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# HEGO BSB 987



**Deliverable**

**D.T2.3.1**

**Responsible Partner**

**PP2-Aristotle University of Thessaloniki (AUTH)**

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## HEGO BSB 987



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## Executive summary

In this deliverable, Final National Report and Evaluation of training seminars in each country are presented. The implementation of these seminars and their evaluation provide the appropriate information for the improvement of future seminars and modernization of herb sector.

HEGO's training program was based on a modernized educational strategy, containing 11 Modules with educational material in electronic form, in a e-learning platform. All material was in English language, able to be used from all countries. Hybrid Farmers Field School was firstly induced and implemented as an innovative educational approach for HEGO. In this approach, the training program is revised each time of implementation by their participants in virtual or physical form. In this way, this training program is continuously revised and updated by current training needs of participants. Also, all modules are available online after the end of the seminar for any interested parties. In conclusion, HEGO training program is able to modernize the herb sector.

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## 1. Introduction

### 1.1 Short description of T2

The objective of GA2 is to develop an integrated modular **Training Program** which will address all target groups' needs and modernization of cultivation, collection, production, promotion, marketing and trade of herbs. GA1 results, conclusions, suggestions, recommendations of each Project country (Greece, Moldova, Georgia, Armenia) is used as direct feedback and guidance for the development of the training program.

This Training Program identify and evaluate the modernization processes needed, in order to lead investments in specific herb products of their enterprises. PP2, PP3, PP4 and PP5 participate in the implementation of GA2 Activities (5) and their Deliverables (5) in their countries.

### 1.2 Short description of Activity A.T2.3

**HEGO's project Activity A.T2.3** "Organization of training seminars in Project countries", is part of the Group of Activities GA\_T2 "Training program for modernization of herb enterprises", which offer herb sector traditional and innovative educational paths of sustainability and growth. The Deliverable D.T2.3.1 is "Final national reports and evaluation of training seminars".

In the above deliverable project countries developed Final National Reports and evaluation of their training program. The above text is offering an assessment of HEGO training program. This deliverable contain the appropriate

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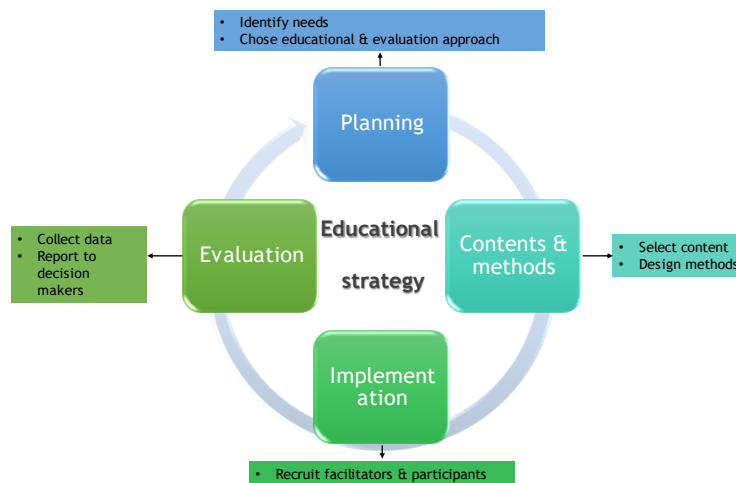


information for the improvement of future seminars and modernization of herb sector.

## 2. Theoretical and methodological framework for seminars

### 2.1 Educational strategy

The educational strategy of the training program included a training curriculum divided in 11 modules called “HEGO Training Program”. In order to result into an evaluation of the program, we followed the above four steps of educational strategy (Figure 1).



**Figure 1.** The educational strategy used for resulting the proposed theoretical framework (inspired from FAO, 1996; Salehi, 2021).

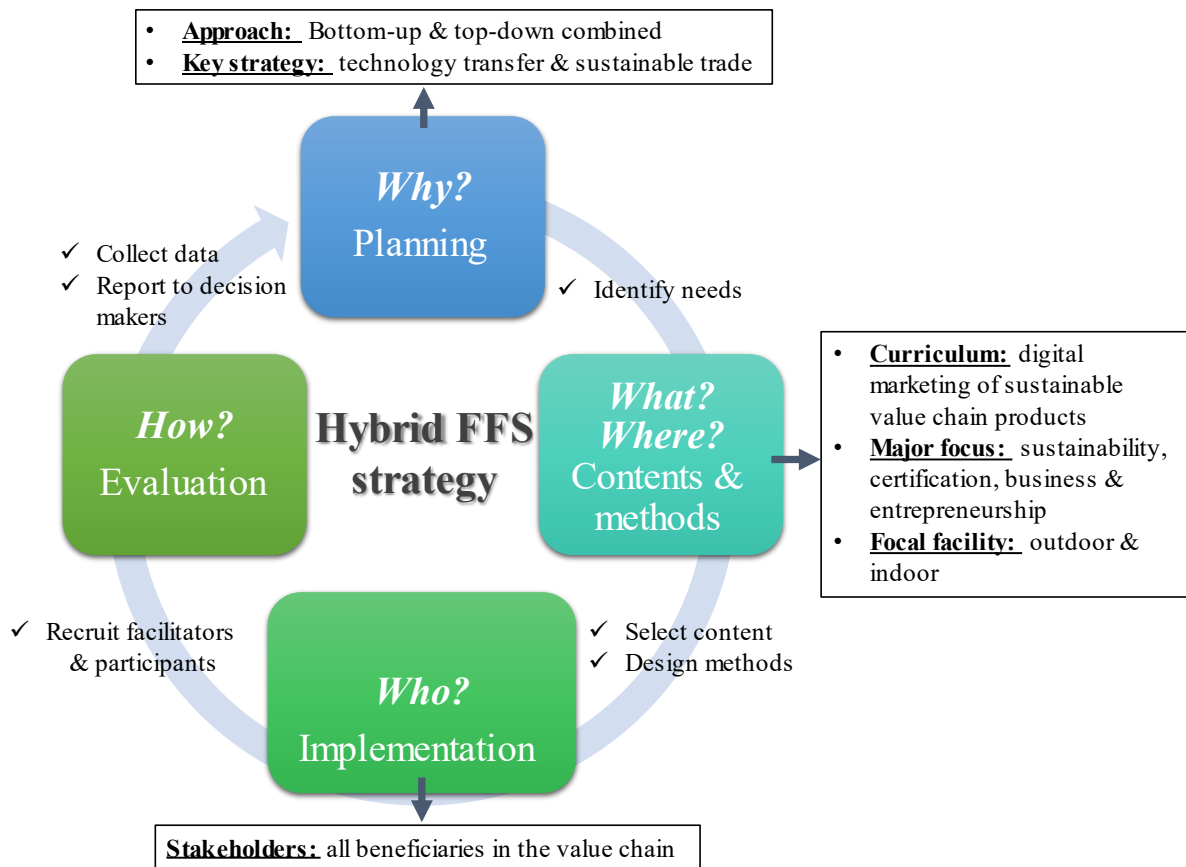
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Afterwards, we infuse in this educational strategy, the educational approach of a Hybrid Farmers Field School, as described in D.T2.2 and depicted in the above Figure 2.



**Figure 2.** Conceptual and methodological framework of a proposed Hybrid FFS strategy (inspired from (Arnés et al., 2018; Charatsari et al., 2020; Maman et al., 2017; Osumba et al., 2021; Salehi et al., 2021; van den Berg et al., 2021))

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Based on this concept and methodology, this deliverable started with the stage of planning and creating the educational strategy and approach. Planning stage followed the above steps separately by each country:

- Selection of the appropriate modules based on training needs
- Settle the criteria of selection of the participants
- Select the methodology for seminars (i.e. hybrid, asynchronous etc)
- Call for participants
- Collection and processing of information from the information package

Each module followed the above in order to conclude to the Holistic evaluation of HEGO’s training program (Figure 3).

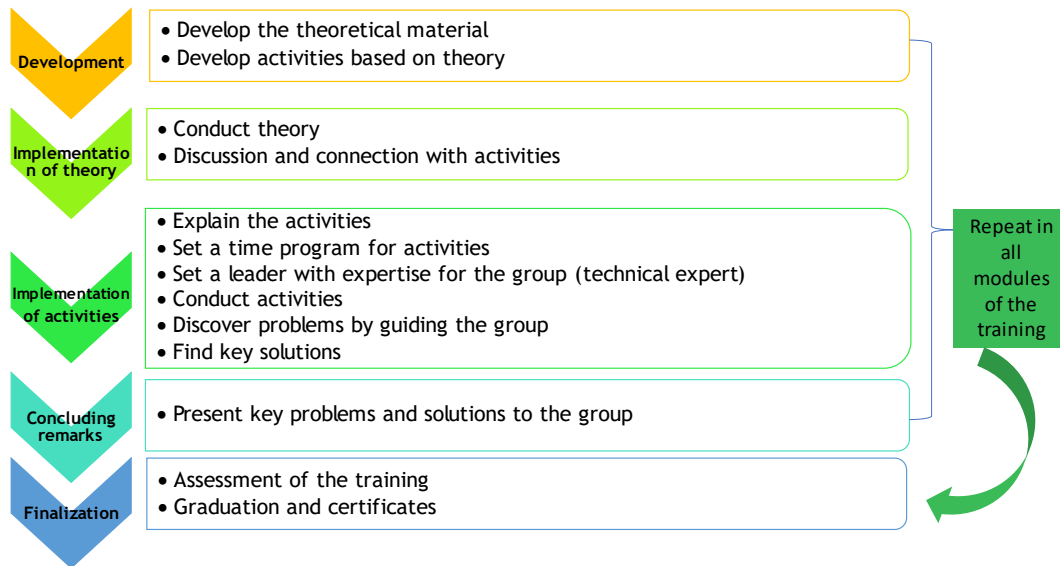


Figure 3. Key steps for development and implementation of modules

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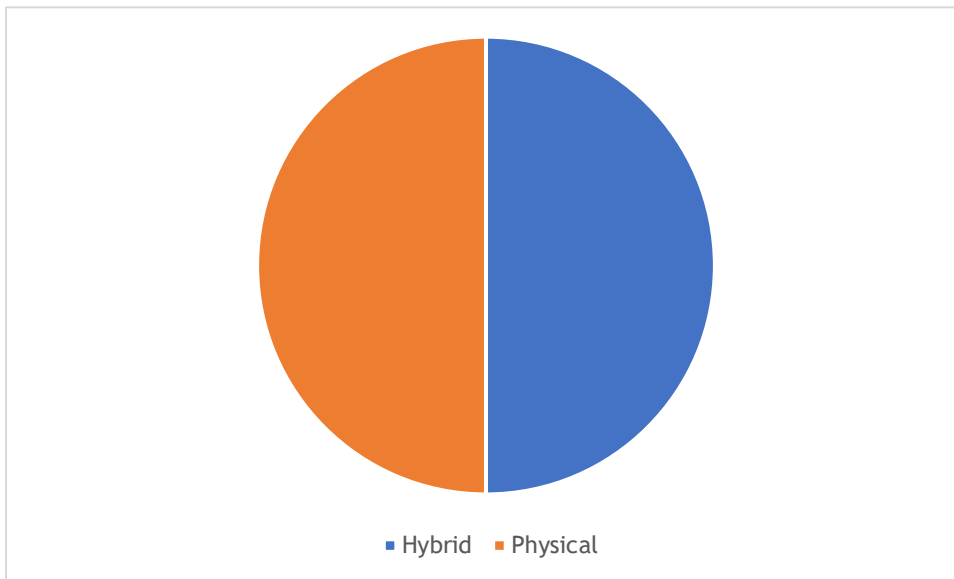
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### 3. Results of HEGO training program

#### 3.1 Methodology in national level

Two HEGO countries have chosen hybrid form (Greece, Georgia) and two countries have chosen physical form of FFS educational methodology (Armenia, Moldova) (Figure 4). Greece's used virtual training in asynchronous form (460 hours), whereas Georgia conducted synchronous virtual learning (45 hours).



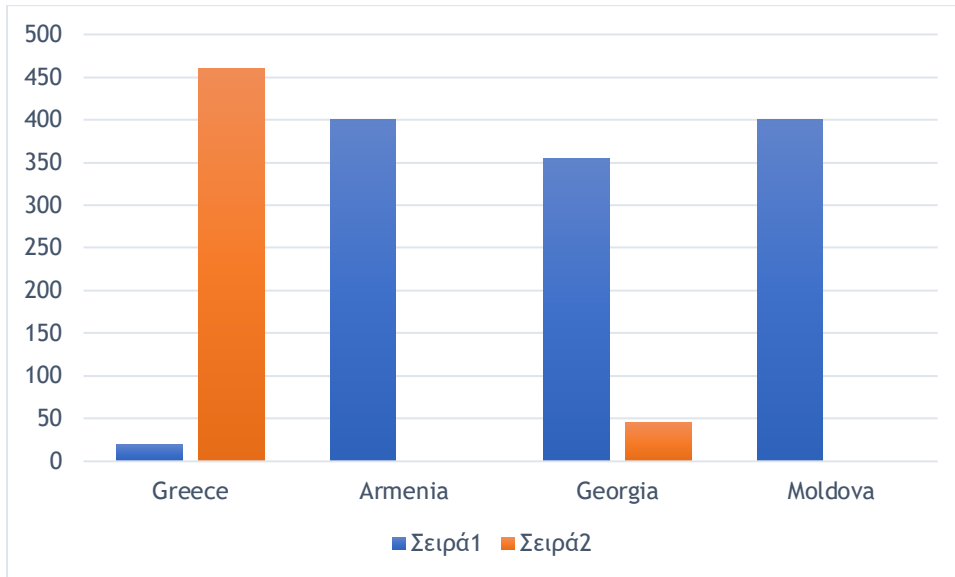
**Figure 4.** FFS form chosen in HEGO countries (Greece, Georgia: Hybrid, Armenia, Moldova: Physical)

In total, number of virtual and physical hours are presented in the next Figure (Figure 5), presented for each HEGO country. Overall, Greece has conducted mainly virtual learning, whereas Georgia has conducted mainly physical learning. Armenia and Moldova, conducted only physical training.

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**Figure 5.** Number of educational hours of HEGO training in each country (virtual: orange, physical: blue)

### 3.2 Material used

The educational material was developed in the context of DT2.2.1. Each partner was assigned to develop specific modules, according to their expertise. All the material was in electronic form, uploaded in partners shared drive. Also, e-learning modules was created in an e-learning environment supported by PP2. PP2 has developed the e-learning modules in the context of DT2.4.1 and DT2.5.1.

The modules used most were about sustainability, conservation, management, marketing and funding, in order to fulfil participants' needs, but also reach the goals of HEGO project (Figure 6).

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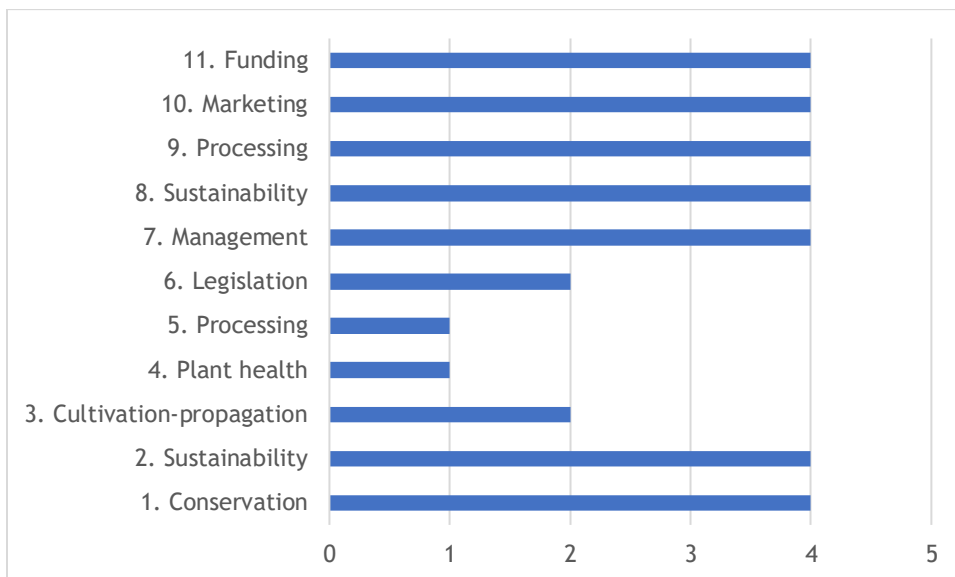


Figure 6. Number of HEGO countries using each module

Specifically, in the above tables, the HEGO training program for each country, in educational hours, reveal the succeeded goals regarding the needs of participants and the HEGO project (Table 1-4).

Table 1. Training program in Greece

Theory/practice	Module	Duration (h)
<b>Theory</b>	1. Conservation	15
	2. Sustainability	15
	6. Legislation	45
	7. Management	45
<b>Practice</b>	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
<b>Total</b>		<b>400</b>

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**Table 2. Training program in Moldova**

Theory/practice	Module	Duration (h)
<b>Theory</b>	1. Conservation	15
	2. Sustainability	15
	6. Legislation	45
	7. Management	45
<b>Practice</b>	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
<b>Total</b>		<b>400</b>

**Table 3. Training program in Georgia**

Theory/practice	Module	Duration (h)
<b>Theory</b>	1. Conservation	15
	2. Sustainability	15
	3. Cultivation-propagation	25
	4. Plant health	20
	7. Management	45
<b>Practice</b>	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
<b>Total</b>		<b>400</b>

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**Table 4. Training program in Armenia**

Theory/practice	Module	Duration (h)
<b>Theory</b>	1. Conservation	15
	2. Sustainability	15
	3. Cultivation-propagation	25
	4. Processing	20
	7. Management	45
<b>Practice</b>	8. Sustainability	70
	9. Processing	70
	10. Marketing	70
	11. Funding	70
<b>Total</b>		<b>400</b>

### 3.3 Educational staff used

Regarding the creation of the educational material, specific modules assigned to each country, based on each partner’s expertise. Then, each partner chose the appropriate external experts or internal staff (hereon: contributors) for the creation of the educational material. In the above table contributors for collecting and creating, the material is presented in numbers (Table 5).

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**Table 5.** Number of contributors (persons) used for the creation of each module of HEGO training program

	Module	Educational material (h)	Contributors (n)	Country
Theory	1. Conservation	15	1	CARD
	2. Sustainability	15	1	CARD
	3. Cultivation-propagation	25	1	GFA
	4. Plant health	20	1	GFA
	5. <i>Processing</i>	20	1	CARD
	6. Legislation	45	2	ODIMM
	7. Management	45	3	ANETXA
Practice	8. Sustainability	70	1	CARD
	9. Processing	70	1	GFA
	10. Marketing	70	1	ANTXA
	11. Funding	70	1	ODIMM

For the implementation of the seminar, each country choose external experts or internal staff to educate participants, in relevance to the modules' thematic area. In regards to implementation of HEGO seminar in each country, Greece had more educators than the other countries (Table 6), because experts conducted specific part of the program. In this way, experts and participants in Greece evaluated HEGO educational material and methodology. In other countries, only participants were evaluators.

**Table 6.** Number of educators (persons) used for the implementation of HEGO training program

Country	Educators (n)
Greece	7
Armenia	2
Georgia	3
Moldova	3

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### 3.4 Participants

In each country, participants were selected according to the criteria of HEGO project and targeted stakeholders. First of all, herb collectors were selected. If not applicable or herb selectors were fewer than 15 (goal per country), each country selected from the rest of HEGO target groups. Greece selected SMEs already in the sector and university students willing to create SMEs relevant to herbs. Armenia and Moldova selected a sample of each HEGO target stakeholder group. Georgia, besides herb collectors, selected stakeholders with relevant experience in the herb sector, with an active legal status of company and basic knowledge of herbs.

In numbers, each country has achieved the goal of approximately 15 participants. All participants have attended 400 hours of HEGO training program. This was recorded by their presence in the case of physical trainings and by virtual recording at e-learning platform, in the case of virtual trainings.

#### 3.4.1 Socio-demographics of participants

In total, participants' most frequent target group was SMEs (49%). Farmers of herbs followed (18%) and education and training centers (13%). Collectors of herbs were 10% of total participants. Business support organizations and other interested groups like NGOs were 5% (Figure 7).

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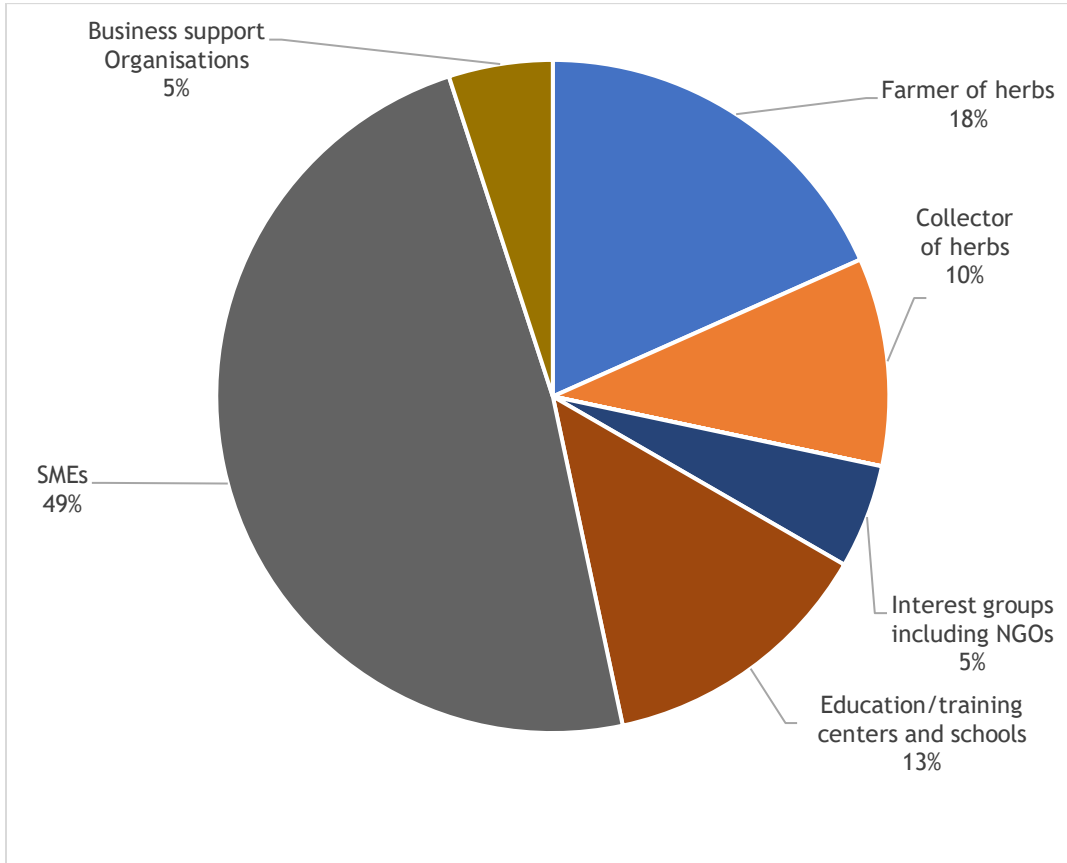


Figure 7. Percentage of participants target groups in all countries (%)

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The most common age group of participants was 35-39 years old by 28% (Figure 8). The age group of 25-34 years old was 22% and 55-64 years old was 17% of all participants in all countries. The smallest age group was 45-54 years old (7%).

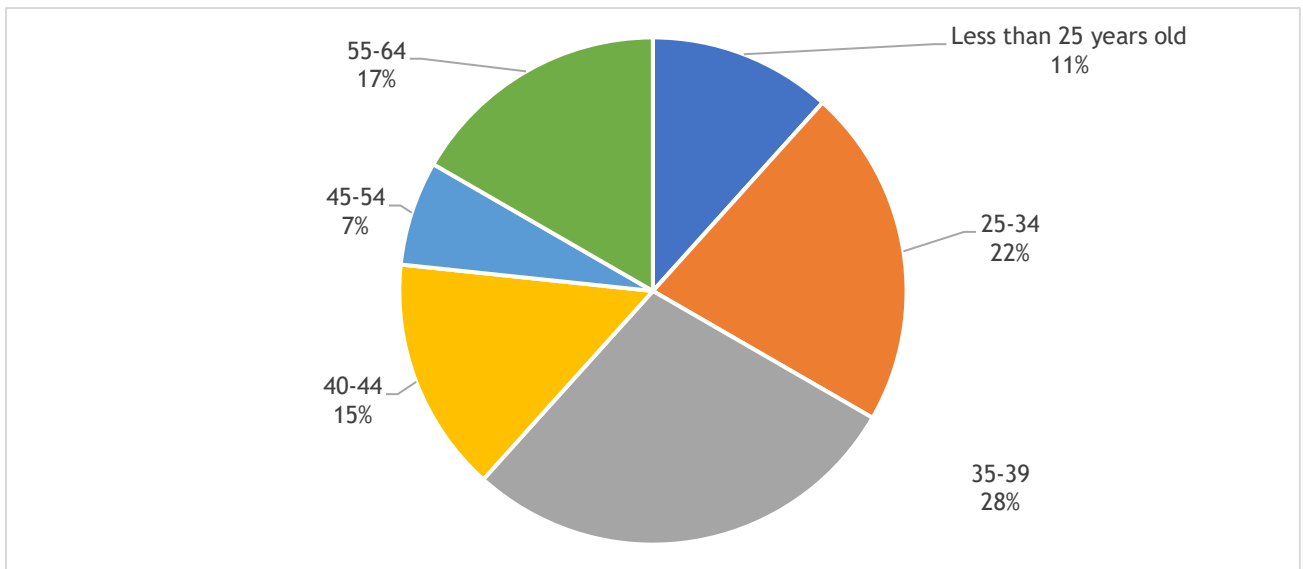


Figure 8. Participants age in all countries

Most participants were female (60%), with small difference with male participants (40%) (Figure 9).

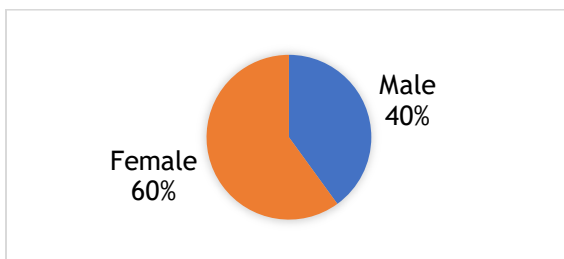


Figure 9. Participants sex in all countries

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Most participants in all countries were highly educated (72%), and have finished tertiary education. Medium education participants were 27% in all countries, whereas low education participants were only 1% (Figure 10).

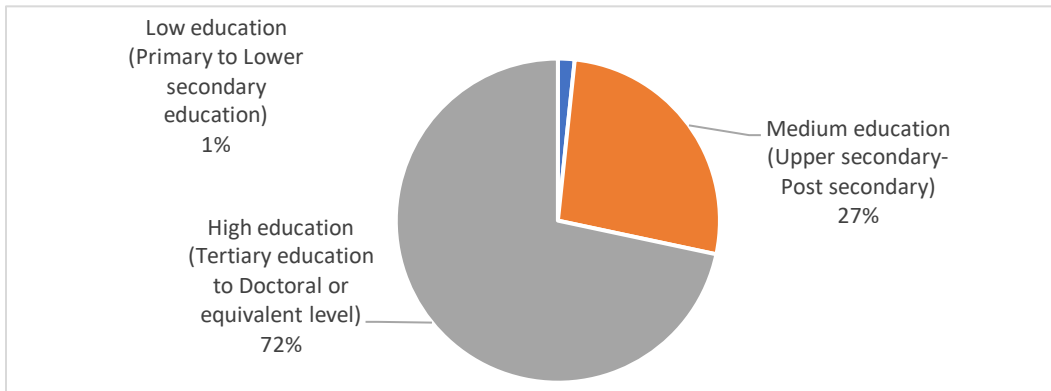


Figure 10. Participants educational level in all countries

Internet use level of participants was high (48%) to medium (30%), whereas participants with very high level of internet use were 22% (Figure 11).

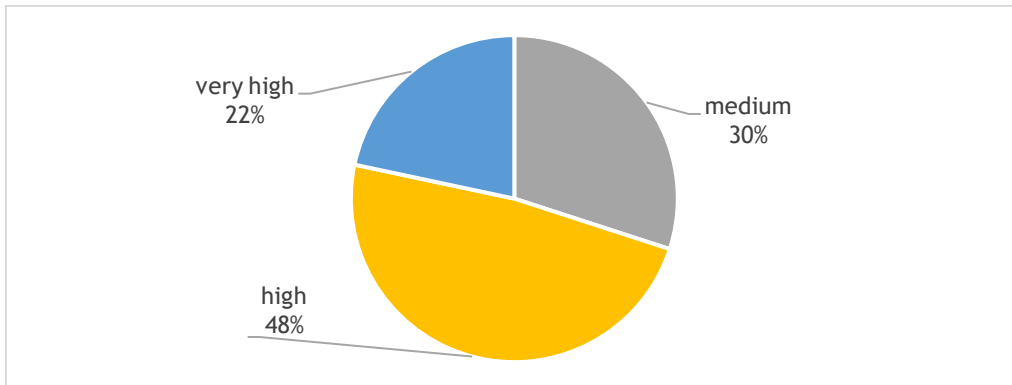


Figure 11. Participants internet use level in all countries

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English language level was medium (44%) to high (28%), from participants in all countries. Very high level of English language was 13% and small 12%. Only 3% of participant did not know English (Figure 12).

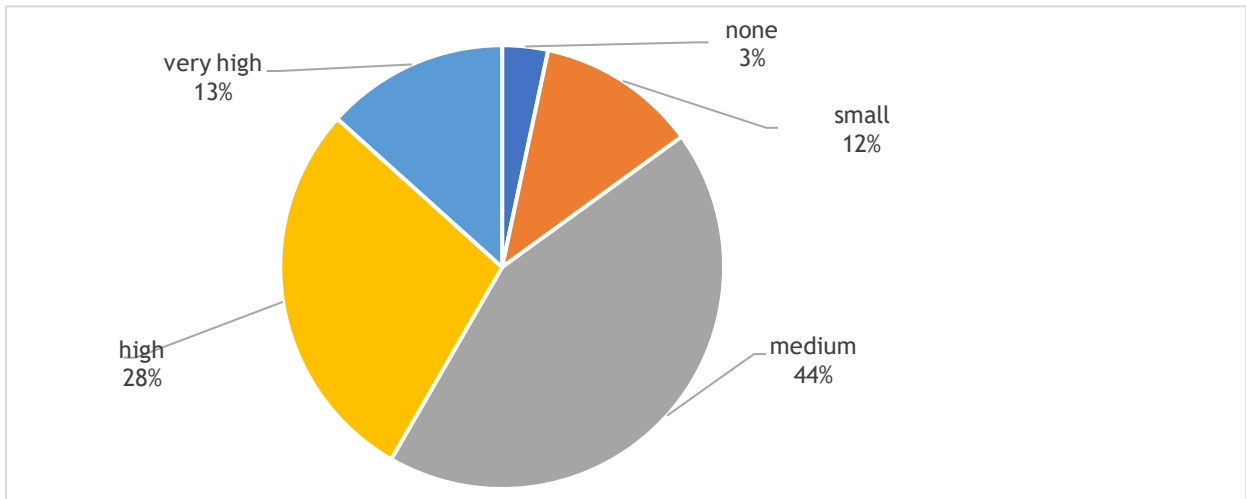


Figure 12. Participants English language level in all countries

Participants' household included more than 7 persons (30%), 6-7 persons (20%) and 4-5 persons (23%). Participants with 2-3 persons per household was only in 15% and 1 person was 12% (Figure 13).

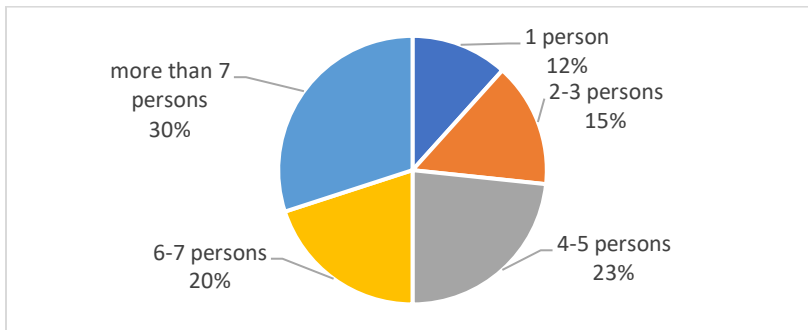


Figure 13. Participants household in all countries

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Regarding the area of agricultural land (in ha), participants from all countries had a total of 198.42 ha. Currently, some participants did not have any land for cultivation (rented or owned). The participants who had already area for cultivation had on average, Armenia 0.42 ha, Georgia 10.6 ha, Moldova 1.85 ha and Greece 4 ha

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## 3.5 Concluding remarks of the activities

### 3.5.2 Concluding remarks in each module

#### **Module 1: Conservation**

Activities of Module 1, concluded to the knowledge and skills of participants about conservation (Figure 14). Participants highlighted how farm schools and botanic farms can help in the modernization of herb sector. Also, they discussed about the establishment of herb local businesses based on the local diversity.

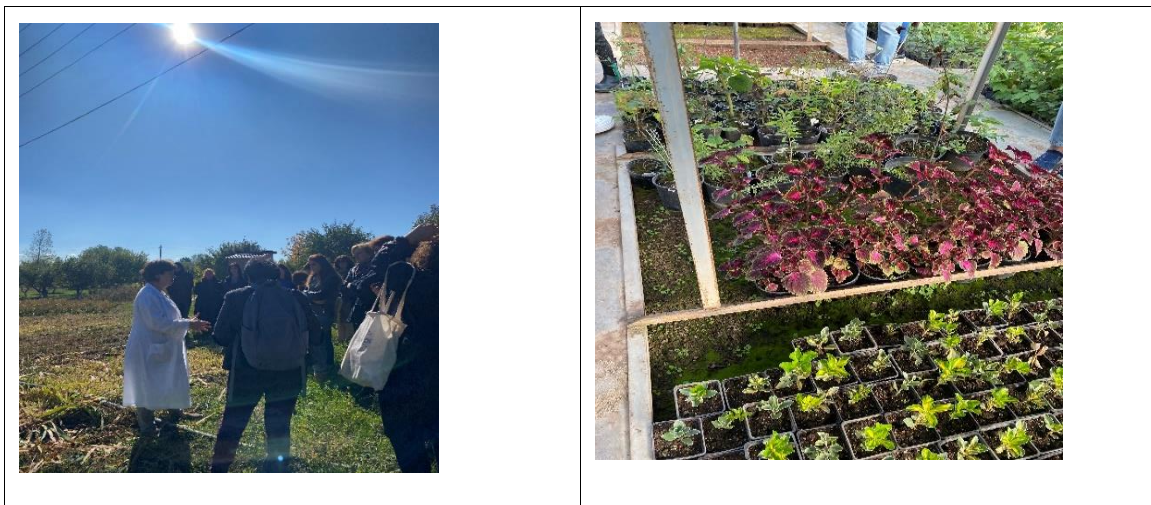


Figure 14. Pictures from Module 1 Conservation activities

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## Module 2: Sustainability

Ecosystem services were highlighted as a valuable offer to local herb businesses. Groups created mind maps through brainstorming and investigate the most important ecosystem services in their case studies (Figure 15). They connected the dots between the environment and the success of and local herb business.

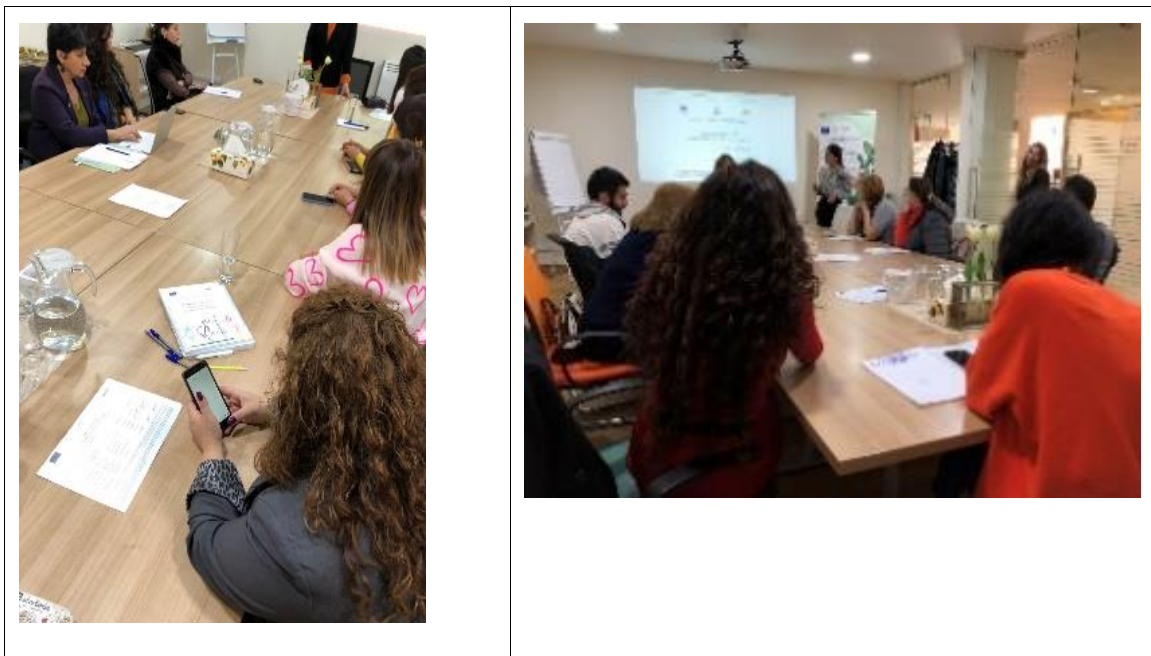


Figure 15. Pictures from Module 2 activities

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### Module 3: Cultivation-propagation

Case studies concluded to solutions to different challenges related to site selection for herb cultivation, like lack of financial and technical sources, limited quantities of seeds on local market, lack of competence in the field, poor soil conditions and etc (Figure 16).



Figure 16. Pictures from Module 3 Cultivation-propagation activities

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#### Module 4: Plant health

Case studies presented solutions to different challenges related to herb disease control like biotic and abiotic factors of plant diseases, disease diagnosis methods and disease control (Figure 17). A general concept of challenges to be noted in each local herb business, help participants to understand the complexity of plant health and business.



Figure 17. Pictures from Module 4 Plant health activities

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## Module 5: Processing

Case studies of herb products were presented. Post-harvest processing procedures (sorting, primary processing, drying, cooling, quality control, packaging, labelling, storing and documenting), Post-harvest processing infrastructure (Figure 18). Economics and government regulations: GMP, Safety, equipment and machinery for herb processing, Information sharing and adoption of good herb processing practices were noted as factors in order to conclude of the processing procedure in the herb businesses.

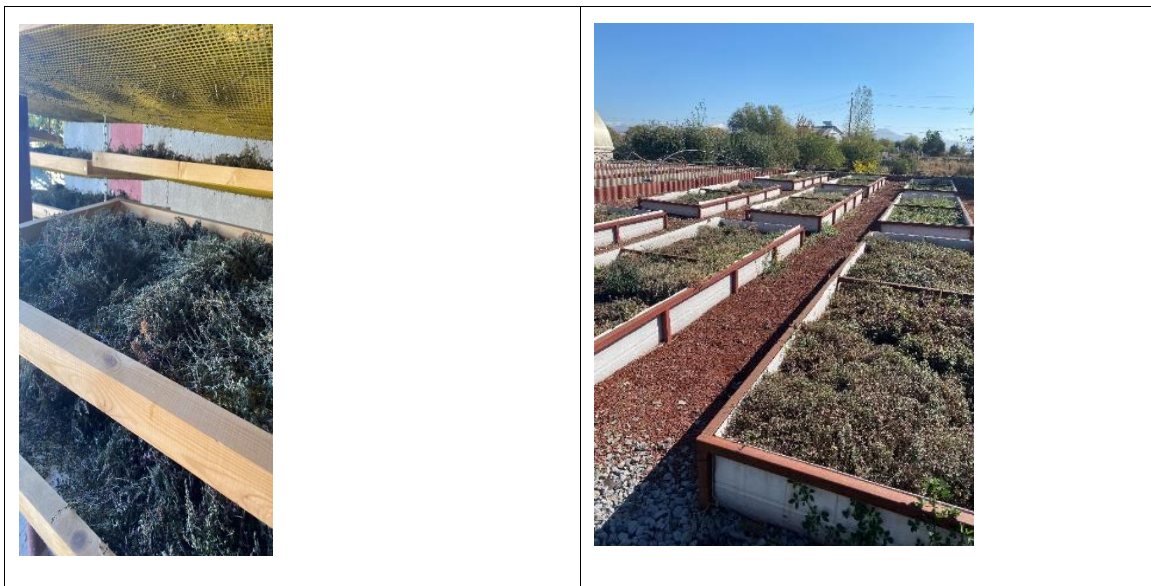


Figure 18. Pictures from Module 5 Processing activities

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## Module 6: Legislation

Case studies presented by groups, highlighted the importance of understanding Greek legislation and its impact on the herbal industry (Figure 19). Attendees were educated on key aspects, such as the legal framework for the cultivation, production, and distribution of herbal products. By doing so, attendees gained a better understanding of the legal requirements for their businesses and how to comply with them. Further underlining of the competitive advantage and added value of the knowledge on legislation issues took place. This training not only furnished the attendees with essential knowledge but also enabled them to make informed decisions that positively impact their already existing and/or potential herbal businesses.



Figure 19. Pictures from Module 6 activities

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## Module 7: Management

During the Activity (design of a Business Model Canvas) participants worked individually and then collectively with the aim to fill out a Business Model Canvas referring to an enterprise that produces/processes herbs and relevant products (Figure 20). After the implementation of the Activity, trainees draw a canvas summarizing the value proposition, the antecedents of economic value creation, the categories of costs and the sources of revenues. Working in this way, participants had the opportunity not only to acquire entrepreneurial skills, but also to develop team work skills, communication competencies, problem-solving abilities, abstraction competencies, critical thinking skills and argumentation competencies. Several context-specific and country-relevant solutions were provided, with a special emphasis on the distribution channels and the value of building partnerships with key-actors who can facilitate of value proposition into economic benefits for an enterprise that produces/processes herbs.

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Figure 20. Pictures from Module 7 activities

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## Module 8: Sustainability

The group outlined the "steps to sustainability" in order to create a local business with innovative and sustainable products based on herbs (Figure 21).

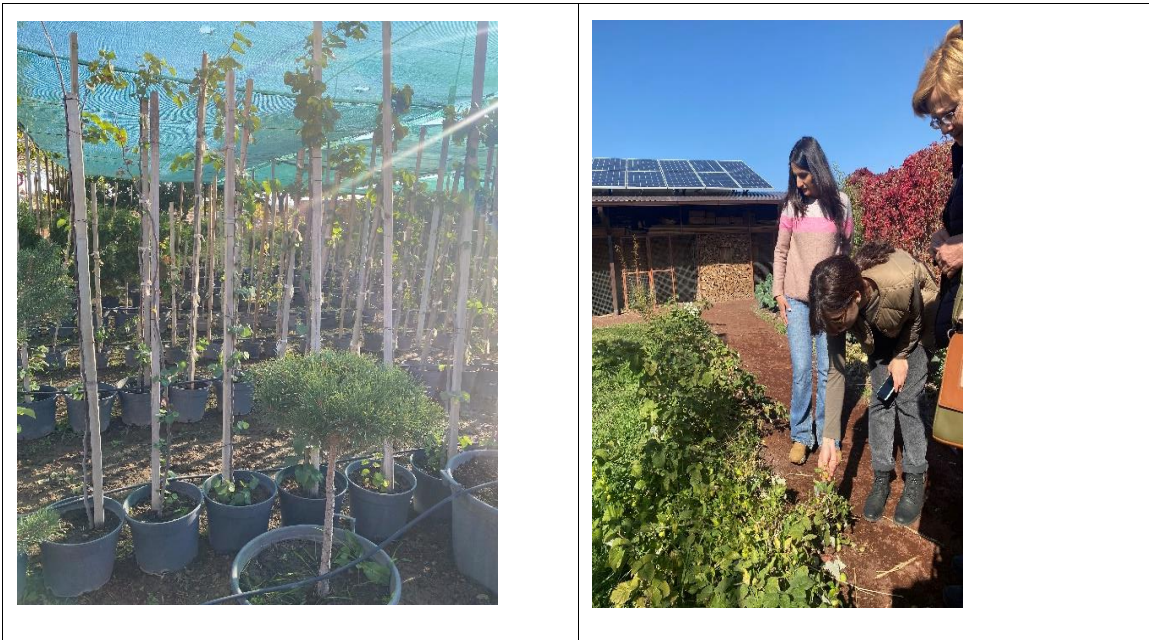


Figure 21. Pictures from Module 8 activities

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## Module 9: Processing

The 3 main methods of herbs' processing that were discussed or implemented were cooling, drying, and distillation (Figure 22). Each method was described or conducted to the participants. The advantages and disadvantages of each method were analyzed as well as the conditions for their application. The participants showed particular interest in the process of distillation while the majority asked about how this procedure affects the quality and quantity of the final product. Also, there was a discussion about how the energy-intensive process of drying could rely on alternative sources of energy, oriented towards bioeconomy and circular economy practices.

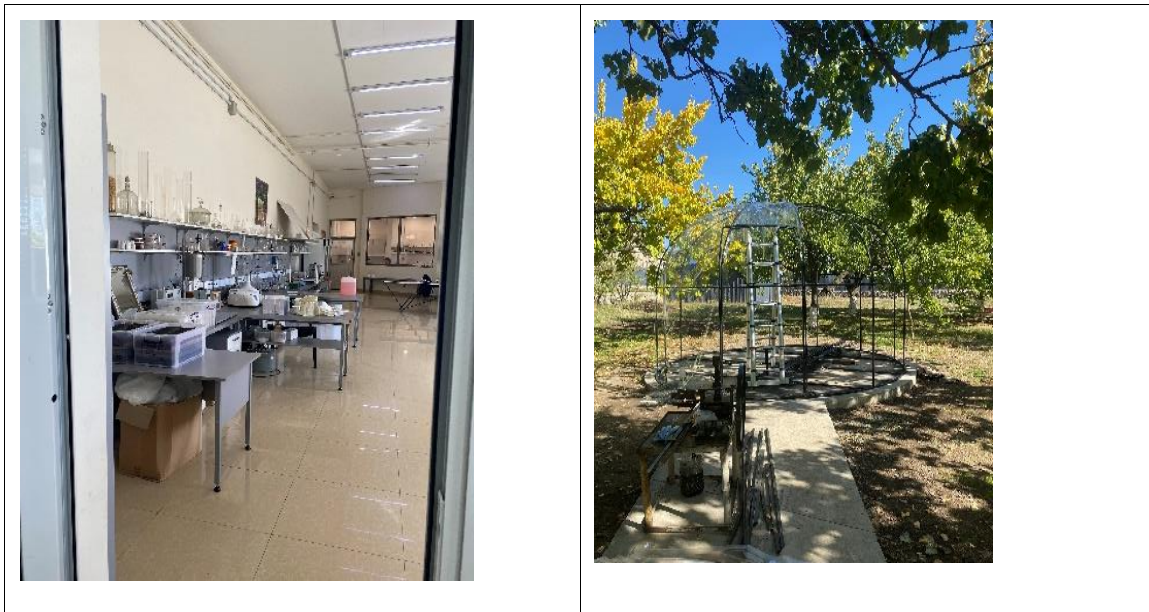


Figure 22. Pictures from Module 9 activities

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## Module 10: Marketing

The majority of the participants haven't performed such an SWOT or PEST analysis ever before, so we decided to make a more interactive presentation (Figure 23). Firstly, a SWOT analysis was performed on a herb business. Each participant proposed strengths, weaknesses, opportunities, and threats and discussed them with each other. Secondly, a PEST analysis was performed on a herb business. Each participant proposed variables affecting the Political, Environmental, Social and Technological environment of the business.

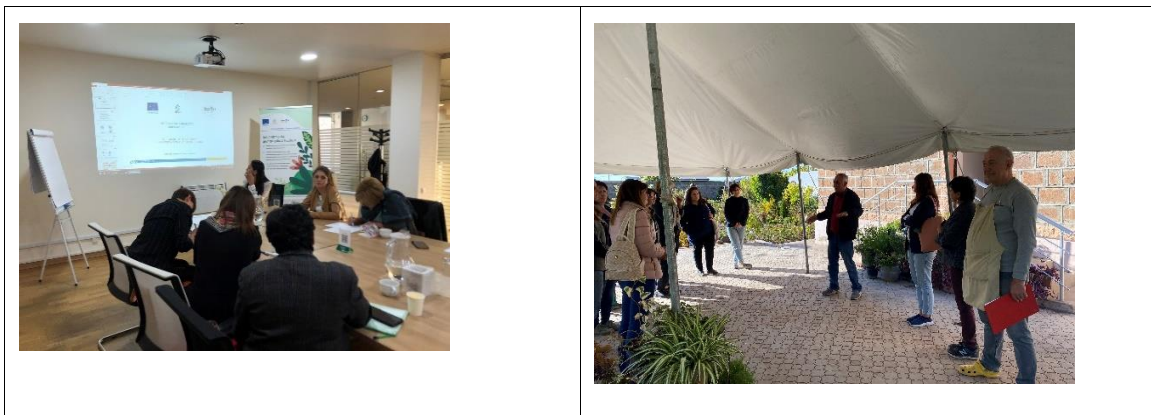


Figure 23. Pictures from Module 10 activities

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## Module 11: Funding

Participants introduced to basic economic terms and interacting them with various examples to relate them to medicinal and aromatic herbs (Figure 24). Along with the sources of funding, examples of how businesses operate and how to choose different sources of funding were presented, piquing the interest of many of the participants who, with various ideas presented, tried to get information on what their next moves in the business world could be and how any of the sources of funding presented could serve them. During the seminar, producers as well as students participated, the majority of whom, for the first time, came into contact with funding sources and actively participated in understanding how they can finance their idea and expressed their desire to deepen their knowledge even more and to take further action to develop a business idea in the future.

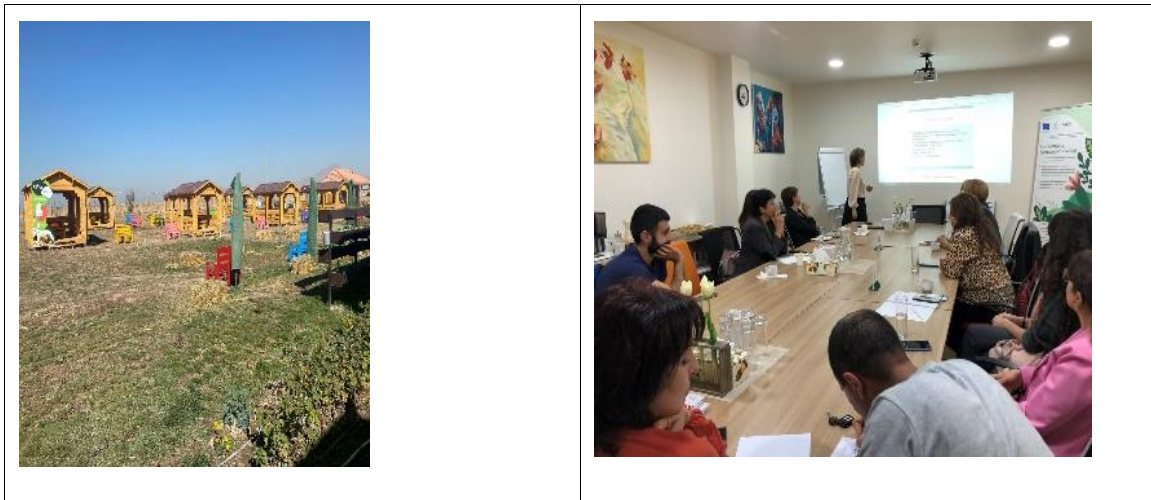


Figure 24. Pictures from Module 11 activities

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### 3.6 Holistic evaluation of HEGO training program

After the end of the seminar, participants who attended 400 hours of HEGO training program, evaluate with a personal questionnaire, which was created by a new framework of CIPP (Context-Input-Process-Product) methodology. This new framework of CIPP was inspired and created by HEGO projects. This holistic evaluation is specifically created to test technology transfer educational program, like HEGO. The above results, highlight how this tool can be useful for the evaluation and re-engineering of any educational program, in relation to contents and methods. In the above tables (Table 7-12) present the average opinion of participants in all countries, for specific aspects (items) of the training program.

Regarding the context of the seminar, Checking the conditions and facilities of participants before deciding on how to implement the program, should be improved. Holding theoretical training courses prior to the practical courses was also important for the input (contents and methods) of the training program. Ability to implement recommendations provided with no support of the public sector was revealed

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**Table 7.** Ranking of context evaluation items of all countries

Code	Item	Average	Standard deviation
C1	Having relevant experience in the agri-food sector	4.3	0.671452
C2	Having necessary selection criteria to prioritize participants	4.233333	0.673132
C3	Proximity of conditions and facilities to participants	4.566667	0.620734
C4	Checking the conditions and facilities of participants before deciding on how to implement the program	4.11666	0.903696
C5	Matching the subject with the basic needs of participants	4.666667	0.509791
C6	Participation of top stakeholders in planning and implementation of techniques	4.283333	0.738566
C7	Paying attention to the real priorities and needs of participants	4.666667	0.509791
C8	Educational needs assessment of target farmers before the program implementation	4.283333	0.640224
C9	Announcing the final goals of the program to the participants	4.616667	0.523731
C10	Declaration of equipment required to participate	4.35	0.605763
C11	Informing about the exact time of starting the program	4.65	0.546948
C12	Information about the details of the implementation time of the program	4.583333	0.590652

**Table 8.** Ranking of Input evaluation items of all countries

Code	Item	Average	Standard deviation
I1	Indicate responsible to inform about the program	4.666667	0.572437
I2	Providing appropriate educational materials (i.e. presentations, workshops' materials)	4.483333	0.596364
I3	Preparing suitable educational hybrid environment (i.e. e-learning, heating, cooling, nutrition, etc.)	4.5	0.596601
I4	Developing and distributing technical instructions for experts and participants for e-learning	4.466667	0.595653
I5	Introducing experts and researchers with appropriate background	4.6	0.588016
I6	Announcing duties of facilitators and technical experts to participants	4.583333	0.645497

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17	Holding coordination meetings between experts and participants	4.4	0.693798
18	Providing transport tools to the practical courses	4.616667	0.613179
19	Providing suitable environments for the goals	4.483333	0.676273
110	Holding theoretical training courses prior to the practical courses	4.433333	0.8309

**Table 9.** Ranking of Process evaluation items of all countries

Code	Item	Average	Standard deviation
PR1	Ability to implement recommendations in local agri-food sector	4.35	0.633125
PR2	Number of activities held for participants	4.333333	0.572437
PR3	Comprehensibility of content presented in educational programs for participants	4.55	0.534409
PR4	Number of modules/thematic areas held for participants	4.2	0.65871
PR5	Ability of stakeholders to use technologies introduced into the agri-food businesses in the region	4.25	0.679606
PR6	Ability to implement recommendations provided with no support of the public sector	3.983333	0.873172
PR7	Participation in the implementation of educational programs	4.4	0.741048
PR8	Quality of educational programs	4.6	0.527225
PR9	Level of satisfaction among participants with educational programs	4.533333	0.566484
PR10	Satisfaction with facilitators/educators in terms of transferring knowledge and technology to participants	4.616667	0.523731
PR11	Satisfaction with technical experts/practitioners in terms of meeting technical needs in the region	4.583333	0.497167
PR12	Number of booklets and brochures distributed among participants	4.166667	0.692983

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**Table 10. Ranking of Product evaluation items of all countries**

Code	Item	Average	Standard deviation
PO1	Increasing modernization practices	4.116667	0.71525
PO2	Augmenting performance per unit area	4.133333	0.747123
PO3	Increasing participants' knowledge about production of agricultural commodities	4.3	0.720169
PO4	Reducing costs compared with traditional methods of production	4.216667	0.691147
PO5	Increasing creativity in performing production activities	4.466667	0.535729
PO6	Building a spirit of creativity and innovation among participants	4.516667	0.536519
PO7	Establishing interactions between participants	4.616667	0.523731
PO8	Raising skills in performing agricultural activities	4.466667	0.595653
PO9	Boosting participants' willingness to work in a team	4.5	0.596601
PO10	Changing participants' attitudes towards modernization practices	4.35	0.605763
PO11	Strengthening problem-solving ability as a team and recognizing solutions to problems	4.466667	0.566484
PO12	Expanding risk-taking power	4.216667	0.761169
PO13	Multiplying participants' relationships with agricultural extension and research institutions	4.183333	0.812856
PO14	Fostering mutual trust between participants and experts	4.216667	0.738566

**Table 11. Ranking of Output evaluation items of all countries**

Code	Item	Average	Standard deviation
O1	Increased profit compared with the previous production period	4.016667	0.700887
O2	Usefulness of recommendations provided of modernization practices	4.25	0.654191
O3	Time required to spread technology and equipment proposed among participants	4.133333	0.747123
O4	Increased interest in participating in the program	4.516667	0.650728
O5	Extent satellite participants implement recommendations provided by the program	3.916667	0.787437

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**Table 12.** Ranking of Program re-engineering evaluation items of all countries

Code	Item	Average	Standard deviation
SR1	Need to boost educational facilities	2.833333	1.486284
SR2	Need to change experts of the program	2.583333	1.109156
SR3	Need to alter main actions/goals of the program	2.683333	1.308274
SR4	Need to modify methodology of the program	2.583333	1.183097
SR5	Need to modify ways of networking and cooperation between stakeholders	2.6	1.21356

## 5. Conclusions and recommendations

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## 4. Appendixes

### Appendix 1. Questionnaire for the evaluation at the end of the training program (impact assessment)

#### Part I. General information

##### 1. Country of stakeholder:

- Greece [1]
- Georgia [2]
- Armenia [3]
- Moldova [4]

##### 2. Select your target group:

- Farmer of herbs [1]
- Herb collector [2]
- Local public authorities [3]
- Regional public authorities [4]
- National public authorities [5]
- Sectoral agencies [6]
- Interest groups including NGOs [7]
- Education/training centers and schools [8]
- SMEs [9]
- Business support Organizations [10]

##### 3. Ability to cooperate internationally (knowing foreign languages):

- None [1]
- Small [2]
- Medium [3]

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- High [4]
- Very high [5]

**4. Capacity to interact electronically (access to internet):**

- Yes [1]
- No [2]

**Part II. Evaluation of HEGO program**

**5. In your opinion, rate your experience in the HEGO program regarding its training needs, modernization practices and participation/networking activities the following sentences, from none (1) to very high (5):**

No	Component	Strongly disagree [1]	Disagree [2]	Neutral [3]	Agree [4]	Strongly agree [5]
1	Having relevant experience in the agri-food sector					
2	Having necessary selection criteria to prioritize participants					
3	Proximity of conditions and facilities to participants					
4	Checking the conditions and facilities of participants before deciding on how to implement the program					
5	Matching the subject with the basic needs of participants					
6	Participation of top stakeholders in planning and implementation of techniques					
7	Paying attention to the real priorities and needs of participants					
8	Educational needs assessment of target farmers before the program implementation					
9	Announcing the final goals of the program to the participants					
10	Declaration of equipment required to participate					
11	Informing about the exact time of starting the program					

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12	Information about the details of the implementation time of the program					
13	Indicate responsible to inform about the program					
14	Providing appropriate educational materials (i.e. presentations, workshops' materials)					
15	Preparing suitable educational hybrid environment (i.e. e-learning, heating, cooling, nutrition, etc.)					
16	Developing and distributing technical instructions for experts and participants for e-learning					
17	Introducing experts and researchers with appropriate background					
18	Announcing duties of facilitators and technical experts to participants					
19	Holding coordination meetings between experts and participants					
20	Providing transport tools to the practical courses					
21	Providing suitable environments for the goals					
22	Holding theoretical training courses prior to the practical courses					
23	Ability to implement recommendations in local agri-food sector					
24	Number of activities held for participants					
25	Comprehensibility of content presented in educational programs for participants					
26	Number of modules/thematic areas held for participants					
27	Ability of stakeholders to use technologies introduced into the agri-food businesses in the region					
28	Ability to implement recommendations provided with no support of the public sector					
29	Participation in the implementation of educational programs					
30	Quality of educational programs					
31	Level of satisfaction among participants with educational programs					
32	Satisfaction with facilitators/educators in terms of transferring knowledge and technology to participants					

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33	Satisfaction with technical experts/practitioners in terms of meeting technical needs in the region					
34	Number of booklets and brochures distributed among participants					
35	Increasing modernization practices					
36	Augmenting performance per unit area					
37	Increasing participants' knowledge about production of agricultural commodities					
38	Reducing costs compared with traditional methods of production					
39	Increasing creativity in performing production activities					
40	Building a spirit of creativity and innovation among participants					
41	Establishing interactions between participants					
42	Raising skills in performing agricultural activities					
43	Boosting participants' willingness to work in a team					
44	Changing participants' attitudes towards modernization practices					
45	Strengthening problem-solving ability as a team and recognizing solutions to problems					
46	Expanding risk-taking power					
47	Multiplying participants' relationships with agricultural extension and research institutions					
48	Fostering mutual trust between participants and experts					
49	Increased profit compared with the previous production period					
50	Usefulness of recommendations provided of modernization practices					
51	Time required to spread technology and equipment proposed among participants					
52	Increased interest in participating in the program					
53	Extent satellite participants implement recommendations provided by the program					
54	Need to boost educational facilities					
55	Need to change experts of the program					
56	Need to alter main actions/goals of the program					

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57	Need to modify methodology of the program					
58	Need to modify ways of networking and cooperation between stakeholders					

**6. In your opinion, write 3 innovative elements/characteristics of the training program which you believe that will modernize a herb business**

1	
2	
3	

**6. In your opinion, write 3 innovate elements/characteristics that the training program was missing and will help to modernize an herb business**

1	
2	
3	

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## Notes

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