



Evaluation Report

of the project

„Development and transfer of training courses and materials for sustainability in professional cooking”

SusCooks

DE/13/LLP-LdV/TOI/147651

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1. Introduction

The intention of this project is to develop educational opportunities for professional cooks and managers in canteens and catering sector for training in sustainability issues, to transfer it into E-learning modules and to adapt these modules to the specific needs, circumstances and languages of partner countries. The result will be the e-learning course "SusCooks" with 15 learning units, organized in five thematic modules.

The concept of sustainable development is usually specified by the formulation of environmental, economic, health and social goals. The implementation of a "sustainable cuisine" places new challenges on cooks which are not conveyed in the usual professional training. There is a great need for training in this area, especially using new and innovative methods like e-learning.

The aim of the project is to develop an e-learning training curriculum and course offering qualifications in sustainability for professional cooks and managers in the catering and gastronomy sectors.

The e-learning course "SusCooks" will be developed in English and adapted to partner countries, according to their specific national conditions and requirements and translated in their languages. This approach follows the results of the former Partnership Project "Sustainability as key competence of professional cook".

Course target groups are teachers at tourism and HoReCa educational institutions, decision-makers in public administration, human resource managers in gastronomy and tourism enterprises, cooking personnel in public catering (mainly schools and kindergartens) and institutions of adult education.

The external evaluation was carried out as an accompanying process during the whole project duration. The evaluator checked the results of every work process step and gave the feedback and inputs by reports and at the partner meetings.

A comprehensive evaluation report was delivered as evaluation about the testing, about the meetings and with this final evaluation report.

In the following is analyzed the structure and background of the project, the objectives and target groups, the work process and meetings, the testing of the e-learning course and the finalization of results.

2. Partner organizations

Partners in this project are:

- Institute qualita (Germany)
- Centro Libero Analisi e Ricerca – CLAR (Italy)
- University of Agribusiness and Rural Development (Bulgaria)
- ERUDIO educational center (Slovenia)
- Gutessen consulting (Austria)
- Ökomarkt Verbraucher und Agrarberatung e. V., (Germany)
- Slow Food Brno (Czech Republic)
- Soil Association (Great Britain)

The partner organizations represent important stakeholders of the branches, from educational institutes up to organic food and agriculture associations.

Some of them are in a long partnership with the aim to develop further education in this specialized market for organic food in Europe.

The experts of these institutions were not only competent partners for the development and adaptation of the materials and learning units.

They are also the most important actors for the dissemination and especially implementation of the finalized e-learning systems.

3. Objectives of the project

- Development of an e-learning training curriculum offering qualifications in sustainability for professional cooks and managers in the catering and gastronomy sectors.
- Development of an e-learning training course, with 15 eLearning units, offering qualifications in sustainability for professional cooks and managers in the catering and gastronomy sectors.
- Adaptation of the e-learning course to the five partner countries, according to their specific national conditions and requirements and translation in their languages.

4. Target Groups

In general the target groups and users - direct and indirect beneficiaries - are:

- teachers at tourism and HoReCa educational institutions,
- human resource managers in gastronomy and touristic enterprises,
- cooks in canteens, schools, kindergartens and gastronomy
- cooking personnel in public catering,
- institutions of adult education,
- decision-makers in public administration,
- and consultants.

5. Results

All results planned have been realized and delivered:

- A **curriculum for an e-learning course "SusCooks"** is developed, consisting of 15 units combined into 5 thematic modules for training on sustainability in professional cooking.
- The **e-learning course "SusCooks" in English** language is established, consisting of 15 units combined into 5 thematic modules for training on sustainability in professional cooking.
- The **e-learning course is transferred**, adapted and translated into the other partner countries and languages –a **Bulgarian, Czech, German, Italian and Slovenian version** is established.
- A **testing of the e-learning course** was carried out in all partner countries for all country versions in the planned way and strategy.
- The **evaluation of the testing** phase in all partner countries had been carried out and documented.
- **Dissemination and implementation activities** are carried out, based on a contract for a professional usage of the platform in all partner-countries,
- First **courses are offered** based on the e-learning course "SusCooks" in the educational partner institutions or in cooperation with external institutions.
- A **project folder** with basic information about the E-learning platform "SusCooks" is produced in all partner languages (BG, CZ, DE, EN, IT, SL)
- A **project video** with basic information about the E-learning platform "SusCooks" is produced in English and subtitled in all partner languages (BG, CZ, DE, IT, SL)

6. Project activities and processes

- At the beginning 15 basic E-learning units and appropriate learning tools and environment were established in English language.
- These units formed the basis for translation into the different languages and transfer and adaptation to the five partner's specific national requirements. The adapted and translated units, combined into 5 modules, form the multinational eLearning platform.
- Austrian and German partners with experience and materials in training for sustainable cooking had the leading roles in the partner consortium.
- Transferring partners were educational institutes in Bulgaria, Czech Republic, Italy, Slovenia and United Kingdom, who imported, transferred and adapted the e-learning course and learning materials according to their national conditions, requirements and needs.
- All tools allow a combination/interlacing of e-learning/distance learning and live, collaborative learning in face-to-face sessions. The didactic concept was validated and refined in workshops by expert teachers. Face to face and e-learning courses, teaching units and materials were tested and revised in each partner country.
- The e-learning platform meets the needs and demands of the different target groups with particularly eligible and innovative learning methods referring to the new learning habits (eLearning, IT-based tools, Moodle).
- On the basis of a common marketing concept the e-learning course is implemented into the educational practice in the partner countries.
- In the countries where the partners are educational institutions they provide educational offers based on "SusCooks". These partners are also striving for cooperation with other providers to introduce the e-learning system on a broader level.
- In the other countries, the partners collaborate with educational institutes.

With this procedures and work process the objectives of the project have been achieved completely.

7. Evaluation of Project Meetings

The discussion, decisions and agreements for choosing an e-learning platform, for choosing the content, for choosing the special didactic of distance-learning were done with all partners in a transnational steering team.

They team carried out seven meetings of the steering team for the coordination of the project, preparation of the e-learning course and revising of the system.

Meetings of the transnational Steering team:

1 st Partner Meeting in Hamburg, Germany	28.- 29.10.2013
2 nd Partner Meeting in Vienna / AT	24. - 26.03.2014
3 rd Partner Meeting in Bristol / UK	04. - 06.06.2014
4 th Partner Meeting in Plovdiv, Bulgaria	08.- 10.10.2014
5 th Partner Meeting in Ljubljana	15. - 17.03.2015
6 th Partner Meeting in Brno	24. - 26.06.2015
7 th Partner Meeting in Senigallia, Italy	02. - 05.09.2015

All meetings of the steering team are documented by detailed and informative minutes (part of the Final Report).

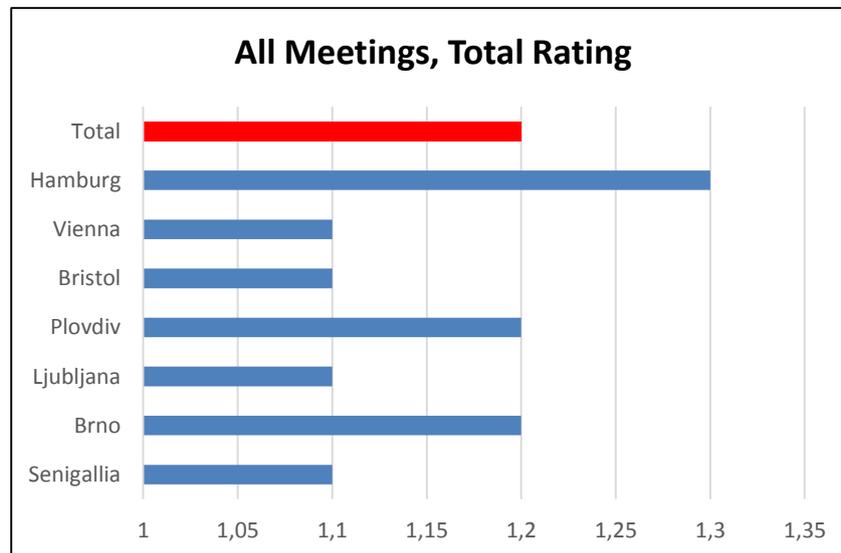
The minutes and the personal impressions of the evaluator and the participating staff show that the meetings have been carried out very efficiently and in a good and cooperative atmosphere.

They have been an important basis for the planning and organization of the work process, but also for internal evaluation, discussions, feedback, and decision for improvements and further developments.

All seven meetings took place as proposed in the project plan, one in each partner country. Mostly all partners joined the meetings only UARD from Bulgaria missed one and CLAR from Italy missed two gatherings. So the total participation rate is above 95%.

The respondents could specify for each item the extent of their agreement or their satisfaction on a scale 1 to 5. In this part of the questionnaire the '1' stand for full approval or a very high level of satisfaction and the '5' stands for full rejection or high level of dissatisfaction.

All participants of a meeting gave their individual feedback filling out the 'questionnaire for evaluation of meetings'. All seven meetings had been rated very positive. Even the first meeting in Hamburg scored very positive with 1.3; the other gatherings received a feedback of 1.1 or 1.2.



A detailed analysis shows that all partner agreed fully for all meetings with the statements (perfect score 1.0):

- All questions had been answered
- The specific conditions of my place / region had been taken into account sufficiently
- I am satisfied with the general organisation of the meeting

The reactions to the other statements were also extremely positive; the scores are between 1.1 and 1.3.

So the results for the statements

- | | |
|--|-----|
| • the general impression | 1,2 |
| • the meeting of the expectations / goals | 1,2 |
| • the content & structure of the meeting? | 1,3 |
| • the satisfaction with the methodology of seminar contents? | 1,3 |
| • and the time for discussions? | 1,1 |

show a broad consensus among the partners. All were fully satisfied with the content, the organization and methodology of the Meetings

The **detailed evaluation report** on the project meetings is presented in **appendix I**.

8. Evaluation of testing phase

The key objectives of this testing phase focused on the following:

Collect and analyze information about the participant's opinion on the e-learning course developed within the Leonardo da Vinci Transfer of Innovation project titled „„Development and transfer of training courses and materials for sustainability in professional cooking” - SusCooks (DE/13/LLP-LdV/TOI/147651).

The testing phase was a part of the project Work Program - Work Package 5:

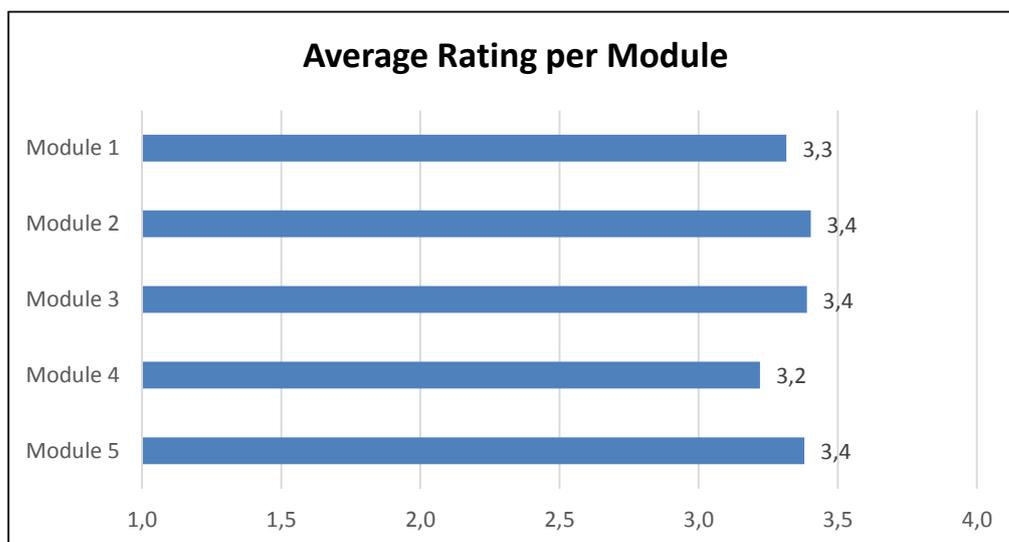
Testing the Learning Platform in the partner countries which purpose was to gather information and feedback about:

- Testing of the functionality of the eLearning platform in practical application in all partner countries
- How user-friendly this system is
- How useful and motivating the used methodology is
- How useful this training is for the users in an everyday working situation
- Likes and dislikes of the participants

The testing has been carried out with min. 15 participants in all partner countries.

In six countries all five module had been tested and assessed, in one country this was done - in agreement with the project coordinator - only with and for the first three modules.

More than 100 volunteers worked in the seven countries (Austria, Bulgaria, Czech Republic, Germany, Italy, Slovenia and UK) with the respective country versions.



Each of them rated on average two of these modules in detail by stating the extent of their agreement to eight positive formulated statements. So the stronger they expressed agreement with an item, the better the evaluation and vice versa.

These answers were encoded numerically in figures from 1 to 4 (4 = strongly agree up to 1 = strongly disagree).

As an overall result, all modules were consistently assessed positive in all participating countries. The average score differs between 3.2 for module 4 and 3.4 for the modules 2, 3 and 5, so no significant differences could be detected on this level. Noteworthy differences can be found in the evaluation of the learning program as a whole and its 5 modules in the 7 partner countries.

Conclusions:

The general conclusions based on the results of the testing phase are:

- The SusCooks e-learning system provides basic information and knowledge on sustainable cooking;
- The target groups (cooks, kitchen managers, students and teachers of vocational schools for cooks, other trainers and stakeholders of the branch) selected for testing the e-learning system mentioned that the system is motivating, well structured and user-friendly;
- The modules are comprehensive, providing enough information on the topics and visualized;
- Most of the participants in this testing phase stated that they can use the knowledge gathered from the e-learning course in their everyday working situations;
- In general, the participants like the SusCooks e-learning course and characterize it as useful, attractive, motivating and helpful.

The involved cooks, kitchen managers, students and teachers in these countries assessed the content and structure as very useful and suitable for their national vocational training and education on sustainable cooking.

The testing was based on a common questionnaire, which has been developed by evaluation experts of the University of Applied Science Hamburg..

The **detailed evaluation report** on the testing is presented in **appendix II**.

9. Summary and assessment

The project objective to develop and adapt an e-learning course with 5 modules and 15 units to six partner countries and languages in two years and to realize the implementation in all partner countries was very ambitious.

The partners had to handle several serious problems and decisions:

- Analysing and decision about the appropriate CMS – this process took much longer than expected to find an adequate solution.
- Development and selection of suitable content of a broad spectrum of printed learning materials
- Transfer of materials to e-learning content - needed a massive reduction of for e-learning applicable content
- Installation in CMS Moodle – done by the partners staff, most of them without intensive experiences in CMS systems
- Adaptation to six partner country versions needed more time than expected due to the manifold and diverse requirements and conditions in the partner countries, from the content up to the learning tools and audiovisual materials.

The partner managed to solve all these problems and delays by great efforts and huge workload. They succeeded in developing and adapting a comprehensive e-learning course for all partner countries and languages and in starting the implementation in the partner's organisations, but also with external partners.

The results of the testing are very positive. All modules were consistently assessed positive in all participating countries. The involved cooks, kitchen managers, students and teachers in the partner countries assessed the content and structure as very useful and suitable for their national vocational training and education on sustainable cooking.

With signing a contract for a professional usage of the platform in all partner-countries the partnership has a legal basis for further dissemination and implementation.

In summary it can be stated: The objectives of the project have been achieved completely. A comprehensive e-learning course with 5 modules in 6 different country versions and languages has been developed, evaluated and optimised and is available online.

10. Appendix

- Evaluation Report 1: Results of the Testing Phase
- Evaluation Report 2: Evaluation of Meeting Assessments

Evaluation Report on the assessments of the meetings

of the project

„Development and transfer of training courses and
materials for sustainability in professional cooking”

SusCooks

DE/13/LLP-LdV/TOI/147651

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Hamburg, September 2015

1. Aggregated Evaluation Results

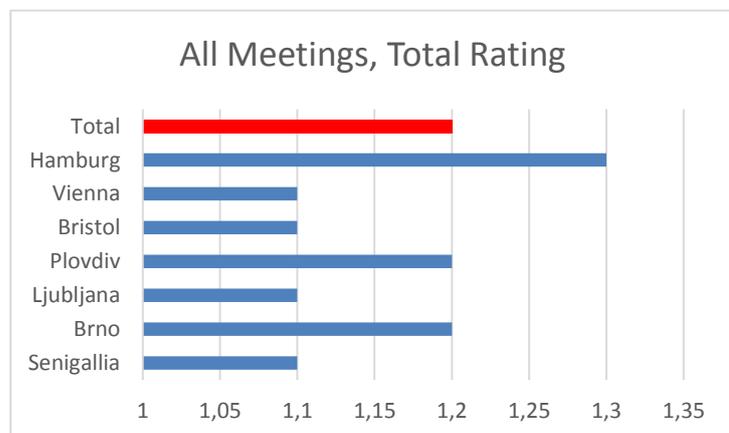
All seven meetings took place as proposed in the project plan, one in each partner country. Mostly all partner joined the meetings only UARD from Bulgaria missed one and CLAR from Italy missed two gatherings. So the total participation rate is above 95%.

All participants of a meeting gave their individual feedback via a 'questionnaire for evaluation of meetings'. This questionnaire consists of 2 open questions and a rating scale with 8 items. The respondents could specify for each item the extent of their agreement or their satisfaction on a scale 1 to 5. In this part of the questionnaire the '1' stand for full approval or a very high level of satisfaction and the '5' stands for full rejection or high level of dissatisfaction

Feedback: All Meetings	
How was your general impression	1,2
Have your expectations / goals been met?	1,2
How do you judge the content & structure of the meeting?	1,3
Have all questions important for you been answered?	1,0
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,3
Has there been sufficient time for discussions?	1,1

All items have been rated consistently very good. Always all questions had been answered and the regional aspects had been taken in account and all meetings had been prepared perfectly with an average rating of 1.0. If there would be any demand for improvement, it could be on the structure and methodology of the meetings. These items scored only '1.3' – which is still a very positive result.

No big differences can be detected between the 7 meetings. Even the first meeting in Hamburg scored very positive with 1.3, the other gatherings received a feedback of 1.1 or 1.2.



2. Evaluation of the Meetings in Detail

As scheduled in the project application, the eight project partner met seven time. Each of the seven partner countries was host for one meeting. They were:

1st Partner Meeting in Hamburg, Germany 28.10. - 29.10.2013

Except of UARD from Bulgaria all partner participated in this kick off meeting. Main expectations were:

- Making a good start for the project and get to know the other partners
- Establish a working structure within the partners and reach an agreement on a work plan
- Discuss the content of the e-learning course and clarify the structure of the course and the contributions of the partners

Feedback: Meeting Hamburg	
How was your general impression	1,2
Have your expectations / goals been met?	1,3
How do you judge the content & structure of the meeting?	1,2
Have all questions important for you been answered?	1,1
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,3
Has there been sufficient time for discussions?	1,4
Total	1,2

The general feedback for this meeting was very good (1.2). All important questions had been answered, just some partners asked for a bit more time for discussion. In their final remarks participants expressed their happiness about the broadness and variety of the partners focus, their knowledge and experiences. Satisfaction with the high level of the discussions and the approaches that were developed. One person called this meeting a perfect start of the partnership.

2nd Partner Meeting in Vienna / AT 24.03. - 26.03.2014

All partner participated in this second meeting. As expectations for the Vienna meeting were named:

- Clarify the content for five modules and 15 units of the SusCooks course
- Introduction into Moodle, know how to work with Moodle
- Feedback for the content of the first modules

Feedback: Meeting Vienna	
How was your general impression	1,3
Have your expectations / goals been met?	1,4
How do you judge the content & structure of the meeting?	1,4
Have all questions important for you been answered?	1,0
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,4
Has there been sufficient time for discussions?	1,0
Total	1,2

The meeting in Vienna was also evaluated very positive (1.2). Again all expectations had been met and all important questions had been answered. If – at all – improvement would have been possible on the structure and methodology of the meeting.

Final remarks declared satisfaction with the introduction to Moodle, the content for the five modules and the work plan. It was stated, that the very interesting real life examples from gastronomy can be used in e-learning course as good practice examples.

3rd Partner Meeting in Bristol / UK

04.06. – 06.06.2014

In Bristol again all partners were present. Their expectations were:

- Get a first impressions of the complete content, Presentation of the content of the modules and discussion with the group, check for doublings with other modules
- Agreement on the final version of the English content for five modules
- Develop a road map for revision of modules and for the preparation of the Interim Report

Feedback: Meeting Bristol	
How was your general impression	1,1
Have your expectations / goals been met?	1,1
How do you judge the content & structure of the meeting?	1,4
Have all questions important for you been answered?	1,1
Have the specific conditions of your place / region taken into account sufficiently?	1,1
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,4
Has there been sufficient time for discussions?	1,1
Total	1,2

This meeting reached with a total rating of 1.2 the same degree of satisfaction as the first 2 meetings. The general organisation was rated as perfect, all important questions had been answered and the goals were reached. If – at all – improvement would have been possible on the structure and methodology of the meeting.

In the final remarks it was referred to the good atmosphere and the interesting visits of restaurants with a sustainable philosophy. It was also interesting to see the workplaces of the partner. Finally satisfaction with the work plan for the transfer of the modules to the SusCooks platform was expressed.

4th Partner Meeting in Plovdiv, Bulgaria

08.10.-10.10.2014

Only the Italian Partner (CLAR) could not join this meeting in Plovdiv. The other partners defined the following expectations for this meeting:

- Finalization of the content and adaptation to national versions
- Discussion of video development
- Develop a concept for the testing (evaluation) of the course in all partner countries

Feedback: Meeting Plovdiv	
How was your general impression	1,2
Have your expectations / goals been met?	1,2
How do you judge the content & structure of the meeting?	1,3
Have all questions important for you been answered?	1,0
Have the specific conditions of your place / region taken into account sufficiently?	1,1
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,4
Has there been sufficient time for discussions?	1,1
Total	1,2

Again the total rating is 1.2, so it is very positive. Aside of the aspects ‘methodology’ and ‘content & structure’ all items were rated 1.2 or better. The partner were very satisfied with the general organisation and that all questions had been answered.

As final remarks the satisfaction with the final version of the English SusCooks course as well as with the work plan for the adaption of the content to the partner countries and with the concept for the course evaluation was expressed. The good organisation and a focussed moderation were mentioned explicitly.

5th Partner Meeting in Ljubljana

16.03.-17.03.2015

In Ljubljana again all partner were present. Main expectations for this 5th meeting were:

- Finishing of the Suscooks-Moodle course
- Get to know the SusCooks video.
- Check the dissemination activities in all partner countries
- Planning the testing phase (evaluation)

Feedback: Meeting Ljubljana	
How was your general impression	1,1
Have your expectations / goals been met?	1,1
How do you judge the content & structure of the meeting?	1,2
Have all questions important for you been answered?	1,1
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,3
Has there been sufficient time for discussions?	1,1
Total	1,1

This meeting number five had been rated with 1.1 - that is close to perfect. Again all expectations and goals had been met and all important questions were answered.

Final remarks focussed on the satisfaction with the final version of the country versions of the SusCooks course and the planned dissemination activities. The video was called inspiring.

6th Partner Meeting in Brno

25.06.-26.06.2015

Except of CLAR from Italy all partner participated in this 6th meeting. Main expectations were:

- Discussion and feedback of the national versions
- Presentation of the evaluation report about the testing and agreement on the revision of the course based on the testing results
- Agreement about a contract of copyrights

Feedback: Meeting Brno	
How was your general impression	1,2
Have your expectations / goals been met?	1,2
How do you judge the content & structure of the meeting?	1,4
Have all questions important for you been answered?	1,0
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,3
Has there been sufficient time for discussions?	1,2
Total	1,2

This meeting was evaluated – again – very positive with a total score of 1.2. All important questions had been answered and the specific conditions of the different partner regions had been taken into account sufficiently. If – at all – improvement would have been possible on the methodology of the meeting.

In the final remarks was stated, that the discussion about improvements of the courses with regard to the results of the testing was fruitful. Furthermore the satisfaction with the results of the testing and evaluation of the modules was expressed and the restaurants and presentations of local food was expressed.

7th Partner Meeting in Senigallia, Italy

03.09.-04.09.2015

All partner participated in this last project meeting. As expectations were named:

- Overview/Check – what is still open (documentation, accounting... timetable)
- Dissemination activities – what is planned at the partners countries – co-operation, SusCooks national seminars planning
- Final documentation, finances Overview
- Celebrating the successful project

Feedback: Meeting Senigallia	
How was your general impression	1,1
Have your expectations / goals been met?	1,1
How do you judge the content & structure of the meeting?	1,1
Have all questions important for you been answered?	1,0
Have the specific conditions of your place / region taken into account sufficiently?	1,0
How satisfied you are with the general organisation of the meeting?	1,0
How satisfied you are with the methodology of seminar contents?	1,2
Has there been sufficient time for discussions?	1,0
Total	1,1

The final meeting in Senigallia reached a nearly perfect evaluation with a score of 1.1! All expectations and goals had been met, all important questions were answered and the specific conditions of the different partner regions had been taken into account sufficiently. All participants were very satisfied with the general organisation of this meeting.

Final remarks focussed on the general high level of satisfaction with the project result, the dissemination activities and co-operation between the partners.

Evaluation Report on the Testing of the E-Learning Course SusCooks

for the project

„Development and transfer of training courses and materials for sustainability in professional cooking”

DE/13/LLP-LdV/TOI/147651

Prof. Dr. Helmut Laberenz
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Hamburg, June 2015

1. Aggregated Results

In six countries all five module had been tested and assessed, in one country this was done - in agreement with the project coordinator - only with and for the first three modules. More than 100 volunteers worked in the seven countries (Austria, Bulgaria, Czech Republic, Germany, Italy, Slovenia and UK) with the respective country versions. Each of them rated on average two of these modules in detail by stating the extent of their agreement to eight positive formulated statements. So the stronger they expressed agreement with an item, the better the evaluation and vice versa. These answers were encoded

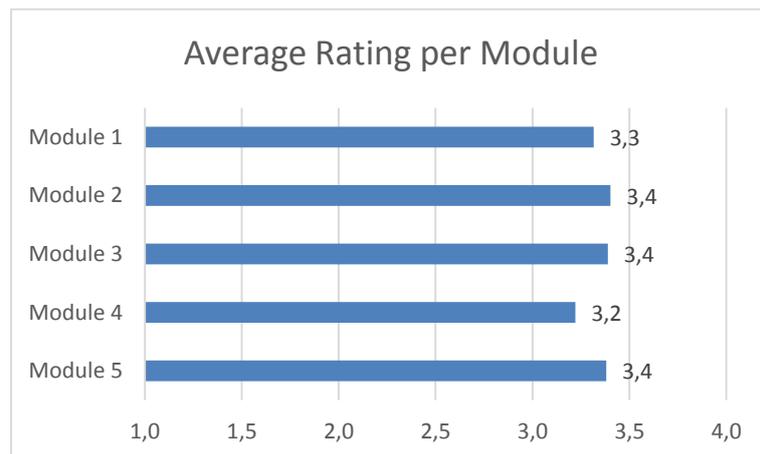
numerically in figures from 1 to 4. The following meanings were assigned to these figures

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree.



As an overall result, all modules were consistently assessed positive in all participating countries. The average score differs between 3.2 for module 4 and 3.4 for the modules 2, 3 and 5, so no significant differences could be detected on this level. Noteworthy differences can be found in the evaluation of the learning program as a whole and its 5 modules in the 7 partner countries.

For module 1 it was suggested to give more examples of evidence, case studies, diagrams, pictures and videos where possible to supplement the text. Especially for the environmental impacts it was proposed to include a picture or a graph to give a greater visual understanding. One test-persons stated, the module could benefit “from some photographs/pictures which give the cook a realistic image of the situation. Perhaps a short video clip link as an additional option for further interest.”

The content was described as very relevant for the daily work and very motivating, but it could have been more interactive. The layout of the course was perceived a bit plain, adding a bit of colour, e.g. an appropriate green background, was suggested. One comment said: “The font was labelled very small so a little hard to read. It could benefit a lot from pictures/ photographs as to stimulate the learner throughout the course.”

For module 2 again more examples of evidence, case studies, diagrams, pictures and videos where ever possible to supplement the text were suggested. The list of additives was called “quite long and with difficult words to take in”. One person supposed, that it could be more interesting and stimulating, to have images of food labels that contain these additives. The content was rated understandable, not complicated and coherent. Suggestion was made to add some new content or expanding existing content with more detailed descriptions e.g. about different religious diets or vegan food. In general this module was called instructive, variegated, and suitable also for younger students/learners. The table with religious food restrictions and the diagram showing foods that can and cannot be classed as freshly prepared was experienced as particularly useful

Aside of more regional examples and more pictures and videos (e.g. about sustainable restaurants) in module 3 links to restaurants and caterers that changed to sustainable ingredients and/or to farming cooperatives were asked for. Some would have liked pictures of the main logos, for example the EU-logos and the msc-fish logo. Some participants loved all of this module, but it seems that the part about keeping costs down and the one about lowering wastage addressed big problems in gastronomy and was particularly useful for many participants.

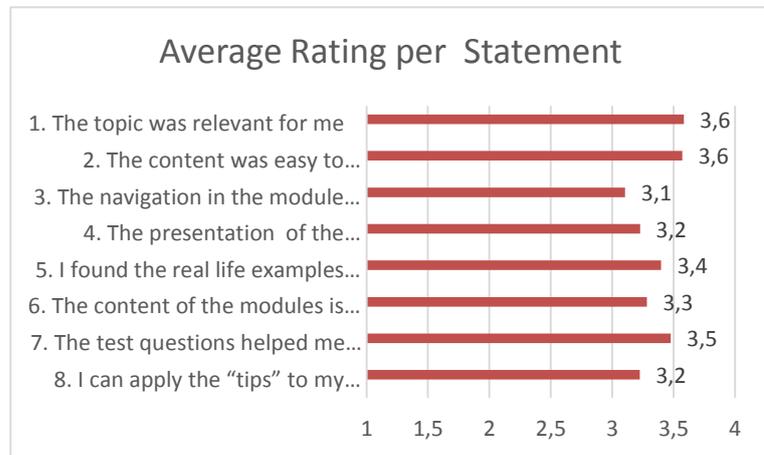
Module 4 was described as was a useful guide to recycling and sustainability issues. For the packaging waste section it might be useful to have an external link to suppliers of eco-friendly and compostable products. It is noteworthy that for this content repeatedly people asked for more "chef's insight" or "more professional approach". Some parts in the units 10 and 11 were perceived as aimed more at private households and small gastronomy, not on large canteens or big restaurants. And again someone wrote: "I would suggest more examples of evidence, case studies, diagrams, pictures and videos where possible to supplement the text." The concept of a waste-audit was called a fantastic idea and the "top tips section on how to waste less and on waste management" were liked in particular.

No wonder, also module 5 can also be improved by more practical examples, pictures and videos. But in general this module worked very well, and the already existing examples were highlighted positively. Just the aspect of teaching working personnel how to introduce sustainable preparing food to the customer could have been more elaborated. One person wrote: "I would like more information on creative ways of how I can inspire my customers and staff, and how to promote the restaurants greenness, maybe information on ideas that other restaurants have had, possibly some promotional ideas." The entire module was called well developed because it examines the topic in an innovative way. The most useful part were the tips in marketing and ideas how to support the staff to learn new things.

Consistently in all countries and for all modules problems with the navigation within the modules were reported. The process of entering into the program was assessed as relatively demanding and the navigation was called tedious more than once. Logically consistent a better explanation of the navigation at the beginning of the course was required, "especially for people who are beginners or those who are not so handy with computers."

Several participants described the navigation as technically complicated, e.g. to enter each unit of the module one must return to the home page. One person stated "I dislike the navigation through pages: is not transparent, you don't know where you are, after finished lessons you have to go back, not forward." It was mentioned to be helpful, if the student would know the number of pages in the units. "Sometimes, one uses more time in clicking than in learning - it's laborious to click again after two sentences. When one has finished a module, one has to go back to the start-site to get to the next module." Either the navigation can be improved or maybe some pages - especially those that are quite short!

When looking at the ratings for the eight statements that are the foundation for the evaluation-process, the very high level of satisfaction with topics and content of the lesson in all partner countries is obvious. Item 1 (The topic was relevant for me) and 2 (The content was easy to understand) made the high-score with a mean of 3.6, followed by item 7 (The test questions helped me to evaluate



my learning progress). It has to be mentioned, that several participants wrote, that the test questions were too easy. So perhaps a better mixture of easy and more difficult repetition questions should be achieved.

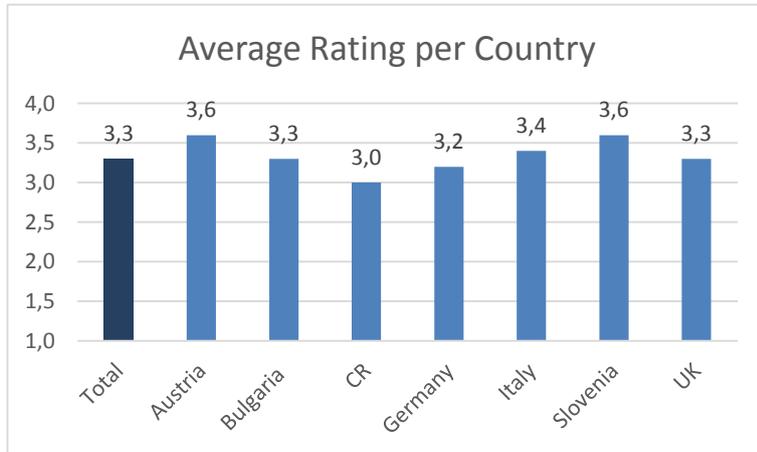
Statement 6 (The content of the modules is in accordance with the general framework in my country) scored 3.3, some test-persons had the impression the accordance to the framework in their home country was not perfect.

The items 'the presentation of the content was motivating/inspiring' (no 4) and 'I can apply the "tips" to my daily work' (no 8) scored 3.2 on average. It seems that county specific differences have to be analysed for these aspects.

Lowest – although still acceptable – average score was given for statement 3 (The navigation in the module was intuitive) and most of the critical remarks deal with this aspect (see above).

2. Country Comparison

In Austria and Slovenia the participants appreciated this learning programme very much, giving an



average rating of 3.6 over all modules. The lowest, but still good, results were obtained in Czech Republic with 3.0 and Germany with 3.2, Bulgaria and UK scored 3.3 and Italy 3.4. Whether these differences can be attributed to cultural factors or whether they result in diverse familiarity with e-learning units are based on quality differences of the local module design, cannot be resolved in principle.

The average scores for the eight statements show an overall very positive assessment with some differences in the seven partner countries. Item 1 (The topic was relevant for me) was rated at least 3.5 in all countries except Czech Republic (3.0). Best scores were given in Germany (3.9), Slovenia (3.8) and Austria (3.7)

The variance of the country ratings are smaller for item 2 (The content was easy to understand), again the Czech Republic (3.2) defined the minimal value and here Austria nearly received with 3.9 nearly a perfect feedback.

Statement 3 (The navigation in the module was intuitive) was given lower ratings – although still good. Due to the reported problems with the navigation the mean evaluation is only 3.1 in Bulgaria and UK or 3.2 in Austria and Czech Republic, the German assessment defines the minimum with a mean of only 2.3! Best feedback for this topic was 3.4 in Italy and 3.5 in Slovenia.

Statement	Austria	Bulgaria	CR	Germany	Italy	Slovenia	UK
1	3,7	3,6	3,0	3,9	3,5	3,8	3,6
2	3,9	3,4	3,2	3,7	3,6	3,7	3,4
3	3,2	3,1	3,2	2,3	3,4	3,5	3,1
4	3,6	3,4	3,1	2,7	3,2	3,8	2,8
5	3,9	3,2	3,0	3,3	3,0	3,9	3,4
6	4,0	3,1	2,6	3,6	2,9	3,4	3,4
7	3,5	3,5	3,3	3,4	3,9	3,4	3,4
8	2,9	3,4	2,7	2,9	3,4	3,5	3,6

Statement 4 (The presentation of the content was motivating/inspiring) was rated highest in Slovenia with a mean of 3.8, lowest scores were given in Germany with 2.7. Item 5 (I found the real life examples useful) was rated lowest in Czech Republic and Italy (3.0) while in Slovenia (3.9) and Austria

(3.9) nearly all participant strongly agreed with his statement. All other partner should check their country specific module if more or better examples might be given.

Item 6 (The content of the modules is in accordance with the general framework in my country) might be of special interest for the project partner, to see of a better adaption to the country specific situations is possible. For Austria all test persons stated, that all module are in accordance with the general framework in Austria. The average ratings in the other countries range from 2.6 in Czech Republic to 3.6 in Germany.

The following item 7 (The test questions helped me to evaluate my learning progress) shows only a small variance from 3.3 in Czech Republic to 3.9 in Italy. In general the test questions were called to be of help, but sometimes also perceived a bit too easy.

Finally item 8 (I can apply the “tips” to my daily work) deals with the job reference of the content. Significant differences in the assessment can be stated. While in Germany and Austria the average rating is only 2.9 UK scores best with 3.6 for the applicability.

It has to be stated, that from the results from this evaluation process no general conclusions about the underlying reasons for the different results in the seven partner countries can be drawn. Each partner has to analyse if a low value for one item results from the quality of the modules, from the background or the previous knowledge of the test persons or from cultural differences in evaluation processes. The country-specific answers to the two open questions may be helpful for this discussion.

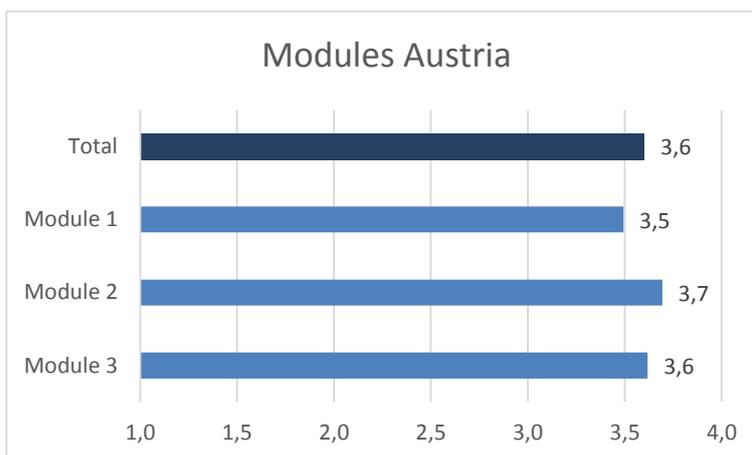
3. Country Specific Results

3.1 Austria

The Austrian team evaluated – in consultation with the project coordinator – only the first three modules. This and some missing data caused that the number of individual ratings to the 8 positive formulated statements is only 116.

More than 88% of them were ‘3=agree’ or even ‘4=strongly agree’, only 8 times the score ‘2=was chosen. So the overall feedback in Austria was positive.

Module 1 was evaluated with 3.5, all related statements have been assessed 3.2 or better, except item 8 (applicability) with an average score of only 2.5. Suggestions for

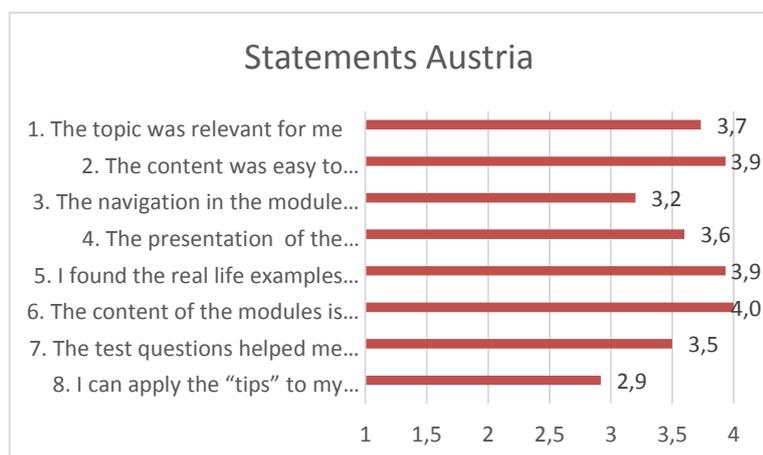


further improvement were to reduce the number of links (too much clicking) and to restructure the content of this module (some units were called very short) and to improve the diagrams. The test questions were considered to be too easy and the navigation was called to be tedious. Nevertheless, the module in all was described as very motivating, the real live stories were especially liked and chapter 3 was mentioned to be particularly useful.

Module 2 was evaluated with 3.7. Statements 3 (navigation) with 3.2 and 8 (applicability) with 3.0 defined the minimal values, all the other aspects were evaluated with 3.8 or even 4.0. More information was asked about the vegan diet (too positive? is vegan food also good for children). As expected this module was liked by the participants, the aspects of food-trends and religions as well as unit 4 and 5 have been called very useful.

Module 3 met exactly the Austrian total mean of 3.6. All statements - except again statement 3 and 8 –were rated 3.5 or better. Apart from a more convenient navigation no suggestions for improvement have been made. Unit 6 about reducing the costs was perceived as above all useful

When comparing the average scores for the 8 statements over the 3 modules that had been



evaluated in Austria, the generally very positive impression is confirmed.

The content itself (statement 1, mean 3.7), its understandability (statement 2, mean 3.9) and the accordance with the general framework in Austria (item 6 with the perfect score of 4.0) as well as the real life examples is assessed principally very positive.

Approaches to further enhancement may arise in more or better tips how to apply the content to the daily work of the participants (item 8, mean 2.9) and a better navigation in the modules (item 3, mean 3.2).

3.2 Bulgaria

The feedback in Bulgaria was in general very positive. From the total of 200 individual ratings more than 95% are '3= agree' or even '4=strongly agree' to the eight positive formulated statements, only 8 times the value '2=disagree' and once the value '1 = strongly disagree' were chosen.

For modules 1 to 3 and module 5 the average score equals at least 3.3, so the evaluation shows a positive result. Only the feedback for module 4 is a bit lower, but with an average of 2.9 still positive.

Module 1 was evaluated with 3.5, all statements have been rated 3.1 (for statement 3 'navigation' and 6 'accordance with the framework in Bulgaria) or better. One participant

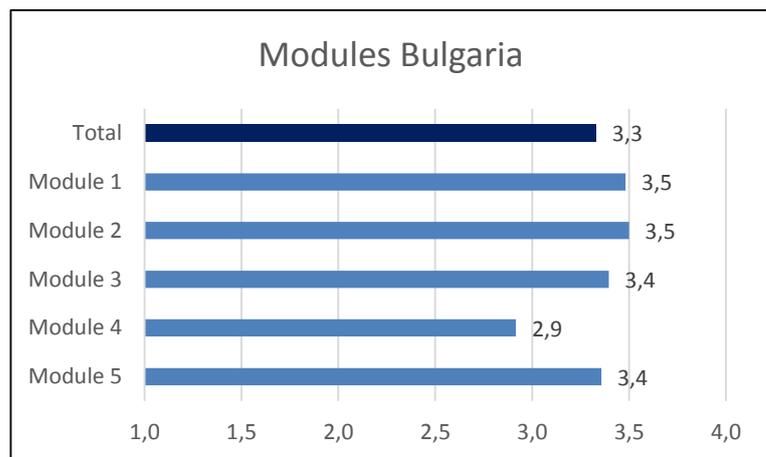
asked for more real life stories. All units of this module met the interest of the test persons, but unit 2 was mentioned several times to be particularly useful.

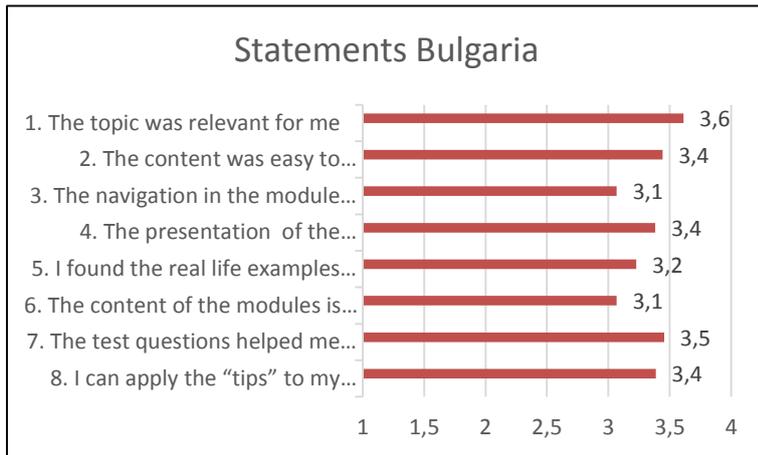
Module 2 also reached a mean of 3.5, statements 3 and 6 again defined the minimum with 3.2. No suggestions for improvement have been made, the participants like the units 4, 5 and 6 particularly.

Module 3 was a bit below with an average score of 3.4. All statements – except statement 6 with a mean of 3.2 - scored 3.3 or better. For further improvement the participants proposed to use more regional examples and more pictures and videos. Units 7 and 8 were called above all of interest.

Module 4 received the lowest, although still good, score. One reason is, that one person voted for the statements '1. The navigation in the module was intuitive', '2. The presentation of the content was motivating/inspiring', '3. I found the real life examples useful' and '4. The content of the modules is in accordance with the general framework in my country' less positive than all the others. One was asking for 'more professional approach in units 10 and 11'. This fits to the fact that only unit 12 was evaluated to be of particular benefit in this module.

Module 5 also equals a positive status with 3.4 on average. Item 3 and 6 defined once more the minimum with a mean of 3.0. "More practical examples, pictures and videos" were asked for in this module. One person stated, that the culture of excellence is not so popular in Bulgaria. Suitable this participant named the topic "Culture of sustainability and excellence" as particular of interest.





When comparing the average scores for the eight statements over all five modules the generally very positive impression is confirmed.

The content (item 1, mean 3.6), its understandability (item 2, mean: 3.4) and the practical relevance of the modules (item 8, mean 3.4) as well as the test question in statement 7 with a score of 3.5 were assessed predominantly very

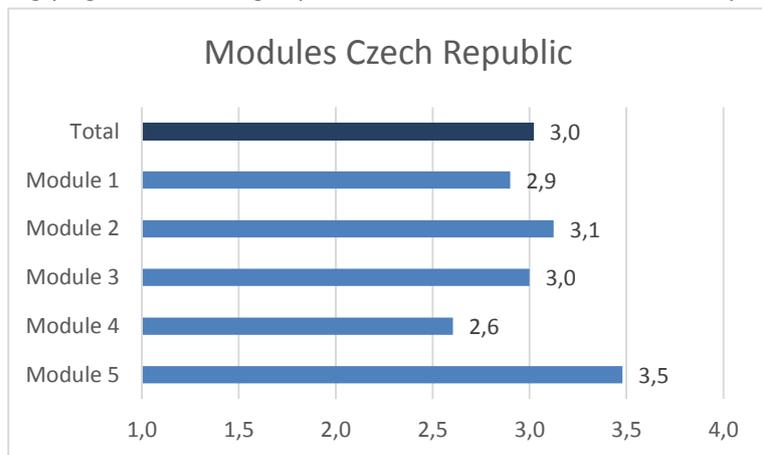
positive.

Approaches to further enhancement may arise in more or better real life examples or drawn from the statement 5 that scored 3.2, item 6 (accordance to the framework in Austria) and item 3 (navigation in the modules) that scored with 3.1 relatively low.

3.3 Czech Republic

The feedback in Czech was in general positive. From the total of 254 individual ratings more than 80% scored '3= agree' or even '4=strongly agree' to the eight positive formulated statements, only 45 times the score '2=disagree' and 5 times the score '1 = strongly disagree' were chosen.

The evaluation results are slightly below the mean leading to a 3.0 as total average. Only the modules 2, 3 and 5 were rated better than 3.0. The feedback for module 4 gives with a mean of 2.6 the minimum value. As no participant from the Czech Republic has given an



answer to any of the open questions, no explanation for this more critical evaluation can be derived from the verbal comments.

Module 1 was evaluated by 15 persons with 2.9, from the 8 items 6 statements have been rated 3.0 or better. Item 8 (applicability for daily work) scored with 2.6 a bit below 3.0, but still good. But for Item 6 (accordance with the general framework in CR) resulted quite a bad evaluation of only 1.7. This might indicate room for further development.

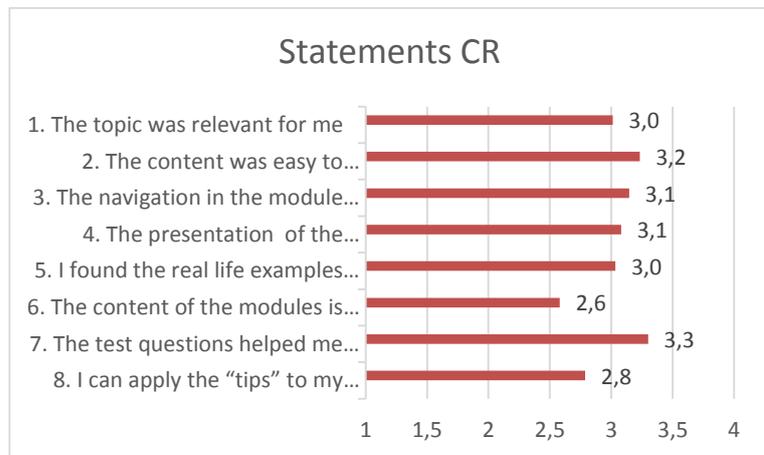
Module 2 was evaluated with of 3.1 on average, statements 6 and 8 defined the minimum of 2.8, and all the other statements were rated 3.0 or better.

Module 3 met a score of 3.0. All statements – except statement 6 with 2.3 and 8 with 2.7 – were evaluated with 3.0 and better. Maximum value of 3.7 was given for item 2 (The content was easy to understand).

Module 4 received the lowest, although still acceptable, evaluation. Reason for this are the low ratings for, the statements 1 (navigation intuitive) with 2.2, item 4 (presentation was motivating/inspiring) with 2.3, item 5 (real life examples are useful) and again statement 8 with only 2.0 as average score.

Module 5 finally equals a positive status with 3.5 on average. Item 6 defines the minimum with a mean of 2.0, all other statements equal at least 3.0, highest score with a perfect 4.0 resulted for statement 7 (test questions helped me)

When comparing the average scores for the eight statements over all five modules the generally positive impression is confirmed. The test questions (item 7, mean 3.3) and the understandability of the content (item 2, mean 3.2) were assessed best. Statement 8 (Applicability for daily work) with an average of 2.8 and statement 6 (accordance with the general framework in CR) with only 2.6

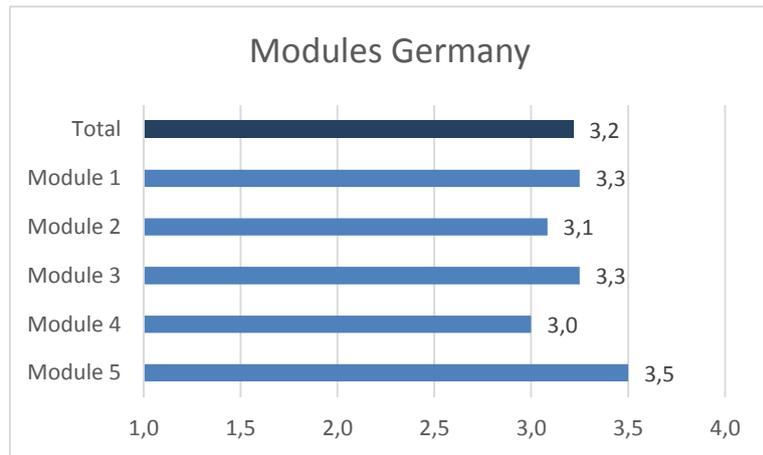


scored significant below the other items. These results might give a hint for future development of this E-learning programme for the Czech Republic.

3.4 Germany

The feedback in Germany was in general positive. From the total of only 112 individual ratings (some test persons did not submit their questionnaires in time) more than 80% are '3= agree' or even '4=strongly agree' to the eight positive formulated statements, just 20 times the value '2=disagree' and twice the value '1 = strongly disagree' were chosen.

For module 1 and module 3 the average score equals at least 3.3, the ratings for module 4 (3.0) and module 2 (3.1) are a bit lower, but still positive. Module 5 was evaluated best with 3.5, so the evaluation shows a positive result.



Module 1 was evaluated with 3.3. The answers to the eight statements differ quite a lot. Item 3 (navigation) received the lowest agreement with a mean of 2.3 followed by item 4

(presentation was motivating) with 2.7. All the other statement were rated 3.3 or better, item 1 (relevance of the topic) and 6 (accordance to the framework in Germany) even scored 4.0, which means 100% agreement with these statements. Critical comments were expressed about the navigation and the complexity of the text, unit 2 was named to be particularly useful.

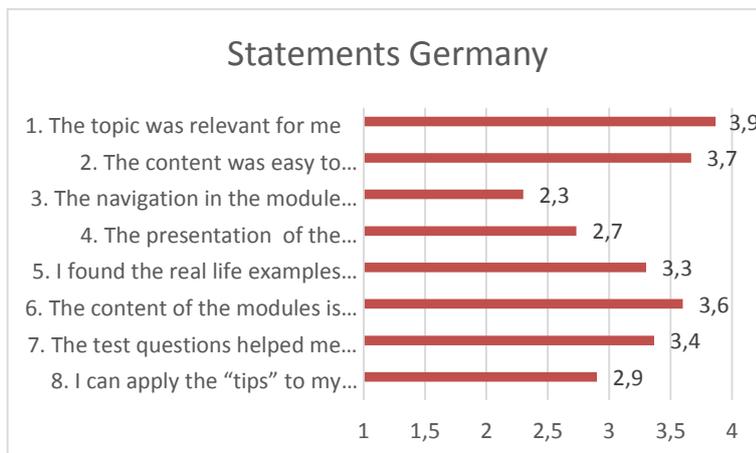
Module 2 only reached a mean of 3.1, statements 3 and 4 again defined the minimum with 2.3, while item 6 scored again 4.0. Navigation and layout were criticised, one remark said: "The module content could be divided more clearly and structured." The various aspects that must be considered in different age-groups and religious communities and the tabular summary at the end proved to be very useful to the participants.

Module 3 reached like the first module a mean of 3.3. Lowest consent was shown for item 3 and 4 while the test-person expressed again full agreement with statement 1. In general the 3rd module was described to be important but perhaps too rich in information as compared to the other modules.

Module 4 received the lowest, although still good, score of 3.0. This can be explained through the critical assessments of only 2.0 for items 3 and 8 (applicability). It was denoted, that parts in the units 10 and 11 seem to be geared more to private households and small gastronomy, not on large canteens or restaurants. Unit 12 was described as useful and good illustrated.

Module 5 equals a positive status with 3.5 on average. Once more item 3 and 4 defined once more the minimum with a mean of 2.5 and 3.0, while item 1, 2 (easy to understand) and 5 (real life examples) scored 4.0. This module was labelled as very interesting and that it offers a variety of good information. Unit 13 and 15 have been identified as particularly useful.

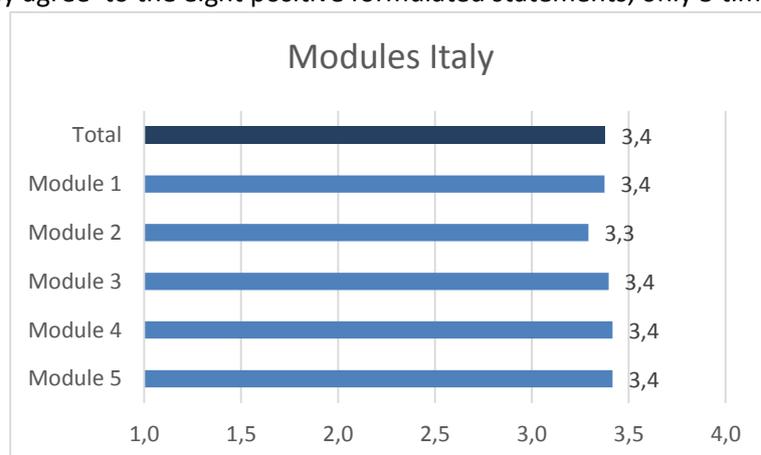
When comparing the average scores for the eight statements over all five modules the generally positive impression is confirmed. German participants were quite unhappy with the navigation (item 3: mean 2.3) and the presentation (mainly the layout) of the content (item 4: mean 2.7). The applicability (statement 8) also scored low with 2.9 at average. Very positive are the reactions to statement 1 (relevance of the topics) with 3.0, and the understandability of the content (item 2, mean 3.7). Item 6 (accordance with the framework in Germany) also gained a very positive feedback with a mean of 3.6.



3: mean 2.3) and the presentation (mainly the layout) of the content (item 4: mean 2.7). The applicability (statement 8) also scored low with 2.9 at average. Very positive are the reactions to statement 1 (relevance of the topics) with 3.0, and the understandability of the content (item 2, mean 3.7). Item 6 (accordance with the framework in Germany) also gained a very positive feedback with a mean of 3.6.

3.5 Italy

The feedback in Italy was in general very positive. From the total of 200 individual ratings nearly 98% scored '3= agree' or even '4=strongly agree' to the eight positive formulated statements, only 5 times the score '2=disagree' was chosen. For all modules – except number 3 that scored still very positive 3.3 - the average rating was 3.4, so the evaluation shows a very positive result.



For module 1 the statements 7 (test questions, mean 4.0), 2 (easy to understand, mean 3.8) and 3 (navigation was intuitive) were extremely positive evaluated, the lowest assessment was given to statement 5 (real life examples).

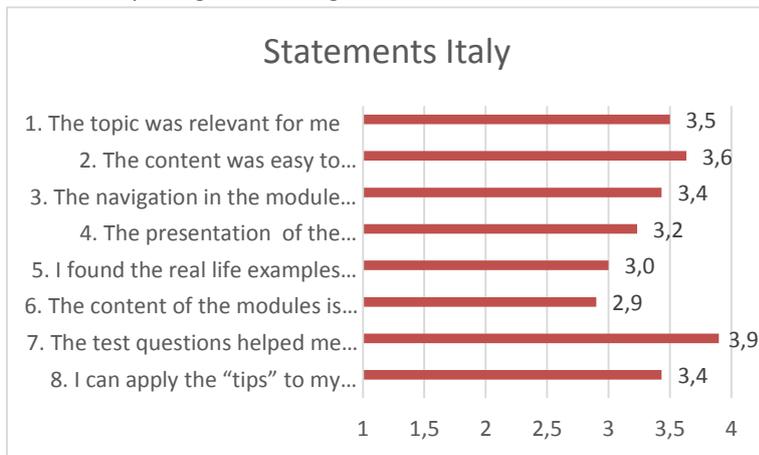
The only suggestion for improvement met this result, it was "to show more practical samples". Particularly valued had been, that the "contents are very rich".

Module 2 reached an average of 3.3 and thus is a little below the median. Items 2 and 7 scored very well with 3.8 and lowest rating was given to items 5 and 6 (accordance with the framework in Italy). For further improvement one person asked for better description of the navigation. The aspect of balancing sustainability and costs was mentioned to be especially useful.

For modules 3 and 4 again the statement 6 defines the minimum while item 7 received a perfect rating of 4.0. One person asked for "more scientific/medical data" in module 3, no further suggestions for improvement were given. The part about organic food procuring (module 3) was highlighted to be particularly useful. No additional comments were given to module 4.

Module 5 also equals a positive status with 3.4 on average. Item 3 and 6 defined the minimum with a mean of 3.0. One participant declared, that “the whole module 5 was really interesting”, no one gave any suggestions for future development of this module.

When comparing the average scores for the 8 statements over all 5 modules the generally very positive impression is confirmed.



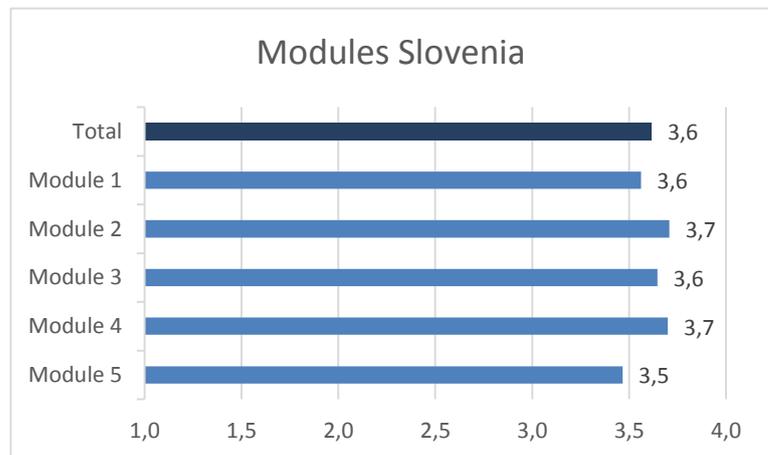
The test questions have been assessed throughout as very helpful with 3.9 on average. The understandability (item 2, mean 3.6) and the relevance of the content (item 1, mean 3.5) were also described to be very positive. The – still positive - score of only 2.9 for item 6 (accordance with the framework in Italy) and 3.0 for

statement 5 (real life examples) might offer some room for improvement.

3.6 Slovenia

The feedback in Slovenia was in general very positive. From the total of 200 individual ratings 97% have been ‘3= agree’ or even ‘4=strongly agree’ to the eight positive formulated statements, only 6 times the score ‘2=disagree’ was chosen. For all modules the average score equals at least 3.5, so the test shows a very positive result.

Module 1 was evaluated with 3.6, all statements have been rated 3.2 (statement 6 = accordance with the framework in Slovenia and 7= test questions) or better. One participant stated in his verbal comment “because of very low self-sustentation



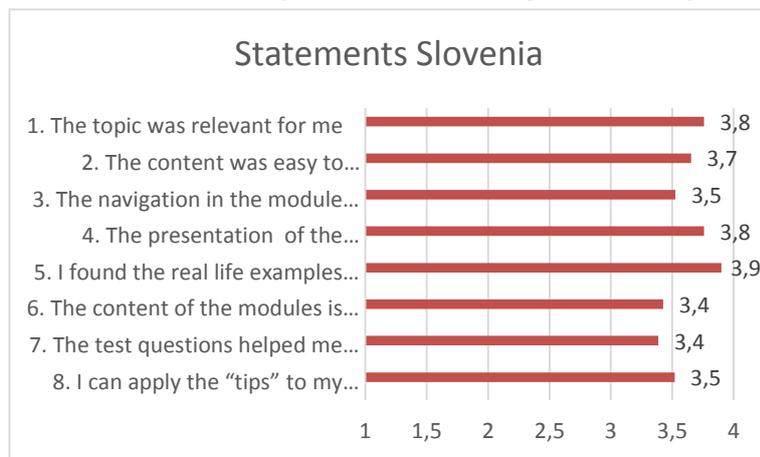
with fruit & vegetable, we don’t have enough of them. Early in spring there are no seasonal, local, organic vegetable and fruits“. Furthermore this module was described as extremely instructive, variegated and suitable. The true life stories, the discussion of the role of the cook and that the statements about the foodstuff are substantiated with interesting statistics were mentioned as mainly useful.

Module 2 reached an average of 3.7, statement 7 defined the minimum. Proposals for improvement are to outstand possible benefits of vegetarian and/or non-dairy products from the view of HACCP and to expand the content with more detailed descriptions and adding study cases for students. One person claimed that the test might be too easy. The relation between food and human health and food for different target groups (age, religions or allergies) were named as particularly of interest.

Module 3 scored like the first module 3.6, with a minimum of 3.5 and a maximum of 3.8 the items show only a small variance. Suggestions were made to emphasize the meaning of local food and that cooks, chefs and waiters should be part of procurement process. Mostly liked was the part about keeping costs down.

Module 4 again equals 3.7, the minimum is 3.4 for statement 6. Only few verbal comments were given. One participant suggested to discuss also about possibilities to conserve sustainable foodstuff.

Module 5 received the lowest, although still good, score of 3.5, the minimum is defined by item 3. So several suggestions for improvement were given: the content was describe as to general, one person asked for questions which would lead student through a process of developing his own idea and one for additional workshops on communicating sustainable products to the customer. The practical



examples and again real life stories were defined as very useful.

When looking at the average marks for the 8 items the in general very positive evaluation is verified.

Mainly the real life examples (3.9), the relevance of the topics, the presentation of the topic (3.8) and its comprehensibility (3.7) were highly appreciated. The navigation in the module scored surprisingly

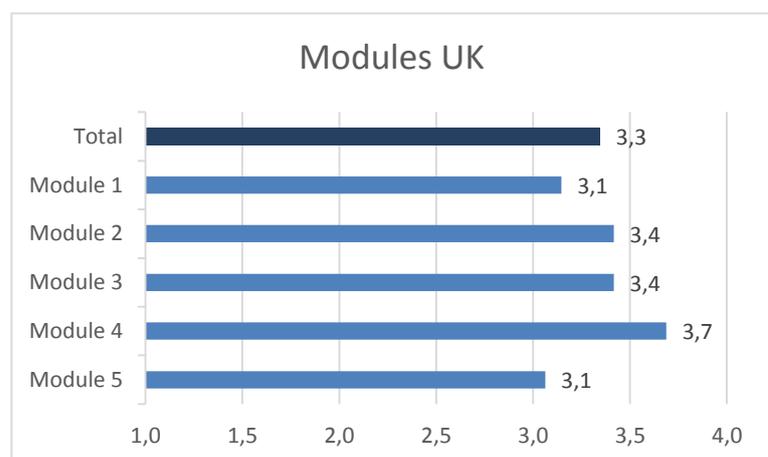
with 3.5 quite good, although several complaints about difficulties with the navigation were made. Areas for further improvement might be the test questions and perhaps in the consideration of the country specific framework.

3.7 United Kingdom

The feedback in the United Kingdom was in general very positive. From the total of 200 individual ratings more than 91% scored '3= agree' or even '4=strongly agree' to the eight positive formulated statements, only 16 times the score '2=disagree' and 5 times the score '1 = strongly disagree' were chosen. It can be stated that the participants in this country were very willing to give a high number of very detailed comments and suggestions.

Module 1 was evaluated with 3.1, this relatively low mean can be explained by the statements-values of only 2.5 for item 4 (presentation was motivating/inspiring) and 2.7 for item 3 (navigation). It seems

that several persons were looking for more content, e.g. examples of evidence, case studies,



diagrams, pictures and videos to supplement the text and a better (more colourful) layout. One person claimed, that she or he “found a couple of mistakes: Chapter 4 Lesson 2 page 1 “... making changes...are not easy” should be “is not easy”; Chapter 5 lesson 1 “and your food sustainable food”” and stated that there were some very long sentences and more bullet points, images and information could be used.

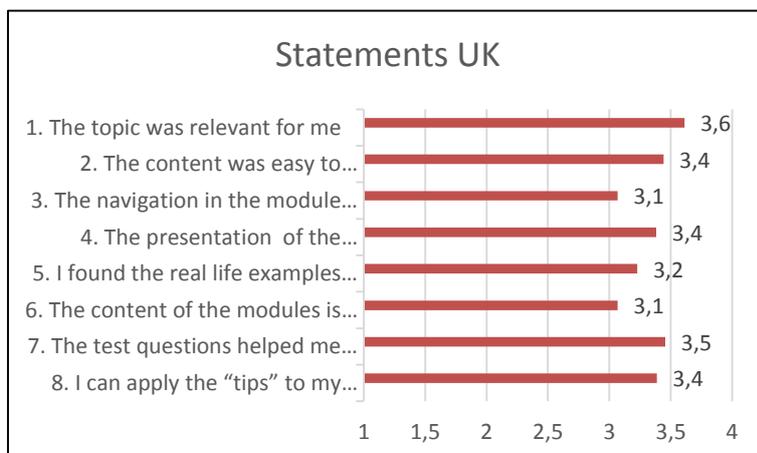
Nevertheless all participants liked this module, the overall message was called inspiring and the tone of the course good, there were a lot of new things to learn. Module 2 reached an average of 3.4, again item 4(motivating/inspiring) make the minimum-value (2.8). Some complaints about over long sentences, the layout and about the list of food additives can be found; more examples of evidence, case studies, diagrams, pictures and videos were suggested. So all in all the module was described to be useful.

Module 3 also scored 3.4. All statements – except item 4 again- reached an average of 3.2 or better. Suggestions mainly focus on additional links to videos, examples of restaurants or caterer and on adding pictures and logos. This module was also called to be useful, one person even claimed “This module (and module 4) was the most useful for my work”, the parts about lowering wastage and about the food labels were especially liked.

Module 4 received with 3.7 the highest average rating of all parts in UK. Item 1 (relevance of the topic) and item 8 (applicability to daily work) were assessed consistently 4 by all evaluators, the minimum value again results for statement 4. Still some participants expressed the impression, that the content might be more for the management and not for the cooks. So one suggestion was to involve more chefs with the teaching side. This module was called useful on the whole, two persons mentioned the part about wastage in particular.

Module 5 received with 3.1 the lowest, although still good, score. Some parts were called “a bit confusing”, the aim of it was questioned. Again more examples of evidence, case studies, pictures or videos were suggested. Some participants liked mainly the way that the importance of the customer and staff is addressed.

When comparing the average scores for the 8 statements over all 5 modules the generally very



positive impression is confirmed. Lowest rating was given for the statement 3 (mean: 3.1, problems with the navigation hat been reported several times) and statement 6 (accordance with the general framework in UK). Some room for improvement offer the item 5 (real life examples).