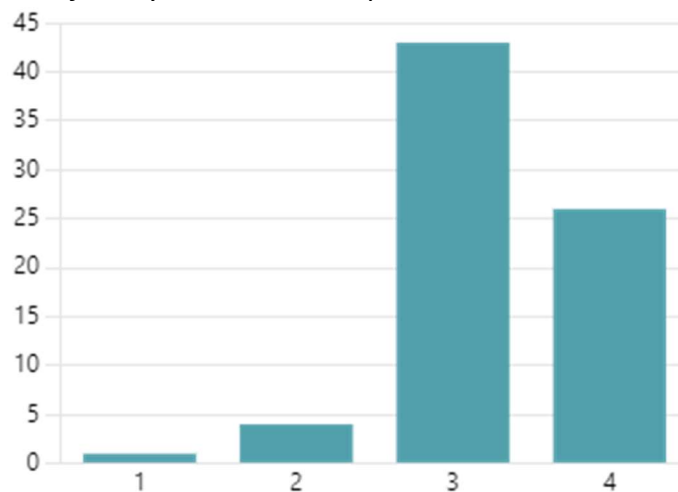
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,46

D. Course setting

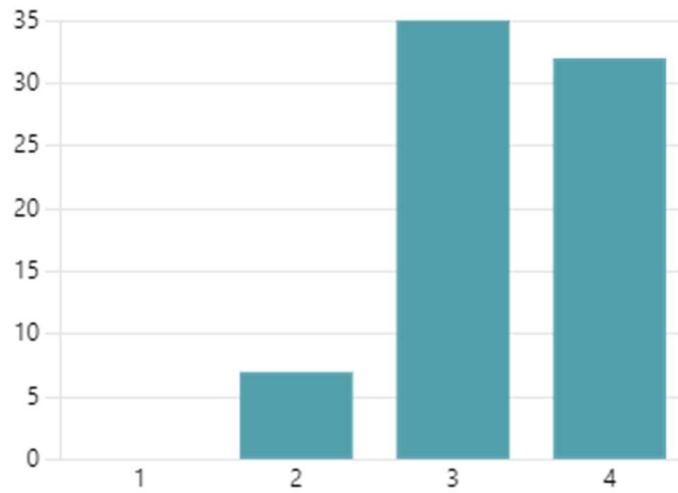
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,27

D. The activities help you to better understand the topic

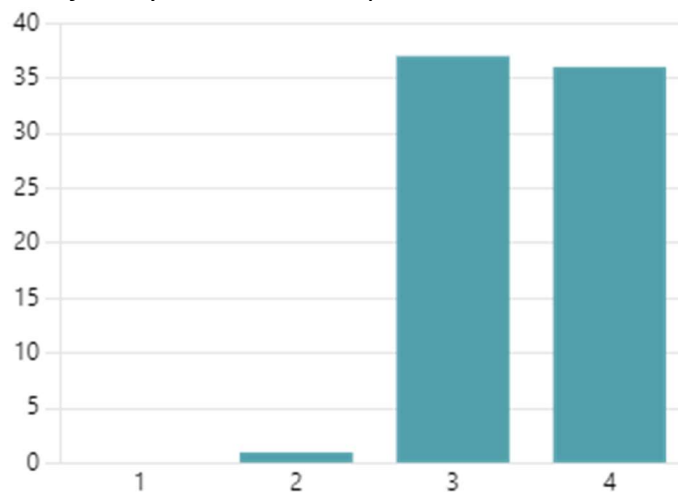
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,34

D. Teaching materials delivered

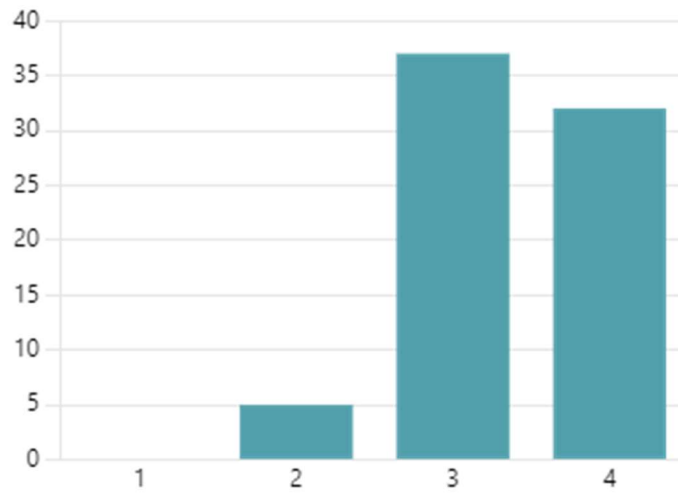
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,47

D. Clarity of exposition

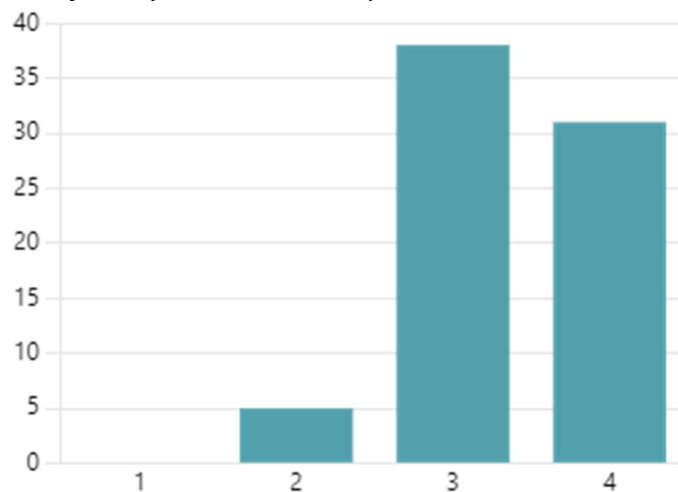
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,36

D. Ways in which understanding of the topics was tested

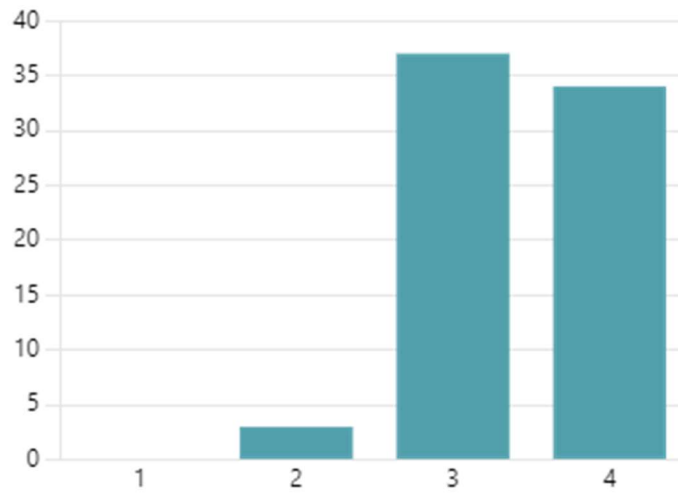
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,35

D. Quality of the answers to the questions asked

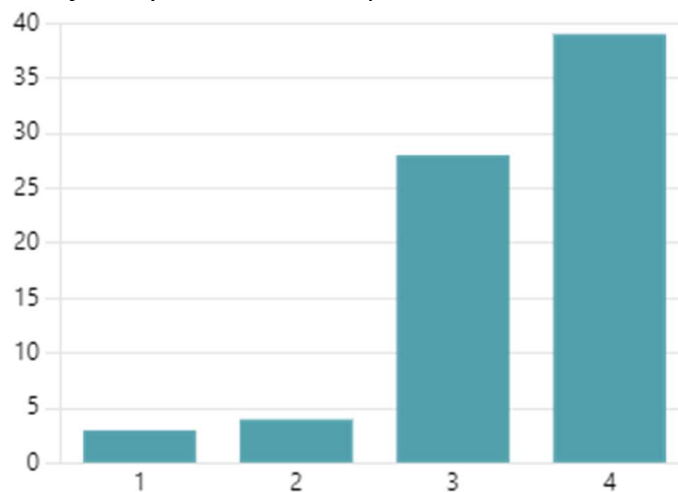
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,42

D. Participative climate established by the tutors

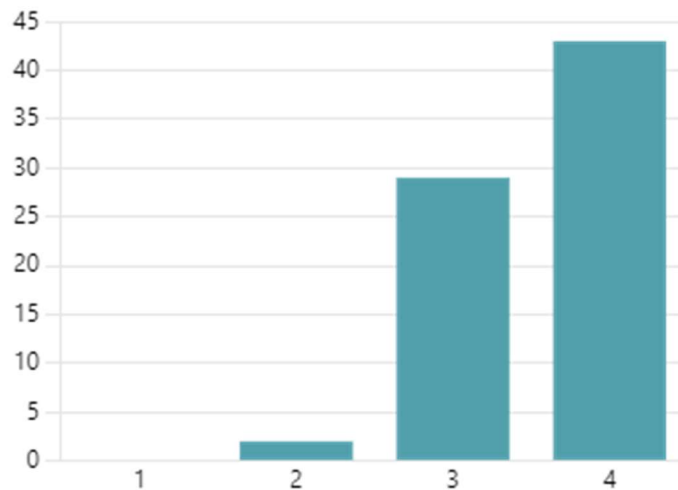
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,39

D. Logistical arrangement of the training room or the place from where you followed the online course

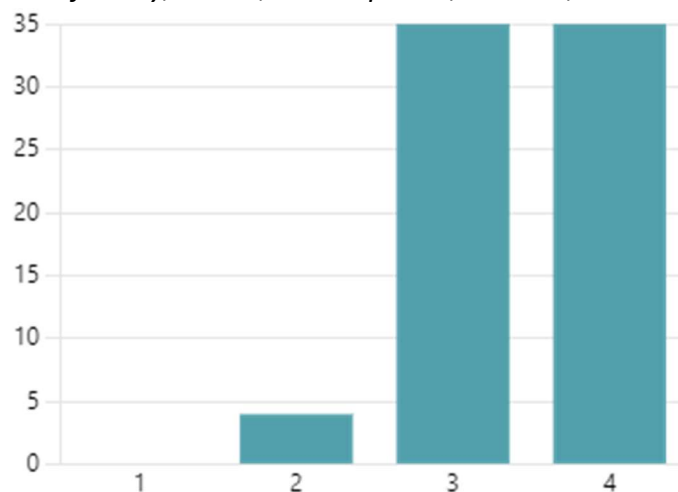
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,55

D. Quality of the tools used to conduct the course

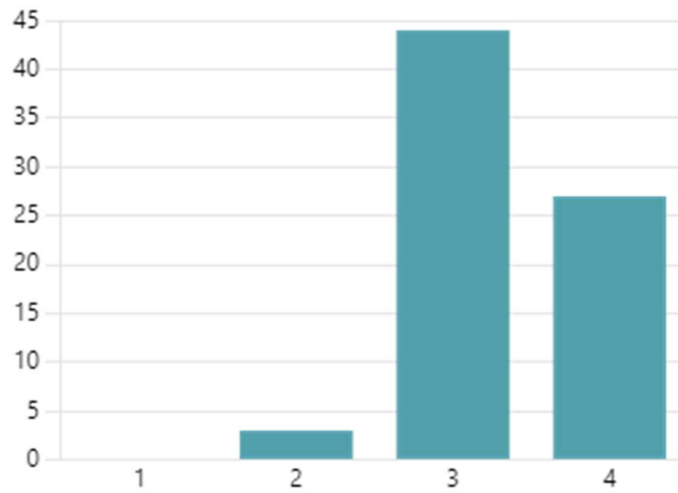
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,42

D. Adequacy of course duration to training needs

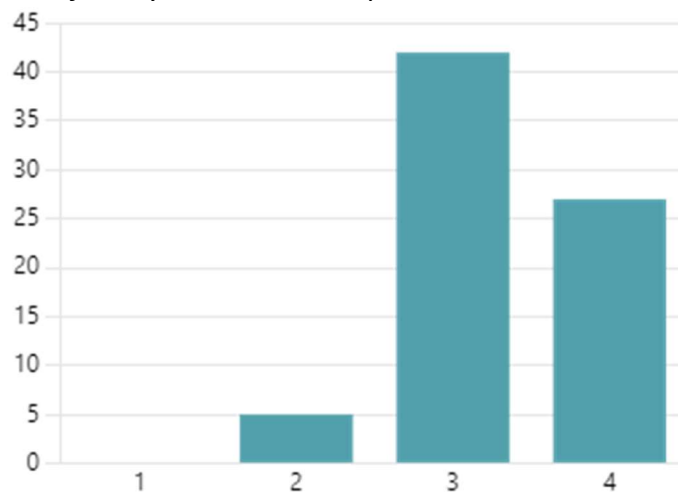
(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,32

D. Time needed to complete this course

(1: Unsatisfactory, 2: Fair, 3: Acceptable, 4: Good, 5: Excellent)



Average value: 3,30

CONCLUSIONS

The participants' evaluations appear to be mostly positive, with some areas for improvement suggested in specific modules. The feedback suggests that the training program was well-structured, with clear and understandable content, and useful resources and assessments for verifying learning. It can be concluded that the modules provided valuable information and practical tools for implementing zero-waste practices in food management. However, the following table outlines specific areas and aspects for improvement:

Contents		Proposed Changes
Module 1	Introduction and definition	<ul style="list-style-type: none"> • Improve the clarity of certain terms and provide a deeper understanding. • Simplify the vocabulary.
	Lesson 1	<ul style="list-style-type: none"> • Improve the clarity of certain terms.
	Lesson 2	<ul style="list-style-type: none"> • More examples of good practices are suggested • Provide further explanation of certain aspects. • Improve the structure and explanation of the content.
	Lesson 3	<ul style="list-style-type: none"> • Provide greater clarity on the usefulness of on-site food cultivation.
	Further reading, Bibliographical references, Technical sheets	<ul style="list-style-type: none"> • Improve the organization of the bibliographic references. • Provide more reading materials, particularly related to the social and ethical aspects integrated into the module
Module 2	Introduction and definition	<ul style="list-style-type: none"> • Almost of participants found the content easy to understand, but there were some comments about clarifying certain words, so a simplification of the vocabulary could be beneficial.
	Lesson 1	<ul style="list-style-type: none"> • Provide more information on how packaging can be reduced or eliminated.
	Lesson 2	<ul style="list-style-type: none"> • Improve the clarity and explanation of some terms used. • Include more images and examples to enhance understanding and clarity.

	Lesson 3	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • Provide more information on the possibilities of eliminating certain types of packaging. • Provide more information on various packaging replacement solutions.
	Further reading, Bibliographical references, Technical sheets	<ul style="list-style-type: none"> • Fixing the links in which participants had difficulty opening them. • Simplifying the vocabulary used.
Module 3	Introduction and definition	
	Lesson 1	<ul style="list-style-type: none"> • Include more examples and practical situations to illustrate the covered concepts.
	Lesson 2	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • Providing more detailed explanations of the content.
	Lesson 3	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • More practical examples on how to apply the covered concepts in the lesson should be provided.
	Further reading, Bibliographical references, Technical sheets	<ul style="list-style-type: none"> • The participants pointed out the difficulty of opening the links, so this aspect should be resolved
Module 4	Introduction and definition	<ul style="list-style-type: none"> • Improve the clarity of the information in some points and establish better organization of the topics.
	Lesson 1	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • Simplify the vocabulary
	Lesson 2	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • Include more practical examples

	Lesson 3	<ul style="list-style-type: none"> • More examples of goodpractices are suggested
	Further reading, Bibliographical references, Technical sheets	<ul style="list-style-type: none"> • To improve the sections of "Further reading," "Bibliographical references," and "Technical sheets" in Module 4, it would be necessary to ensure that the content is clear and relevant to the participants, as well as ensuring the accessibility of online resources.
Module 5	Introduction and definition	<ul style="list-style-type: none"> • Make the terminology more accessible and easier to understand by avoiding the use of overly complex or technical language.
	Lesson 1	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • Clarifying certain topics or concepts that were difficult to understand. • Simplifying explanations for complex subjects.
	Lesson 2	<ul style="list-style-type: none"> • More examples of goodpractices are suggested • It is recommended to improve the clarity of the explanations, simplify technical vocabulary, strengthen the connection between the presented concepts, and provide additional practical examples
	Lesson 3	
	Further reading, Bibliographical references, Technical sheets	<ul style="list-style-type: none"> • Divide the information into smaller and easier-to-understand segments, using formatting techniques such as headings, bullet points, or summaries to facilitate navigation and comprehension of the material by the participants

From the answers collected, we can conclude that:

Module 1: Purchase

According to the feedback received, it is necessary to improve the clarity of certain terms used in the module and provide a deeper understanding of the concepts. Participants suggest simplifying the vocabulary to make it more accessible. In Lesson 1, there is a recommendation to enhance the clarity of specific terms. In Lesson 2, participants request more examples of good practices and further explanation of certain aspects. In Lesson 3, greater clarity should be provided on the usefulness of on-site food cultivation. Additionally, the organization of the bibliographic references in the further reading section needs improvement, and participants desire more reading materials, especially related to the social and ethical aspects covered in the module.

Module 2: Preparation

The majority of participants found the content in this module easy to understand. However, there were suggestions to clarify certain words by simplifying the vocabulary. In Lesson 1, participants expressed a need for more information on reducing or eliminating packaging. Lesson 2 should improve the clarity and explanation of some terms used and include more images and examples to enhance understanding. In Lesson 3, participants desire more examples of good practices, information on eliminating specific types of packaging, and alternative packaging solutions. Additionally, the links that participants had difficulty opening should be addressed, and the vocabulary used in the further reading section should be simplified.

Module 3: Production

To improve comprehension, Lesson 1 should include more examples and practical situations to illustrate the covered concepts. In Lesson 2, participants suggest providing more detailed explanations and more examples of good practices. Lesson 3 should also include additional examples of good practices, along with practical examples demonstrating the application of the covered concepts. Furthermore, the difficulty participants faced in opening the links provided in the further reading section should be addressed.

Module 4: Service

Improvements are needed in terms of clarity and organization of the information in some points within this module. In Lesson 1, participants request more examples of good practices and a simplification of the vocabulary. Lesson 2 should incorporate more examples of good practices and include practical examples. Lesson 3 requires more examples of good practices as well. The further reading section, including bibliographic references and technical sheets, should be improved to ensure clear and relevant content and ensure the accessibility of online resources.

Module 5: Waste Handling

To make the content more accessible, it is recommended to avoid the use of overly complex or technical language and make the terminology easier to understand. Lesson 1 should include more examples of good practices, clarify difficult topics or concepts, and simplify explanations for complex subjects. Lesson 2 needs to improve the clarity of explanations, simplify technical vocabulary, strengthen the connection between presented concepts, and provide additional practical examples. In the further reading section, it would be helpful to divide the information into smaller, easily understandable segments using formatting techniques such as headings, bullet points, or summaries to facilitate navigation and comprehension of the material by the participants.