A5.1 Quality Assurance & Validation Plan

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FOODSHIFT Pathways

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Executive Summary

The “FoodSHIFT Pathways project” is a cooperation partnership in school education funded by the European Union Erasmus+ Programme. In particular, the primary goal of this project is to establish a dynamic learning environment where students can engage in innovative educational experiences with support from scientists and technical experts, ultimately opening doors to academic, professional, and civic opportunities. To achieve this, interactive digital resources and tools will be created focusing on sustainable Food and Nutrition Systems, an effective training program for school communities will be implemented, and a robust validation framework to assess students' sustainability citizenship and commitment to healthy living will be developed.

Within the project, Work Package 5 is entitled “Validation Methodology and Lessons Learnt” aiming at developing a validation framework that will assess the efficiency and the efficacy of the FoodSHIFT Pathways deployment in class settings, and eventually provide a Good Practice guide for similar out-of-project actions. Within this framework, this report, relevant to the projects Activity “A5.1 Quality Assurance & Validation Plan” is establishing the main principles for the evaluation of the project deployments, always aiming at the advancement of sustainable and healthy food systems within education and schools. This conceptual and methodological framework is presented in practical, feasible and flexible terms, in order to be adaptable to local needs and requirements across all of the projects deployments.

Specifically, here, the primary focus lies in the collection of quantitative and qualitative data necessary for gauging the degree to which students are gaining a profound understanding of sustainable and healthy food systems and actively participate in sustainable practices. As importantly, similar data are to be collected for the evaluation of the deployment methodology and quality in the class, to identify strong deployment points and potential required improvements for follow up deployments within and outside the project. In short, we are proposing four different relevant evaluation modules targeting both the educators/teachers, as well as the students themselves, with regards to: i) the deployment quality, ii) the sustainable and healthy food system awareness, and iii) the potential for behavioural change and (iv) improved life habits and choices.

Employing a diverse array of methodologies and techniques (both *pre/post measures* for assessing individual different in collected measures, as well as *post-only* measurements to assess the completed deployment), the evaluation will incorporate a balanced blend of quantitative and qualitative approaches, encompassing activities like document and statistical analysis, interviews, tracking of student interests and progress, and the utilization of online survey tools.

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Abbreviation	Meaning
OLS	Open Learning Scenario
SC	Sustainability Competence
EP1	Evaluation Period 1
EP2	Evaluation Period 2

1. Introduction

As a spin-off from the EU Horizon project "Food System Hubs Innovating towards Fast Transition by 2030" (FoodSHIFT2030, Grant Agreement 862716) the FoodSHIFT Pathways project aims to address the urgent need for more sustainable and healthy food systems in Europe. The current food system is a major contributor to greenhouse gas emissions, biodiversity loss, and unhealthy diets, leading to various health issues. The project's main goal is to transform the food system into a more sustainable and plant-based one while also promoting healthier diets. To achieve this, the project has several objectives:

1. Develop an innovative educational approach where students play a central role in shaping their learning experiences related to food sustainability.
2. Support teachers and students in acquiring the necessary skills and knowledge to transition to more sustainable food systems.
3. Provide training programs aligned with environmental goals to encourage a shift towards sustainability.
4. Engage schools from six European countries in interactive projects that focus on sustainable food systems and empower students to become change agents.
5. Create a validation framework to measure the effectiveness of the project in promoting sustainable behaviours among students.

This deliverable structured as follows: It initiates with the presentation of the evaluation framework of the project including the timeline of the evaluation process for the two implementation years. Afterwards, it continues with a detailed presentation of the proposed evaluation framework, including and the presentation and description of the evaluation tools and procedures.

1.1 Scope

This report aims to provide a framework for evaluating the effectiveness of the FoodSHIFT Pathways project, with a particular focus on its Open Learning Scenarios (OLS). It outlines the strategies, methodologies, and assessment instruments that will be employed to assess the impact of the project's educational initiatives. Specifically, this document serves as a guide to understand how the project's objectives will be measured, and it offers insights into the evaluation procedures aimed at gauging the success and efficiency of OLS in promoting sustainable and healthy food systems and environmental awareness among teachers and students.

1.2 Methodology

To assess the effectiveness and efficiency of the OLS, a comprehensive and multifaceted approach will be employed. This approach involves two distinct evaluation schemes. The first scheme focuses on *post-implementation evaluation*, examining the outcomes and impacts of the OLS. The second scheme employs a *pre-post design* to assess changes in participant

awareness and behaviour, providing valuable insights into the transformative potential of the OLS. This multifaceted evaluation approach integrates a wide array of well-established assessment instruments, addressing both cognitive and motivational aspects of participation. The methodology encompasses a diverse range of quantitative and qualitative research methods, including document analysis, statistical assessments, objective metrics, exit interviews, pre- and post-awareness assessments, monitoring of student engagement, as well as the utilization of online survey tools.

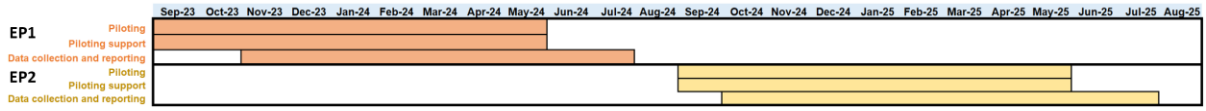
1.3 Audience & Document Structure

This document is intended for all the consortium members.

2. The Evaluation Framework of FS Pathways

2.1. Evaluation Timeline

A timeline – seen in the Gantt Chart below – was developed for the two years (September 2023 - August 2025) of implementations of the FoodSHIFT Pathways project (
Table 1), relevant to the efforts of Work Packages 4 (*Training Implementation & Toolkit*) and 5 (*Validation Methodology and Lessons Learnt*).



During the first year of implementation (Evaluation Period 1; EP1; September 2023 - May 2024) the focus is on the consolidation of user-generated OLS, with participating schools refining and expanding their educational resources, while also getting familiar with the FoodShift Pathways methodology and theming. Additionally, the project team, led by CVIVA, will continue to provide support to teachers through local workshops and webinars, ensuring the integration of these scenarios into diverse educational settings. During the second year of implementation (Evaluation Period 2; EP2; September 2024 - May 2025), the FoodSHIFT Pathways Toolkit (A4.3) is being developed based on optimised deployment practices (i.e., lessons learned during EP1), serving as a resource hub with interactive tools, guidelines, and deployment examples. At this, more expansive, deployment stage, the project will shift into a dissemination and documentation phase, leveraging the wealth of user-generated scenarios and the refined toolkit (A4.3). The focus will be on creating guidelines and documentation that capture the best practices and outcomes from the project, with the intention to be used externally to the project's efforts and beyond its lifecycle.

Table 1. Implementation activities' mapping

Implementation activities	**EP1** (September 2023 - May 2024)	**EP2** (September 2024 - May 2025)
Piloting (Development of User Generated OLS)	✓	✓
Webinars and Teachers Support	✓	✓
Integrated Validation Report from Phase A	✓	
Integrated Validation Report from Phase B		✓

FoodSHIFT Pathways Toolkit		✓

Overall deployment parameters: Deployment wise (see Table X below), the project aims at supporting the implementation of 120 projects across schools in the six participating countries. Overall, the project is aimed at students at the intermediate level (10-16 years) which will be the main age range of focus. However, we will also gauge the spontaneous interest from teachers in the projects network and that of the schools that will be supported evaluating the potential of expanding to younger and older ages. This will also take into consideration the local needs and requirements, as well as the appropriateness of the proposed learning materials such as the developed video and enhanced material and that of the developed and adapted OLSs. The stated number of projects are expected to involve approximately 240 teachers (or fewer if there are teachers that deploy multiple FoodShift Pathways projects in many classes or across different ages). Similarly, we are expecting approximately 4800 students to be involved in the supported projects (i.e., 40 students per project) but this number is reliant on the deployment circumstances per school/class (e.g., some classes or project groups might include less than 40 students). In general, the major deployment target for the project is the number of implemented projects/actions, rather than that of the specific number of involved students. Finally, we are expecting that the project methodologies and/or outcomes will be communicated to at least 1000 parents, while we will also involve (in different settings) 60 teacher trainers, 18 school administrators and curriculum developers and 100 food actors and community members.

Table 2 Deployment targets and parameters

Deployment Parameter	Metric	Comments
Projects	120	Including ≈40 in EP1
Students	4,800	Initial estimations are for 40/project
Teachers	240	provided that one teacher supports only one project
Parents	1,000	Information outreach for methodology/project outcomes
Teacher trainers & School Administrators	78	60 trainers and 18 school administrators
Community members & Food actors	100	Their involvement potential will be further evaluated during EP1

Deployment parameters EP1: Regarding the planned deployments in EP1, in the first deployment year the project is planning to focus on shorter-length project implementations, in order to evaluate the feasibility and the acceptance of the project vision and to increase its knowledge base with regards to optimal implementation requirements in local schools across the project countries. With around 40 projects expected to be evaluated (≈30% of the total implementation number), by the end of EP1 the project expects to have a throughout idea about the best possible practices in order to support wider deployment in EP2, both in regards to the schools themselves (including teachers and students), as well as with regards to the involvement potential for external stakeholders (parents, community and food actors). In practice, starting with deployment in November 2023 and picking up the pace after the Christmas school holidays, the project feels that this, initial, deployment phase will nicely support he planned dissemination and community support actions for EP2, facilitating better and broader outreach and school/teacher enrolment.

2.2. Evaluation Tools and Procedures

This document focuses on an **example** for a-Swedish-developed OLS, namely "Raising awareness about digital food advertisement", as described in the deliverable A3.5; *Trainees Guide* (e). The entire document (except Table 4) focuses on this OLS example, and thus, the implementation process will have to be adapted based on each participating country's OLS, specific needs, and potential barriers.

Description: This is an example how to work with the video "Food Advertisements" and the Open Learning Scenario "Raising awareness about digital food advertisement".

The KI FOOD app (additional supportive material in relation to the Original OLS)
The KI FOOD app[6] is developed by researchers where students can upload screenshots of advertisements. The pictures are stored at a secure server on Karolinska Institutet and can be used for annotation and analysis.

[6] The app is also available in English, and free to download for schools after communication with KI.

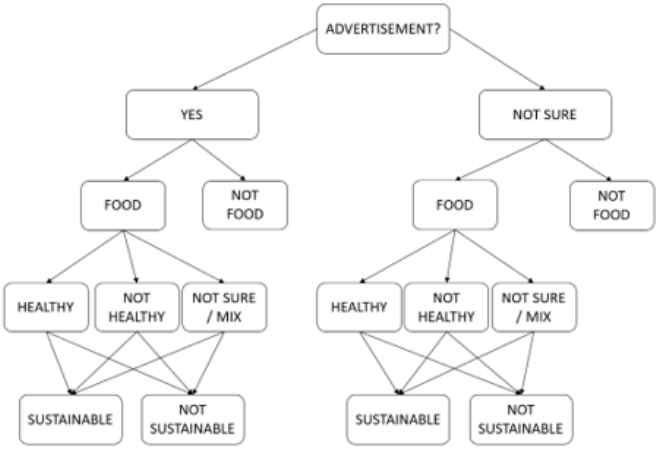
Figure 1. OLS "Raising awareness about digital food advertisement".

Direct instruction to the Teacher

Part 1
Watch the interactive video "Food advertisement" with your students. Discuss the video with your students and ask them about their awareness about food advertisements.
Examples of relevant questions 1. What issues are being addressed in the video? 2. Have you ever noticed any food advertisement outdoors? 3. Have you ever noticed any digital food advertisements? 4. What do you think about the nutritional value of the foods that are advertised?

Part 2
Let the students download the KI Food app to their phones. Ask the students to use their regular social media platforms like they usually do for 30 minutes. While using the social media platform, ask the students to take screenshots of all advertising they are exposed to. When the period of time is over, the students will upload the screenshots into the KI Food app.

Part 3
The students will be provided a set of screenshots found on Google Drive. They will be asked to annotate the pictures based on the characteristics of the advertisements, by following the flowchart in Figure 4. Use the nutritional guidelines in Figure 5, as a supporting tool when annotating the food advertisements. When the pictures are annotated, ask the students to make simple graphs about the number of advertisements and the type of advertisements.



Two evaluation schemes will be employed. The first one will be an evaluation of implementation (post implementation) and the second will be an awareness and behavioural evaluation (pre-post design). A comprehensive evaluation process consisting of **four distinct evaluation modules** falling into these two evaluation schemes has been devised. Project partners are encouraged to **choose a minimum of two evaluation modules** from the provided options below (Table 3) and adapt them to suit their OLS, local needs, and potential barriers. More details for each of the evaluation modules are presented in the sections below.

Table 3. Evaluation modules

Evaluation modules		Pre	Post
1. Teachers' evaluation form	Teachers' evaluation form		✓
	Evaluation of perception about students' awareness	✓	✓
2. Students' evaluation	Students' evaluation form		✓
	Awareness/perception questions	✓	✓
3. Objective metrics			✓
4. Exit interviews			✓

2.2.1 Teachers' evaluation

Evaluation form

The teachers' evaluation form is created to assess each OLS success and impact. Table 4 displays the evaluation form with 10 categories and the evaluation item themes for the OLS implementation in the classroom. The presented evaluation item themes are descriptive of a framework for the intended evaluation process. Project partners are encouraged to follow the presented categories and themes and create questions to suit their OLSs.

Table 4. Example of categories to be included in the evaluation questionnaire for the OLS implementation.

Category	Evaluation item theme
1. Learning outcome achievement - Awareness	*To what extend the OLS implementation in the classroom enhanced students' awareness with regards to the main theme of the implemented OLS.*

2. Learning outcome achievement - behaviour	*To what extend the OLS implementation in the classroom enhanced students' actual behaviour (e.g., buying choices & dietary habits) with regards to the main theme of the implemented OLS.*
3. Students' engagement	*To what extend were students engaged during the OLS implementation in the classroom.*
4. Impact on students' critical thinking	*To what extend the OLS helped students to develop critical thinking skills.*
5. Satisfaction	*To what extend the responsible teacher is satisfied with the OLS implementation in the classroom.*
6. Curriculum fit	*To what extend the OLS is aligned with the existing curriculum and learning objectives in the classroom.*
7. Scalability	*To what extend the OLS implementation in the classroom can be replicated and implemented in other classrooms and schools with children of similar ages.*
8. Intention to repeat	*To what extend the teacher is willing to incorporate a similar OLS into their future teaching plans.*
9. Resource requirements	*To what extend the resources required for the successful execution of the OLS (including time, materials, and technology) were readily available during the implementation.*
10. Interesting aspects about the project	*In a free-text format, the teacher should be able to declare three aspects of the OLS that s/he found particularly interesting or valuable when implementing the OLS in their classroom.*
11. Challenges	*In a free-text format, the teacher should be able to declare three challenges or difficulties faced when implementing the OLS in their classroom.*
12. Proposed improvements	*In a free-text format the teacher should be able to declare what s/he would change in order to improve this implementation*

For the example of the "Raising awareness about digital food advertisement" OLS, we are presenting (Figure 2) an implementation example of this framework, i.e., the teacher's evaluation form created in KI's Redcap servers (https://rb.gy/icafy). The presented questions are all intended to be answered using structured responses, making it easier for the teacher to respond, minimizing their additional evaluation burden. Additionally, at the end of the form, the teacher will have the opportunity to add their own thoughts and ideas for the

optimisation of the OLS implementation in the future, as responses to the provided "free text" questions. This form is intended to be electronically distributed via email (as a link) and to be completed by teachers at the end of the OLS implementation in the class. Note that the presented questions will need to be adapted (content and potentially language) to suit different OLS needs.

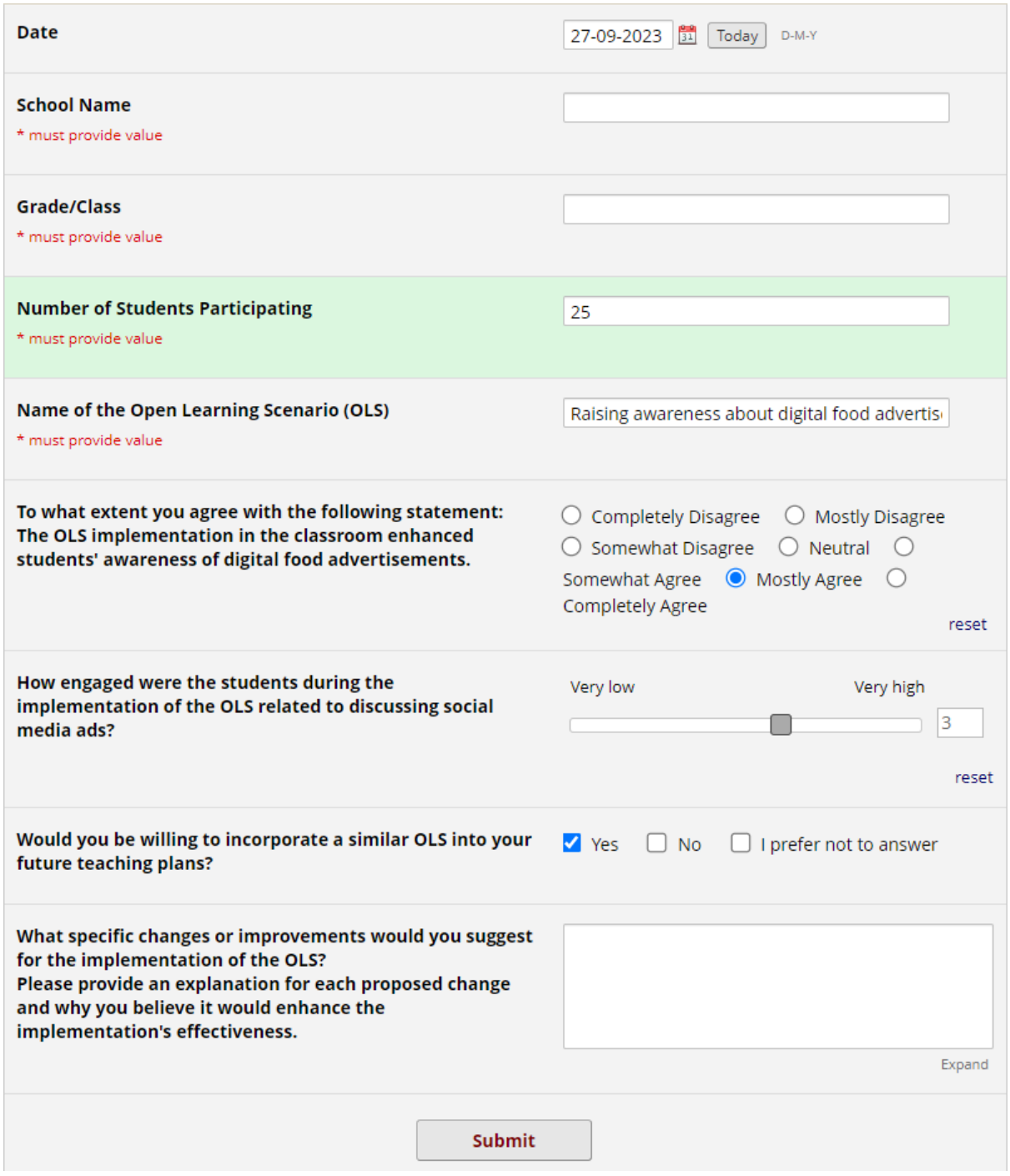


Figure 2. Evaluation of OLS "Raising awareness about digital food advertisement" online questionnaire.

Evaluation of perception about students' awareness

The questions about the perception of students' awareness (Table 5) are designed for teachers to assess changes in students' awareness, behaviours, and perceptions regarding digital food advertising before and after the "Raising awareness about digital food advertisement" OLS. By comparing responses before and after the OLS, this tool enables us to quantitatively evaluate the impact of the educational intervention. Teachers will respond to this set of questions in an online questionnaire hosted on KI's Redcap servers, both before and after the implementation of the OLS in the classroom. They will receive a link to access the questionnaire and will be asked to provide their responses to the same set of questions before and after the implementation of the OLS.

Table 5. Example of questions for the evaluation of perception about students' awareness regarding the OLS "Raising awareness about digital food advertisement".

Example of questions	
Do you believe students are aware of the number of digital food advertisements are exposed to?	☐ Yes ☐ No
How would you rate students' critical thinking skills regarding digital food advertising?	*On a scale from 1 to 5* *(1: very low and 5: very high)*
Do you believe that students are influenced by the digital advertisements?	☐ Yes ☐ No
Do you believe students are currently conscious of the persuasive techniques used in digital food advertisements?	☐ Yes ☐ No
Do students engage in discussions about the impact of digital food advertising on consumer choices and health?	☐ Yes ☐ No
What is your perception of students' awareness of the ethical implications associated with digital food advertising?	*On a scale from 1 to 5* *(1: very low and 5: very high)*

2.2.2 Students' evaluation tools

Evaluation form

The students' evaluation form (Table 6) aims to gather direct feedback from students about the implementation of the OLS and the knowledge gained. By completing this form after the end of the OLS, students can share their thoughts and insights, helping us assess the OLS's effectiveness and potential for future implementations. We seek to understand their levels of satisfaction, the impact on their knowledge, and their willingness to engage in similar initiatives in the future. Additionally, students' recommendations and thoughts on scalability will guide us in refining and expanding our educational efforts to benefit a wider audience. Their input on interesting and less engaging aspects provides valuable context for improving the overall learning experience.

The implementation of the students' evaluation form will be a straightforward and user-friendly process within the classroom setting. After the end of the OLS the teacher will distribute the evaluation form (built in KI's RedCap) to students via email, providing them with an access link or with a QR code. Students will be encouraged to take a few minutes to complete and submit the form.

Table 6. Student's evaluation form for the OLS "Raising awareness about digital food advertisement".

Category	*Example of questions*
1. Satisfaction	*On a scale from 1 to 5 (1: Very Dissatisfied and 5 Very Satisfied), how satisfied are you with your participation in the OLS and what you've learned?*
2. Knowledge Gain	*On a scale from 1 to 4 (1: Nothing and 4: A lot Very), How much do you feel you've learned about online advertising and its impact on your choices during this OLS?*
3. Intention to repeat	*Would you be interested in participating in a similar OLS in the future? (Yes/No, and why)*
4. Recommendation	*Would you recommend this OLS to your peers? (Yes/No, and why)*
5. Scalability	*Do you think this OLS could be implemented in other schools? Would your peers be interested in participating?*

6. Interesting aspects about the project	*Please list three aspects of the OLS that you found interesting or enjoyable.*
7. Less interesting aspects about the project	*Please list three aspects of the OLS that you found less engaging or less enjoyable.*

Pre-post awareness/perception questions

The pre-post awareness/perception questions (Table 7) are created to measure the impact of the OLS "Raising awareness about digital food advertisement", on students' awareness, behaviour, knowledge, and perceptions. By administering these questions before and after the OLS, we aim to assess any shifts in students' awareness, understanding, and behaviours regarding the subject matter. This allows us to quantitatively gauge the effectiveness of the OLS and determine whether it has influenced students in a meaningful way.

In the classroom, the pre-post awareness / perception questions will be integrated using a QR that leads to a Mentimeter platform[1]. Students will be instructed to scan the QR code at the beginning and end of the OLS, using their smartphone devices. Prior to the OLS, they will complete the pre-questions, providing baseline responses about their awareness, behaviour, knowledge, and perceptions regarding digital food advertisements. After engaging with the activity's content, they will revisit the Mentimeter platform to respond to the same set of questions in the post-survey. The real-time display of pre/post-survey results on their screens will enable them to observe firsthand the shifts (if any) in their understanding and perceptions, offering a dynamic and technology-enhanced approach to measure the OLS's impact. An example of the real-time display of answers using the Mentimeter is shown in Figure 3.

Table 7. Pre-post awareness/perception questions regarding the OLS "Raising awareness about digital food advertisement".

Example of questions	
How often do you see ads on social media in a typical day?	☐ Less than 5 times ☐ 5 to 10 times ☐ 11 to 20 times ☐ More than 20 times
What types of products or services are usually advertised on your social media feeds?	☐ Entertainment and Media ☐ Fashion and Apparel

[1] https://www.mentimeter.com/

	☐ Food and Beverages ☐ Beauty and Skincare ☐ Other
How often do you see advertisements for food products on social media platforms in a typical day?	☐ Less than 5 times ☐ 5 to 10 times ☐ 11 to 20 times ☐ More than 20 times
Do you trust the information in social media ads?	☐ Yes ☐ No
How much do you trust the information presented in social media advertisements for food products?	☐ Completely trust ☐ Somewhat trust ☐ Neutral ☐ Don't trust at all
Have you ever bought something because of a social media ad?	☐ Yes ☐ No
During the last two weeks have you made a food-related purchase based on an advertisement you saw on social media?	☐ Yes ☐ No
Which of the following are examples of social media advertisements for food products? (Select all that apply)	☐ Posts from friends ☐ Sponsored posts about food products ☐ Promoted food videos. ☐ None of the above
What tactics do you think online advertisers commonly use in food ads to grab your attention? (Select all that apply)	☐ Mouth-watering food images ☐ Celebrity chefs or food influencers ☐ Limited-time food offers ☐ All the above
Do you think that advertisers can track your online behaviour and show you personalized food ads?	☐ Yes ☐ No

Figure 3. Real-time display of answers in Mentimeter

2.2.3 Objective measures

Objective measures, such as the number of screenshots taken or annotations made, are quantitative indicators to assess the engagement with the OLS "Raising awareness about digital food advertisement". These measures are designed to provide insights into how actively students are engaging with the scenario's content, as well as their level of interaction and comprehension. By tracking these metrics, we aim to assess the extent to which students are actively participating in the learning process, following the instructions (e.g., to upload a minimum number of screenshots daily for a specific period) and utilizing the provided resources to enhance their understanding.

In the classroom, the implementation of these objective measures will involve integration of digital tools and platforms. Students will download the KI Food app to their phones, and they will be encouraged to use their social media platforms and capture screenshots of advertisements they are exposed to. Additionally, they will be asked to make annotations of screenshots, indicating the content of the advertisement as described in A3.5 *Trainees Guide*. These digital records will be collected and analysed to quantify the level of engagement and interaction with the learning materials.

2.2.4 Exit interviews

Exit interviews provide valuable insights into the experiences and perspectives of students who have either chosen to discontinue their participation or are concluding their involvement in the project. These interviews serve to understand the factors that may have influenced their decisions, whether it be challenges faced, learning experiences gained, or any other relevant feedback. By engaging with the students directly, we aim to gather constructive

feedback that can help us enhance the overall effectiveness and relevance of our educational activities. In Table 8, we have provided a selection of sample general questions that can be employed at the end of the project. We encourage partners to customize and tailor these suggested questions if they need to.

In practical terms, the exit interviews will be conducted in a structured and student-friendly manner. Students who are either discontinuing their participation or concluding their involvement will be invited to engage in one-on-one or focus-group interviews (depending on local deployment requirements), either in person or via virtual platforms, depending on the circumstances. During these interviews, a series of open-ended questions will be posed to encourage students to share their thoughts and insights. These questions will encompass their overall experience, perceived challenges, notable learning moments, and suggestions for improvements. The information gathered through these exit interviews will be analysed and integrated into the project's ongoing evaluation and enhancement processes, ensuring that future iterations of educational activities are more impactful and tailored to the participants' needs.

Table 8. Example of questions for exit interviews

Example of questions
1. *What were the primary reasons for your decision to discontinue your participation in this project?*
2. *Can you describe any specific challenges or obstacles you encountered during your participation in this project?*
3. *Were there any aspects of the program that you found particularly engaging or valuable in terms of your learning experience?*
4. *In retrospect, do you feel that your goals and objectives for participating in this project were achieved? Please elaborate.*
5. *Did you find the project's content and materials relevant to your educational needs and interests? Why or why not?*
6. *How would you rate the overall support and resources provided throughout your participation in this project?*
7. *Were there any specific activities that you believe could be improved, expanded upon, or modified in future iterations of the project?*
8. *Did the project help you develop any new skills, knowledge, or perspectives that you believe will be valuable in your future endeavours?*

9. *Would you consider rejoining or recommending this project to others in the future, and if so, what improvements or changes would make you more likely to do so?*

2.3 Report of results and data analysis

The data collection for the deliverable A4.1 (Piloting - Development of User Generated OLSs), will occur in two phases. The results from the first phase (September 2024 to May 2025) will be reported in deliverable A5.2 Integrated Validation Report for Phase A (Nov. 2023 – July 2024). Subsequently, the second phase of data collection will take place from September 2024 to May 2025 and the results will be reported in deliverable A5.3 Integrated Validation Report for Phase B (October 2024-July 2025).

The Integrated Validation Report for Phase A will focus on presenting the outcomes of the validations conducted during the initial implementation period. It will also provide recommendations aimed at updating the *Trainees' Guide* and enhancing the overall support mechanisms. If necessary, we will propose adjustments to optimize the validation instrument based on the initial findings. Our primary concern is to ensure the selected instruments' sensitivity for monitoring students' Social Competence development.

In the Integrated Validation Report for Phase B**,** we will analyse the findings from the second implementation phase, with a particular focus on the active involvement of teachers in designing new OLS using interactive videos. Teachers' engagement is crucial for promoting a bottom-up approach and fostering innovative resource creation. We will also assess school settings, examining their readiness to implement the proposed pedagogical approach, exploring schools' innovation potential, and reviewing curricula alignment and teachers' professional development efforts.

For each project partner (Table 9) the project has assigned an Implementation Leader that will be responsible for applying the proposed evaluation scheme adapted to local requirements and needs. The same person will also be responsible for monitoring the evaluation data collection progress and will be the contact point for local support for teachers and students. Finally, the Implementation Leader will also be responsible for reaching out to the Coordinator for reporting potential problems with the deployment and will also be responsible for sharing raw or aggregated data collected onsite.

Table 9. Implementation lead's contact information

Implementation lead	**Contact information**
Ioannis Ioakeimidis (KI)	ioannis.ioakimidis@ki.se
Gisela Oliveira (CVIVA)	goliveira@cienciaviva.pt
Gabriela Perez (IAAC)	gabriela@fablabbcn.org

Katerina Riviou (EA)	kriviou@ea.gr
Carsten Meedom (MK)	info@meedom-kommunikation.dk
Dirk Wascher (SUS)	dirk@susmetro.eu

KI will coordinate this process, collect all data from the sites, preprocess them, curate the outcomes and produce overall evaluation reports. These will provide an overarching view of the entire validation process conducted throughout the project. They will summarize the key findings and outcomes derived from the various phases. The analysis will encompass both qualitative and statistical assessments, ensuring a comprehensive evaluation that combines individual partner insights with aggregated data. Finally, these reports and their outcomes will feed information in the effort for creating the Guide of Good Practice for the project. Drawing from best practices identified during the validation process, this guide will offer recommendations that align with the sustainability competence development framework within the project's implementation.

Conclusions

This document provides a comprehensive, yet flexible, validation guide for the evaluation of the FoodShift Pathways deployments.