



# Green Education & Transition - A Higher Education online Digital Buddy DELIVERABLE 4.3

## Content for Green Zero HEIs rolled out on GET-AHED platform

29 October 2025

The screenshot displays the GET-AHED platform interface with the following content:

- GET-AHED Your Green Transition Digital Buddy** (Header)
- HE GREEN ASSESSMENT**: Integration and Sustainability for the green transition. Includes a "Learn More" button.
- HE GREEN CHAMPIONS**: Boost the green transition capacity of leaders, staff, students and stakeholders in Higher Education. Includes a "Learn More" button.
- HE GREEN ZERO**: An online tool dedicated to improving sustainable operations in your Higher Education institution. Includes a "Learn More" button.
- A GREENER TOMORROW** (Section Header)
- Project News**: What's happening now? (Icon: Shopping cart)
- Supporting education leaders**: Where do we go next? (Icon: Speech bubbles)
- Ongoing Research**: What does the research say? (Icon: Document)
- Data driven Information from across EU HEIs**: What do our HEIs know? (Icon: Bar chart)
- Analytics**: Where is our information coming from? (Icon: Pie chart)

### ABOUT THE PROJECT

- 6** European Partners from a range of countries
- 130** Resources developed to date, and implemented across the EU
- 2040** Staff, students and stakeholders impacted to date



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## Basic project information

<b>Project title</b>	<b>Green Education &amp; Transition - A Higher Education online Digital Buddy</b>
<b>Acronym</b>	<b>GET-AHED</b>
<b>Project number</b>	<b>101087248 — GET-AHED</b>
<b>Start</b>	February 2023
<b>End</b>	January 2026
<b>Website</b>	<a href="http://www.get-ahed.eu">www.get-ahed.eu</a>
<b>Project team</b>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">WPZ Research GmbH, Austria (WPZ Research)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Universidade de Aveiro, Portugal (UAveiro)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Munster Technological University, Ireland (MTU Hincks and MTU TEL)</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">University of Ruse “Angel Kanchev”, Bulgaria (URAK)</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">FHV - Vorarlberg University of Applied Sciences, Austria (FHV)</div> </div> </div>
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## Information on the Report

<b>Dissemination Level</b>	PU – Public
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<b>Status</b>	Complete

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## Executive Summary

The GET-AHED (Green Education & Transition – A Higher Education Online Digital Buddy) project aims to support Higher Education Institutions (HEIs) across Europe in implementing the EU’s Green Transition and Green Education and Training priorities. Through a user-oriented digital platform, GET-AHED acts as a “digital buddy” offering tools, resources, and guidance for institutional sustainability.

Work Package 4 (HE-Green Zero) focuses on improving sustainable operations in HEIs, particularly in the areas of energy and energy-related systems, with the overarching goal of achieving net-zero emissions on campus sites. Deliverable 4.3 marks the completion of Task 4.4 and the achievement of milestone M3 of WP4: “Content creation finished and rolled out to GET-AHED platform.”

Originally, the project aimed to deliver at least 10 good practice examples, 2 videos, and 2 interactive formats. These targets were significantly exceeded: the platform now includes 13 good practices in 7 interactive formats with 7 awareness-raising videos. The good practices were selected through a structured evaluation and peer review process involving external stakeholders (see D4.1 and D4.2) and represent a diverse range of approaches – from low-threshold measures to lighthouse initiatives.

To maximize impact, all content was transformed into interactive formats rather than static presentations. These formats follow a three-part pedagogical structure (Start–Middle–End) and were developed collaboratively by MTU TEL and FHV. They offer immersive learning experiences, promote active engagement, and are complemented by short, AI-generated videos that introduce each topic in an accessible and emotionally engaging way.

Throughout the project, the consortium recognized the need to shift focus from technical tools like calculators to approaches that foster awareness, motivation, and adaptability. The result is a platform that not only informs but inspires action – supporting HEIs in their sustainability transformation with relevant, engaging, and scalable resources.

# 1. Introduction

The GET-AHED (Green Education & Transition - A Higher Education Online Digital Buddy) project aims to develop a digital platform in consultation with associate partner EU ministries, HEI representative bodies and an existing European University alliance which will provide HEIs across the EU with a range of online tools to enable them to implement the EU's Green Transition and Green Education and Training priorities. GET-AHED will act as a green transition digital buddy for the HE community across the EU. The platform will provide a range of tools to allow a multiple of HE stakeholder groups to promote and develop whole institutional approaches to sustainability which will focus on:

- Designing, implementing, and monitoring institution sustainability plans.
- Supporting Higher Education leaders, in embedding sustainability into all aspects of the institution's operations.
- Supporting staff and students in promoting greater involvement in sustainability initiatives both internally and externally.
- Designing, implementing, and monitoring approaches related to sustainability operations of a HEI and in particular energy and energy related systems.

The final deliverables of GET-AHED will be made available on a user-oriented online platform and will be promoted with the assistance of associate partner ministries and HE representative bodies. Ideally, project partners aim to have the online tools and associated training initiatives become the basis of current and future EU-led online green transition initiatives or be integrated into such initiatives. The GET-AHED digital platform is anticipated to have a reach and impact that will be far greater than traditional face-to-face conferences, seminars, and other training events. GET-AHED specifically aims to develop its online tools to be made available on a one-stop digital platform to support HEIs with the green transition.

## 1.1 Work package 4: HE-Green Zero

The main objectives of work package 4, HE-Green Zero, are:

- Search and discover good practice examples or Green Zero approaches in HEIs as well as good practice examples outside HEIs that can be adapted to the special needs of HEIs.
- Evaluation of good practice examples in peer review settings together with relevant stakeholders from industry, politics, and society.
- Support knowledge transfer from advanced to developing HEIs in terms of green transition and enable knowledge transfer from other public institutions (like state governments) to HEIs.
- Create content for the digital GET-AHED platform concerning zero emission HEIs with a special emphasis on the EU green transition agenda.

This document is deliverable 4.3 and is a final report on the content for Green Zero HEIs rolled out to the GET-AHED platform. It summarises the steps of Task 4.4 and takes into account the findings from tasks 4.1, 4.2 and 4.3. As stated in the grant proposal, the content is based on good practice examples, videos and interactive formats.

## 1.2 Good Practice Examples

Good practice examples are essential for the development of the GET-AHED platform, particularly in supporting HEIs on their path toward zero emissions. A total of 28 examples were collected and documented in Deliverable 4.1, contributed by consortium members and associated HEIs across Europe. These practices span various sectors including energy, mobility, infrastructure, food services, and awareness initiatives.

Each example was evaluated using a structured survey and peer review process, focusing on key performance indicators (KPIs) such as energy savings, CO<sub>2</sub> reduction, monetary benefits, adaptability to other HEIs, and potential to raise awareness. Based on the evaluation and stakeholder feedback (see Deliverable 4.2), 11 implementable good practices (IGPs) were identified:

1. Plant the Future (*direct integration*)
2. Change of Compressor Unit (*direct integration*)
3. Staff Awareness Day (*direct integration*)
4. Next Big Change Competition (*direct integration*)
5. Sustainable Travelling for Students (*direct integration*)
6. Green Labs (*direct integration*)
7. Job Ticket (*integrated into Sustainable Travelling*)
8. Transport Cost Reduction (*integrated into Sustainable Travelling*)
9. Economical Light Sources (*integrated into Compressor Unit*)
10. Reduction of Energy Costs (*integrated into Compressor Unit*)
11. Save our Food Programme (replaced by Food Waste Mitigation)

These examples now form the foundation of the six interactive formats presented on the platform, ensuring a practical, engaging, and adaptable learning experience for HEIs across Europe.

## 1.3 Videos

Videos are a powerful tool to raise awareness, convey complex information in an accessible way, and engage users emotionally and visually. Building on the analysis of existing good practice examples (see D4.1), the consortium identified a wealth of high-quality professional videos already available from institutional stakeholders and previous funded projects. To complement these resources rather than duplicate them, we focused on producing short, AI-generated videos designed to highlight key project messages in a concise and engaging format. The resulting videos are:

- Easy to access and share
- Short and concise, summarizing the key messages of each good practice
- Designed for awareness raising, not technical instruction
- Complementary to the interactive formats, not replacing them

These videos have been designed in commercial software and are embedded directly into the interactive formats on the GET-AHED platform. The videos serve as entry points for users to explore the respective topics further. They are particularly useful for users who prefer visual content or are new to sustainability topics. Additionally, existing stakeholder videos were curated. They are embedded in the interactive formats or linked in the “Further Reading” sections of the platform, ensuring that users have access to deeper insights and real-world examples without overwhelming them with long or technical content.

## 1.4 Interactive formats

To maximize engagement and learning impact, all selected good practice examples were transformed into interactive formats rather than presented as static content. This decision was based on stakeholder feedback (see D4.2), which emphasized the need for immersive, adaptable, and awareness-raising content.

Interactive formats offer several advantages:

- Higher learning impact through active participation
- Better accessibility for diverse user groups
- Improved retention of sustainability concepts
- Scalable adaptability across different HEI contexts

The formats not only present the selected good practices but also include additional initiatives in the “Further Reading” sections, ensuring a rich and layered learning experience.

## 2. Method for interactive format

To ensure a consistent and pedagogically effective presentation of the selected good practice examples, all interactive formats were structured using a standardized three-part model:

- Start: Introduction to the topic, activation of prior knowledge, and clarification of learning outcomes. (see Figure 1)

In the starting section we gathered the most important general information about the good practice in a structured way. By doing so, we give the reader a clear idea what they can expect from the good practice not only concerning necessary time to complete but also concerning the learning outcomes.

- Middle: Core content delivery using text, visuals, data, and examples. (see Figure 2)

The middle part of each template gathers all information on the content of the good practice. It explicitly asks for text, pictures, diagrams, data and other relevant content that can be used to explain the good practice in a way that other HEIs can adapt it.

- End: Reflection and application through quizzes, prompts, or real-world tasks. (see Figure 3)

In the last section we try to ensure that readers achieved the learning outcomes. Hence, we include interactive formats on different parts of the good practices so that readers can reflect their learning a last time.

The development process for WP4 was based on a combination of approaches. In particular, a design thinking approach was utilised (Rowe, 1991<sup>1</sup>). The application of design thinking approaches towards effective digital learning design has been long established and is nowadays standard industry practice (Ostrowski et al, 2015<sup>2</sup>; Saputra & Kania, 2022<sup>3</sup>; Purwanto et al, 2022<sup>4</sup>). The development process utilised an iterative approach which drew upon the use of the Successive Approximation Model, which has been established to offer various benefits to digital learning development (Jung et al. 2019<sup>5</sup>; Allen, 2012<sup>6</sup>). This process has also resulted in a number of iterative outputs for each WP4 iteration, which was then used for testing, feedback and refinement to inform the development of the WP4 iterations currently present on the platform.

This structure was developed collaboratively by MTU and FHV, with MTU providing the templates and FHV contributing the content based on the results of Deliverables 4.1 and 4.2. The templates were designed to be flexible and adaptable to various sustainability topics and institutional contexts. By using the templates, we also ensured consistency to the other parts of the platform as

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<sup>1</sup> Rowe, P. G. (1991). *Design thinking*. MIT press.

<sup>2</sup> Ostrowski, S., Rolczyński, R., Pniewska, J., & Garnik, I. (2015). User-friendly e-learning platform: A case study of a design thinking approach use. In *Proceedings of the Multimedia, Interaction, Design and Innovation* (pp. 1-8).

<sup>3</sup> Saputra, D., & Kania, R. (2022). Designing User Interface of a Mobile Learning Application by Using a Design Thinking Approach: A Case Study on UNI Course. *Journal of Marketing*, 2(2), 14-32.

<sup>4</sup> Purwanto, E. S., Jap, E. B., Wijaya, E. S., Juwanda, R., & Sari, A. C. (2022, October). Application of design thinking in the creation of ui/ux on e-learning websites. In *2022 4th International Conference on Cybernetics and Intelligent System (ICORIS)* (pp. 1-6). IEEE.

<sup>5</sup> Jung, H., Kim, Y., Lee, H., & Shin, Y. (2019, April). Advanced instructional design for successive E-learning: Based on the successive approximation model (SAM). In *International Journal on E-learning* (pp. 191-204). Association for the Advancement of Computing in Education (AACE).

<sup>6</sup> Allen, M. (2012). *The Successive Approximation Model (SAM)*. In *Trends and Issues in Instructional Design and Technology* (pp. 67-81). Routledge.

we use interactive formats there as well. For more information about the template and an example, we refer to Deliverable 4.2 (Appendix E) in which we introduced the template already.

The implementation focused on creating an immersive learning experience, allowing users to engage actively with the material rather than passively consuming static content. Each format was embedded into the GET-AHED platform and optimized for accessibility and usability.

As an example, the interactive format for the Plant the Future Initiative is illustrated in this report (within Chapter 3). The remaining formats are available on the GET-AHED platform and follow the same structure and methodology.

On the final platform the interactive formats have a strong connection to WP2 and WP3. If a user takes the self-assessment tool and the tool indicates that his/her higher education institute has room for improvement in energy savings, the user is directly informed about the interactive format on “Reduction of Energy consumption”. This example shows the holistic approach the GET-AHED platforms aims for.

## case study Information

Overall case study time for completion

Number of case study units/ sections

case study learning outcomes

case study assessment/ activity requirements

Contact and support

*Figure 1: Template for gathering the case study information for the starting section of the interactive format*

## Section [] Text & Image Content

Add Text Content here	Add link to Image here
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Figure 2: Example for gathering information for the middle part of the interactive format

## Chapter Summative Quiz Content (repeat slides as often as required for full set of questions)

Add Quiz Question here	
Add Answer 1 here	Add Answer 1 Feedback here
Add Answer 2 here	Add Answer 2 Feedback here
Add Answer 3 here	Add Answer 3 Feedback here
Add Answer 4 here	Add Answer 4 Feedback here

Figure 3: Template for the reflection of the learnings in the end part of the interactive format

### 3. Results

As part of Task 4.4, the final content for Green Zero HEIs was developed and successfully rolled out on the GET-AHED platform. This includes:

- 13 good practice examples from 5 European countries, grouped into
- 7 interactive formats, accompanied by
- 7 short videos, designed to raise awareness and introduce the topic.

The interactive formats are as follows, whereas the first three are based on one good practice, the other three are based on three good practices each.

1. Plant the Future Initiative (Portugal)
2. Green Lab Initiative (Ireland)
3. Food Waste Mitigation (Ireland)
4. Big Change Competition (Ireland)
5. Staff Awareness Days with the good practices
  1. Energy Awareness Day (Ireland)
  2. Bike Repair Day (Austria)
  3. Sustainability Day (Ireland)
6. Sustainable Travelling with the good practices
  1. Sustainable Traveling for Students (Austria)
  2. Transport Cost Reduction (Bulgaria)
  3. Job Ticket (Austria)
7. Reduction of Energy Consumption with the good practices
  1. Reduction of Energy Costs (Bulgaria)
  2. Economical Light Sources (Romania)
  3. Change of Compressor Unit (Austria)

Each format follows the three-part pedagogical structure (Start–Middle–End) and is designed to be immersive, adaptable, and engaging. The example of “Plant the Future” is illustrated in this report; all other formats are available on the GET-AHED platform.

It is worth to mention that the platform starts with the “lighthouse” formats like Plant the Future Initiative, the Green Lab Initiative and the Food Waste Mitigation, followed by the Big Change Competition. Afterwards, the interactive formats with several “smaller” good practices follow whereas we start with the one with the highest potential for raising awareness (staff awareness days), followed by sustainable traveling (mixture of awareness and cost/CO<sub>2</sub>-reduction) and ending with good practices with the aim of classical CO<sub>2</sub> reduction but little awareness issues.

#### 3.1 Interactive format 1: Plant the Future Initiative

The “Plant the Future” initiative is a collaborative tree-planting program originally developed by the University of Aveiro in partnership with local municipalities and youth organizations. It aims to promote environmental awareness, biodiversity, and climate resilience through active participation of students and staff.

The interactive format on the GET-AHED platform guides users through the initiative using a structured learning experience. At the beginning of each interactive format, a short overview is given.



This good practice, “Plant the Future”, supports environmental awareness. Successful implementation contributes to the maintenance and recovery of the native forest. It also supports the promotion of soft skills and holistic development such as solidarity, commitment and mutual help. The contents serve as a guide for successful implementation and are intended to provide inspiration for options adapted to the location.

Next, the learning objectives are summarized:

- Apply practical steps and considerations for successful tree planting, tailored to local environmental conditions and community needs.
- Develop soft skills such as teamwork, commitment, and mutual support through collaborative activities that promote holistic growth and community awareness.



## Learning Objectives

### In this course you will learn how to:

- apply practical steps and considerations for successful tree planting, tailored to local environmental conditions and community needs.
- develop soft skills such as teamwork, commitment, and mutual support through collaborative tree planting activities that promote holistic growth and community awareness.

To raise awareness and to motivate users, we always concentrate on the impacts first rather than the tasks or challenges.

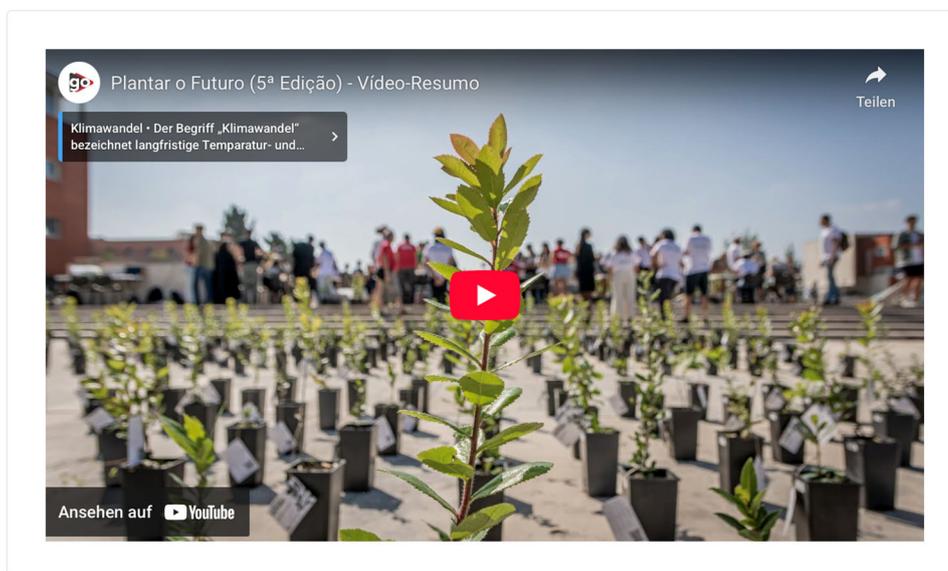


## Impacts of good practice

Learn how you can

- Protect habitats and boost biodiversity
- Reduce greenhouse gases
- Mitigate extreme weather conditions
- Improve mental health

If professional videos are available, we directly implement them in the interactive learning format.



Subsequently, we follow a step-by-step approach whereas we also focus on visualizing the effect, duration and/or timeline of the steps (see the graphical implementation of the trees in the following visualisation).

☰

J F M A M J J A S O N D

July to October



During stage 2 the trees need to be **watered and maintained** by the responsible authority, until the adoption stage.

We also set a strong emphasize on repetition of content for better and more sustainable learning experience.

☰

Stage 5

Let's plant the future



◀ ▶

Having delivered the content, the interactive format switches to “reflection-mode”. That might be reflection questions or other formats like flip-cards.

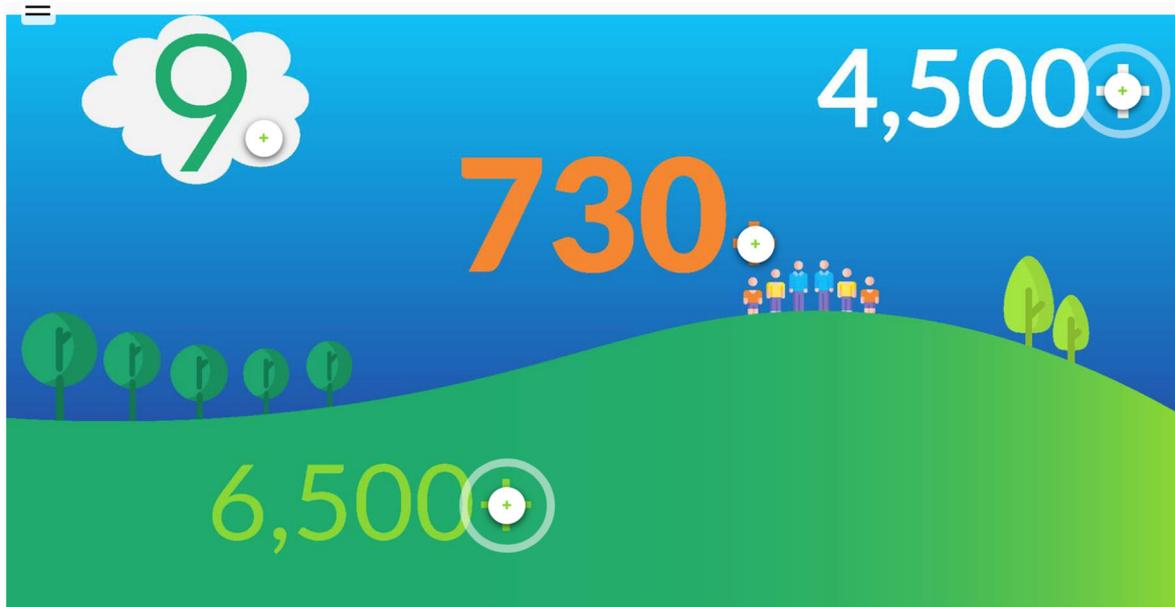
### Which of the following statements are true for your institution?

Select all that apply by clicking the checkbox beside them

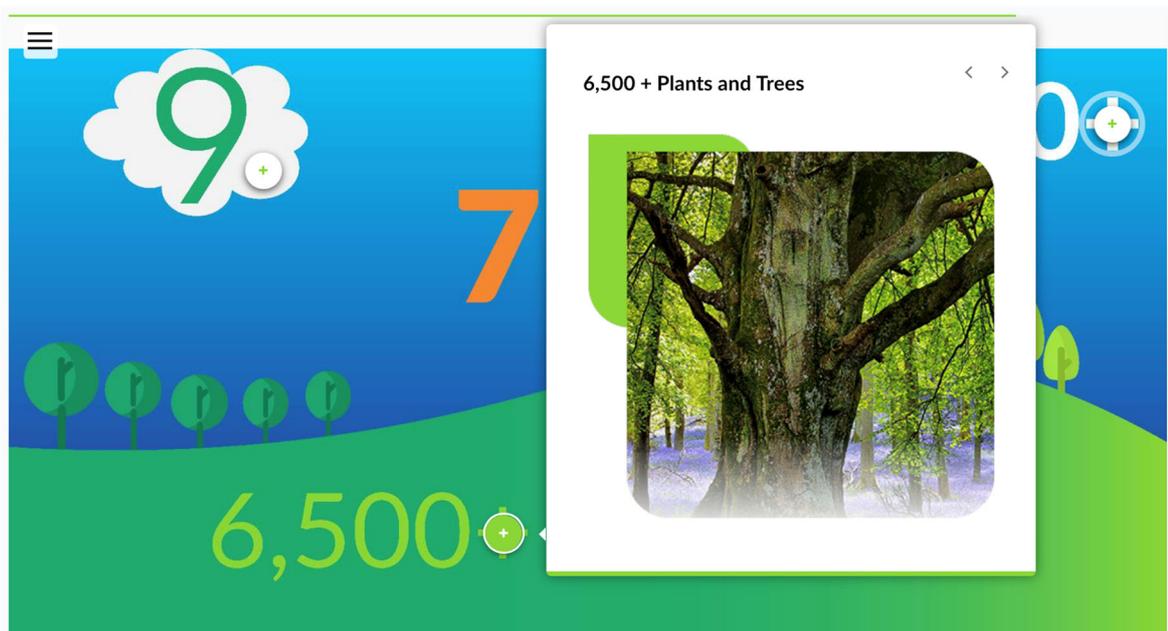
- You have a local grower/supplier for the seedlings.** (This is the first and probably easiest step).
- You have a temporary storage option and a responsible authority for it.** (This is optional, depending on the storage availabilities of your supplier).
- You have a place for planting trees.** (This might be the most difficult one. Great if you have it. If not, discuss the issue with your local administration).
- You have a responsible authority before and after the plant?** (Sustainability is not 'without effort' but think about the long term effects. You can do this!)

<p>I cannot find the right trees for the present or future climate of habitat.</p>	<p>I fear monoculture plantations may reduce biodiversity &amp; resilience.</p>
<p>I cannot find a responsible authority.</p>	<p>Not sure if anyone knows who to take care of the trees in the first year.</p>

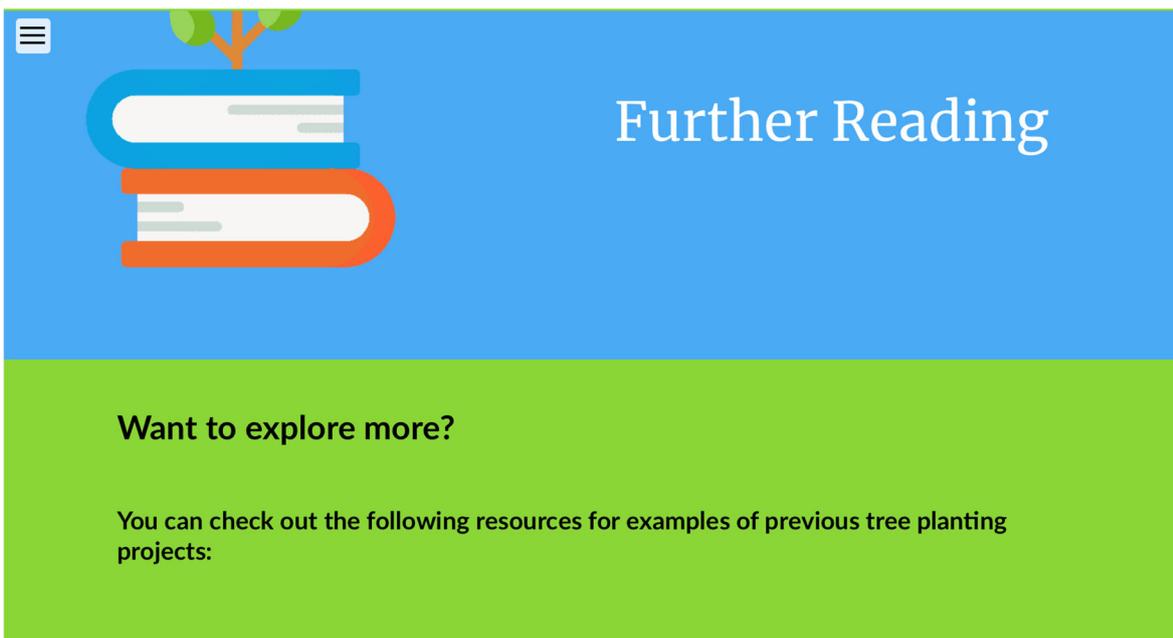
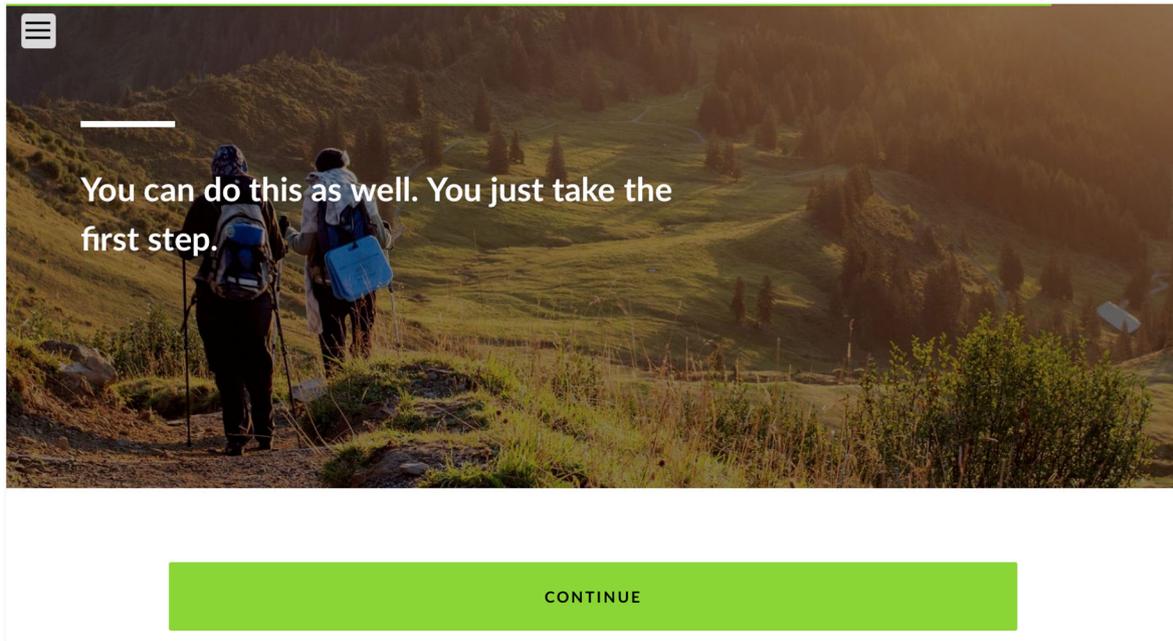
We also try to avoid demotivation as the initiative seems to overwhelm people by keeping a positive mindset in place and always giving motivational numbers to keep people going.



Again, we use an interactive format so that people are really engaged in the learning experience.



Each interactive format is finished with a positive statement and a further reading list.



### 3.2 Video 1: Plant the Future Initiative

To complement the interactive formats and enhance user engagement, six short videos were created—one for each interactive format. These videos are designed to raise awareness, introduce the topic in a concise and accessible way, and motivate users to explore the full content on the platform.

Instead of producing videos based on interviews with stakeholders, which already exist for some good practices, the consortium focused on animated videos instead.

The videos are:

- Short and shareable
- Visually engaging
- Focused on key messages and emotional appeal

Each video summarized the content of the good practices from the interactive formats. A commercial software that allows to create captivating, animated videos. Their AI technology supports even less experienced users (with limited knowledge in intermedia, video production, etc.) to produce high quality videos. Still, the user has full control over the content of the video, AI just supports in the different production steps.

Each video is embedded directly into the corresponding interactive format and serves as a low-threshold entry point for users. Additional stakeholder videos and external resources are embedded in the interactive format or linked in the “Further Reading” sections to provide deeper insights where needed.

This approach ensures a balance between accessibility, scalability, and content richness—supporting the platform’s goal of becoming a practical and inspiring tool for HEIs across Europe.

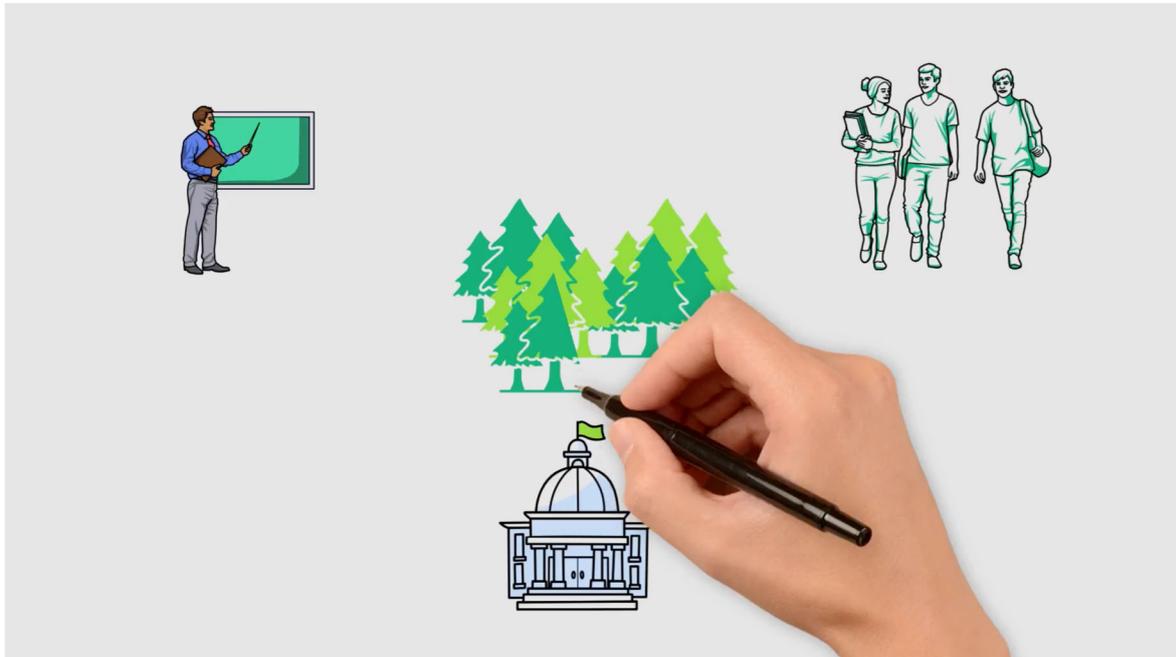
Three slides of the video for Plant the future are displayed subsequently, all videos will be available on the platform (with voice over).



## Good Practices for Higher Education Institutions

Project summary

Plant the future initiative



With the plant the future initiative the University of Aveiro...

- ✓ planted more than 6,500 plants and trees.
- ✓ engaged more than 730 volunteers.
- ✓ raised awareness and spread the issue to more than 4,500 tree adopters.

You can do this as well. Just take the first step!



### 3.3 Focus of content compared to the original project proposal

At the beginning of the project, the GET-AHED consortium set clear quantitative goals: to develop and roll out at least 10 good practice examples, 2 videos, and 2 interactive formats. These targets were not only met but significantly exceeded, with 12 good practices, 6 videos, and 6 interactive formats now available on the platform.

However, throughout the project, it became evident that a slight shift in content focus was necessary to maximize impact. The analysis of existing platforms and stakeholder feedback (see D4.1 and D4.2) revealed that many sustainability platforms rely heavily on static content, complex calculators, or region-specific tools that are not easily adaptable across HEIs.

In response, GET-AHED prioritized:

- **Interaction over calculation:** Instead of implementing a money-saving calculator, which requires detailed and often unavailable data from the user of the platform, GET-AHED offers a step-by-step approach that encourages users to take action immediately.
- **Awareness and accessibility:** Short videos and interactive formats were designed to be easy to use, emotionally engaging, and shareable, lowering barriers to entry.
- **Diversity of examples:** The selected good practices reflect a wide range of institutional contexts, from low-threshold measures (like reducing energy costs) to lighthouse initiatives (like plant for the future), ensuring relevance for HEIs at different stages of their sustainability journey.

This strategic adjustment allowed the platform to deliver not only on its original KPIs but also on its broader mission: to become a practical, inspiring, and scalable tool for sustainability transformation in higher education.

## 4. Conclusion

With Deliverable 4.3, the GET-AHED consortium successfully completed Task 4.4 and reached the respective milestone MS3 of Work Package 4: “Content creation finished and rolled out to GET-AHED platform.” The originally defined targets—10 good practices, 2 videos, and 2 interactive formats—were not only met but clearly exceeded. In total, 13 good practice examples were developed, embedded into 7 interactive formats, and supported by 7 awareness-raising videos.

In addition to a higher number of good practices, interactive formats and videos, the project team also identified a need for impact and accessibility. Based on stakeholder feedback and platform analysis, the focus shifted toward interactive, immersive learning experiences, low-threshold entry points, and practical, adaptable content for HEIs across Europe.

The result is a platform that not only informs but inspires action—supporting institutions in their sustainability transformation with relevant, engaging, and scalable resources.

In a final step, the whole platform including the other work packages as well will go through an intensive internal usability test to ensure that all different parts of the platform fit together. We will also include colleagues from partner institutions that were not involved in the project to get and implement their feedback as well. This extensive testing is planned for November 2025 and will ensure final finetuning of the platform before making it available to the public in January 2026.