

Evaluation Report

of the project

**“Sustainable food for kindergartens:
Open educational resources for
pedagogues, caterers and kitchen staff”**

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Köln, August 2018

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1. Introduction

The aim of the Strategic Partnership was to develop an e-learning course and interactive online portal “Sustainable food in kindergartens”, offering learning materials and OERs on sustainable food in kindergartens for pedagogues, kindergarten staffs, caterers and kitchen staff. The content of the developed English pilot course has been transferred and adapted to the seven partner countries.

The vocational profile of and requirements for pedagogues and staffs employed in kindergartens, children crèches and schools in Germany and other countries in Europe have changed radically in the past 10-15 years. In nearly all European countries the number of hours a child stays in kindergarten is increasing. The project aimed to enhance and complete the professional profile of kindergarten pedagogues and staffs by learning offers on sustainability of meals and food. Parallel to this the food issue is a good subject to strengthen the communication with parents and especially to force the integration of refugee families in the kindergarten society.

The main results and outputs are

- Guidelines and didactic concept on “Sustainable food in kindergartens” (O1);
- Content for the training course (O2)
- Online portal on “Sustainable food in kindergartens” with various OER in all partner languages (O3)
- English pilot e-learning course “Sustainable food in kindergartens” (O4);
- 7 versions of e-learning course “Sustainable food in kindergartens” adapted to all partner countries and languages (O5)

The main target groups are pedagogues, cooking personnel, kitchen staff and chefs in kindergartens as well as caterers for kindergartens who need a specific education in sustainability and its aspects in nutrition and food system that they can transfer this knowledge to children and their parents.

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 is delivered here 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:

- Institut qualita (Germany)
- Centro Libero Analisi e Ricerca – CLAR (Italy)
- University of Agribusiness and Rural Development (Bulgaria)
- Izobraževanje in svetovanje Tanja Bordon s. p. (Slovenia)
- Gutessen consulting (Austria)
- Ökomarkt Verbraucher und Agrarberatung e. V., (Germany)
- Živý venkov (Czech Republic)
- Soil Association (Great Britain)

The partners are institutions with experiences and competences in different areas of sustainability and education and this partnership will cover a wide area within the European Union.

Some of them are in a long partnership with the aim to develop further education for pedagogues, cooking personnel, kitchen staff and chefs in kindergartens as well as caterers for kindergartens who need a specific education in sustainability

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 and Outputs of the project

- Guidelines and didactic concept on “Sustainable food in kindergartens” (O1);
- Content for the training course (O2)
- Online portal on “Sustainable food in kindergartens” with various OER in all partner languages(O3)
- English pilot e-learning course “Sustainable food in kindergartens” (O4);
- 7 versions of e-learning course “Sustainable food in kindergartens” adapted to all partner countries and languages (O5)
- English Evaluation Report

4. Target Groups

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

- pedagogues,
- cooking personnel
- kitchen staff
- headmasters and personnel manager of kindergartens
- caterers for kindergartens
- universities and higher schools
- teachers and students
- parents
- decision-makers in public administration

.

5. Results

All results planned have been realized and delivered:

- **Guidelines with didactic concept on "Sustainable food in kindergartens" in English** language and all partner languages – **Austrian, Bulgarian, Czech, German, Italian and Slovenian version** are developed.
- A **curriculum for the e-learning course "Sustainable food in kindergartens"** is developed, consisting of 15 units combined into 5 thematic modules for training on sustainability in professional cooking.
- The **e-learning course "Sustainable food in kindergartens" 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 – **Austrian, Bulgarian, Czech, German, Italian and Slovenian versions** are 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 dissemination and implementation plan, in all partner-countries,
- First **courses are offered** based on the e-learning course "Sustainable food in kindergartens" in the educational partner institutions or in cooperation with external institutions.
- A **project folder** with basic information about the e-learning platform "Sustainable food in kindergartens" is produced in all partner languages (AT, BG, CZ, DE, EN, IT, SL)
- A **project video** with basic information about the e-learning course and platform "Sustainable food in kindergartens" is produced in English and subtitled in all partner languages (AT, 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 e-learning platform.
- Austrian and German partners with experience and materials in training for sustainable food in kindergartens 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 (e-learning course, IT-based tools, LMS EasyAdmin, Moodle).
- On the basis of a common marketing concept the e-learning courses implemented into the educational practice in the partner countries.
- In the countries where the partners are educational institutions they provide educational offers based on "Sustainable food in kindergartens". 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 six 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	06 - 08.11.2016
2 nd Partner Meeting in Vienna / AT	19. – 21.03.2017
3 rd Partner Meeting in Bristol / UK	18. – 20.06.2017
4 th Partner Meeting in Plovdiv, Bulgaria	04. – 06.10.2017
5 th Partner Meeting in Ljubljana	18. – 20.04.2018
6 th Partner Meeting in Senigallia, Italy	06. – 08.06.2018

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

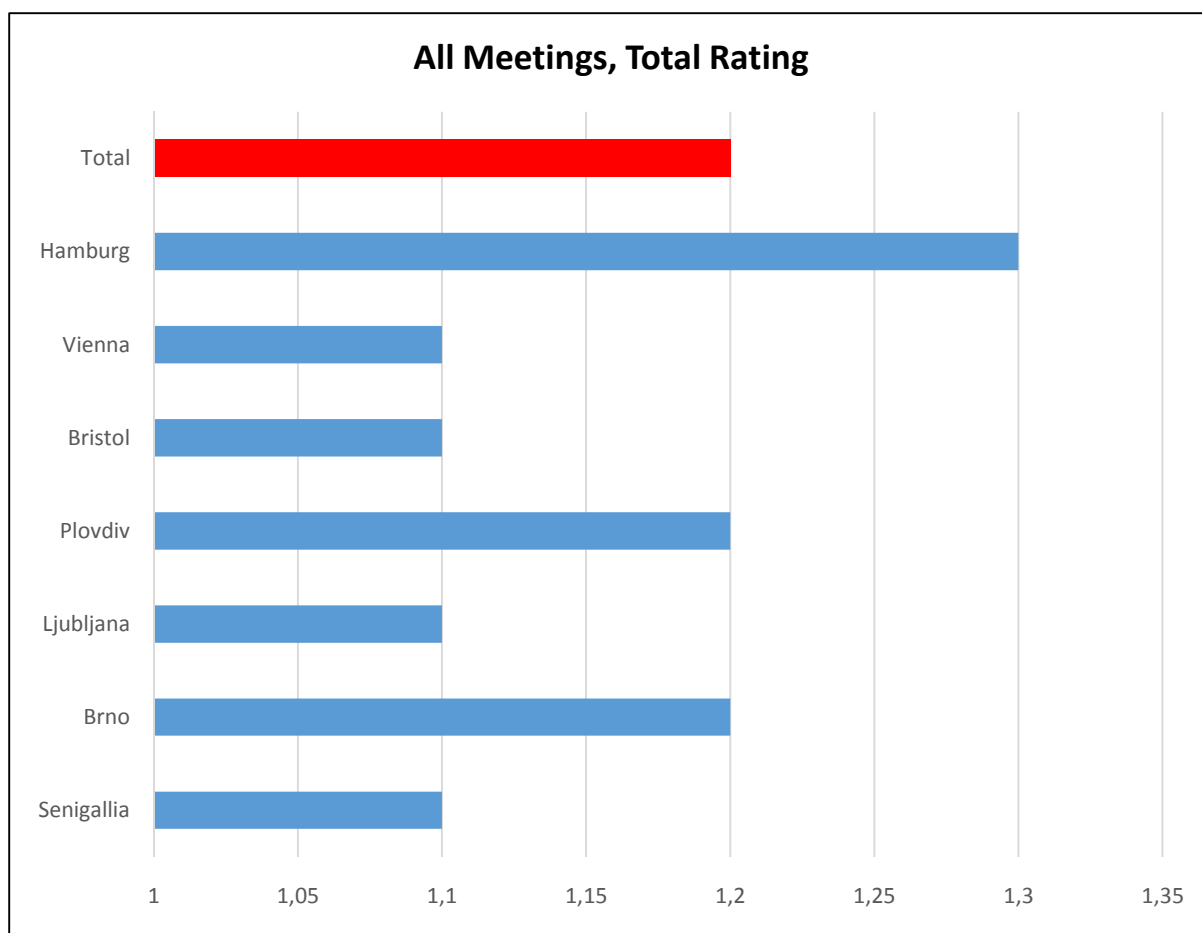
The minutes and the personal impressions of the evaluator and the participating staff show that the meetings have been carried out very efficiently and in a good and cooperative atmosphere.

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 Ökomarkt Hamburg from Germany missed one gathering for health reasons. So the total participation rate is above 98%.

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 six 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.

8. Evaluation of testing phase

8.1 Aggregated Results

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 Transfer of Strategic Partnership titled "Sustainable food in kindergartens".

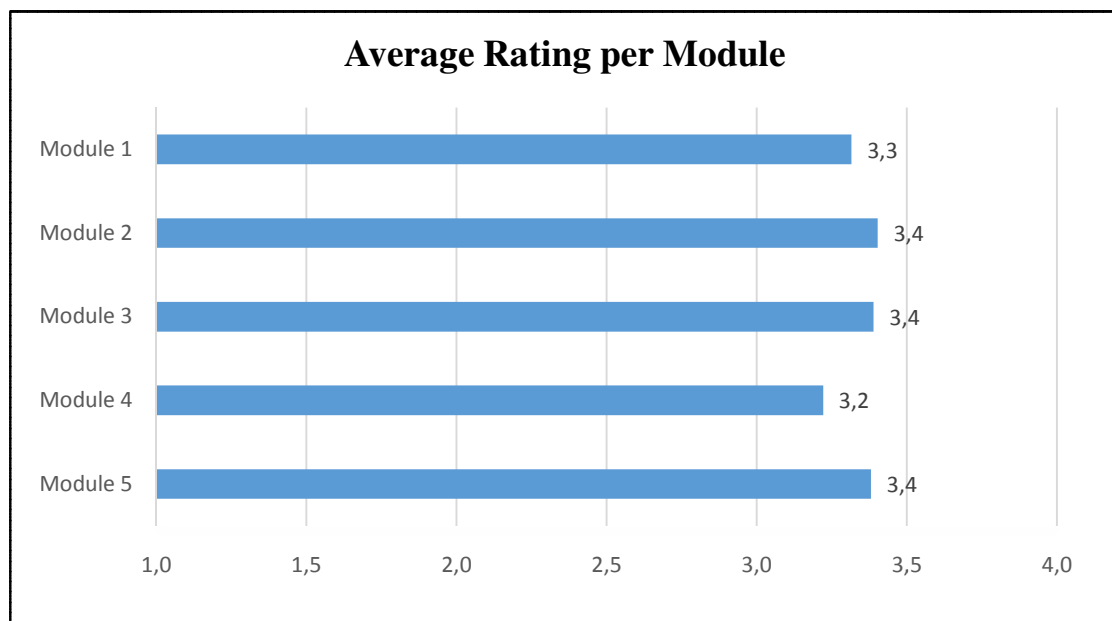
The testing phase was a part of the project work program – Intellectual Output 6:

Testing the e-learning course and platform in the partner countries which purpose was to gather information and feedback about:

- Testing of the functionality of the e-learning course and 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 the seven countries all five module had been tested and assessed.



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 e-learning course and platform “Sustainable food in kindergartens” provides basic information and knowledge on sustainable food;
- The target groups (pedagogues, cooking personnel, kitchen staff, headmasters and personnel manager of kindergartens, caterers for kindergartens, universities and higher schools, teachers and students, parents, decision-makers in public administration) 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 e-learning course “Sustainable food in kindergartens” and characterize it as useful, attractive, motivating and helpful.

The involved pedagogues, cooking personnel, kitchen staff, headmasters and personnel manager of kindergartens, caterers for kindergartens in these countries assessed the content and structure as very useful and suitable for their national vocational training and education on sustainable food in kindergartens.

The testing was based on a common questionnaire, which has been developed by evaluation experts of the University of Agribusiness and Rural Development UARD from Plovdiv, Bulgaria.

In all partner countries, a number of test-persons worked with the national adapted e-learning modules and rated them based on 8 positive worded statements on a scale 1 to 4. In this system the numerical codes mean:

- 4 – strongly agree
- 3 – agree
- 2 – disagree
- 1 – strongly disagree

The higher the average rating is, the more the test-persons agreed with these items.

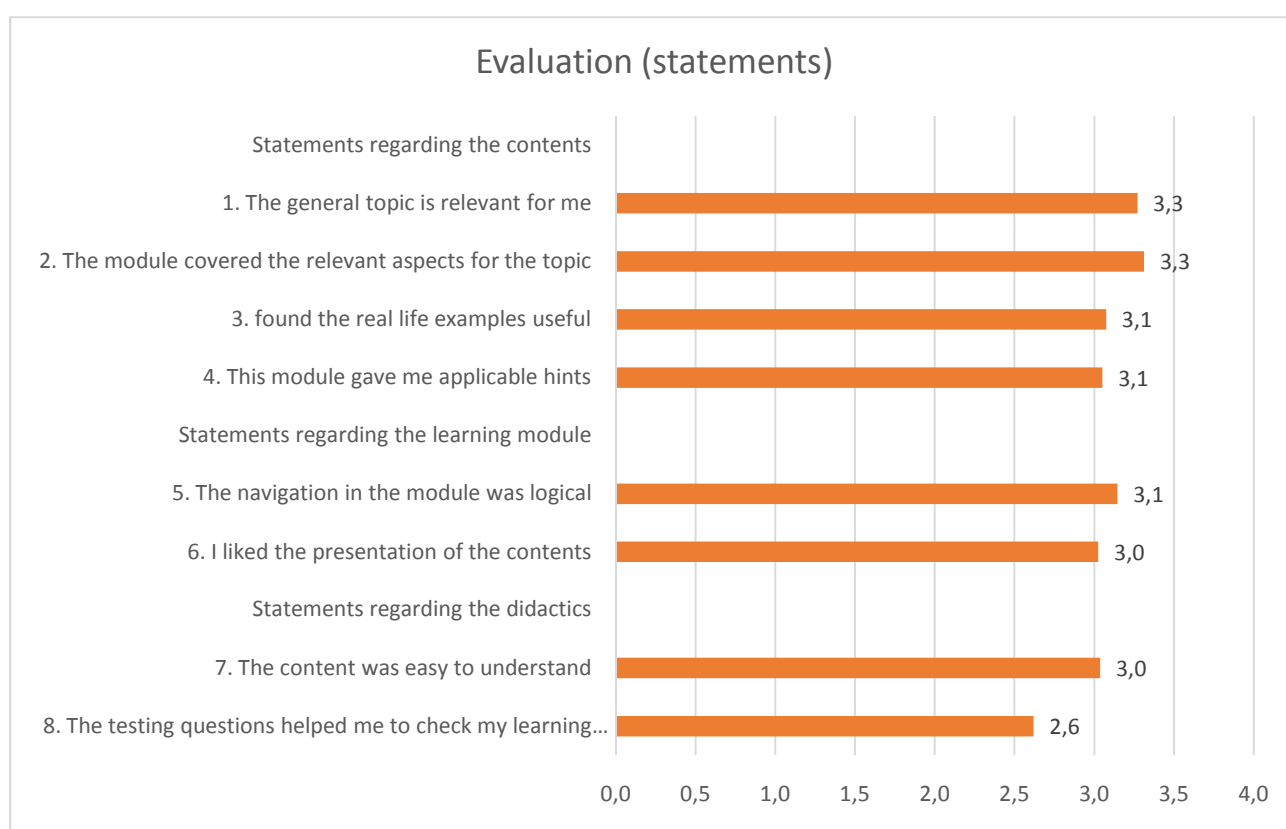


Figure 1: Average of evaluations (all national versions)

In general, the feedback to one product of the project is very positive. All ratings are higher than 2.5, so the agreement to the positive-worded items is continuous higher than the disagreement!

The first four statements focus on the content of the 5 different learning modules in the national versions. These had first been produced in an English master version, were then adapted to the local situation and language and then these national versions have been tested.

A mean of 3.3 for the first two items proves that the general topic of the module was regularly seen as relevant for the test-persons and the modules covered the relevant aspects. The results

for the statements 3 (I found the real live example useful) and 4 (this module gave me applicable hints) are only slightly lower with a mean of 3.1. In the country-specific feedbacks it was sometimes mentioned, that the examples do not fully fit to the local conditions. Some improvement might be possible in this regards.

The item “The navigation in the module was logical” (statement 5) scored 3.1, so most evaluators had no or only little problems in dealing with the modules and learning units. From the verbal statements can be derived, that some modules could be structured a bit clearer. The rating-score for statement 6 (I liked the presentation of the contents) received a mean of 3.0. In some of the evaluations questionnaires there are remarks, that more pictures, videos or examples might be helpful for the participants.

The same score resulted for item 7 (The content was easy to understand), which is one of two items regarding the didactics. The country-specific results show, that for this aspect we have to face big differences between the partner countries. The reasons for this have to be further elaborated.

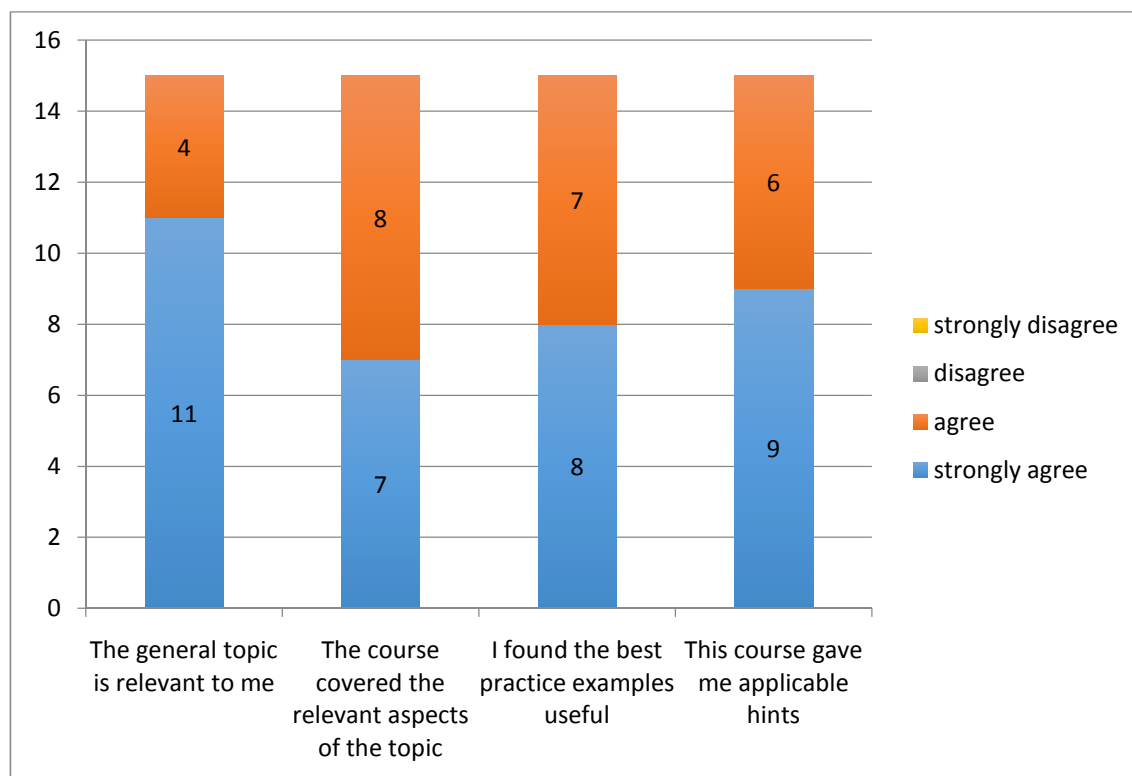
The last statement gained the lowest score with a mean of 2.6. So the statement “The testing questions helped me” received nearly as much disapproval as approval. This is due to the fact, that one group of evaluators perceived the questions as too easy; some other doubted that they are appropriate. This feedback may be related to different levels of previous knowledge of the test-persons and has to be discussed on the local level.

8.2 Country Specific Results

8.2.1 Austria

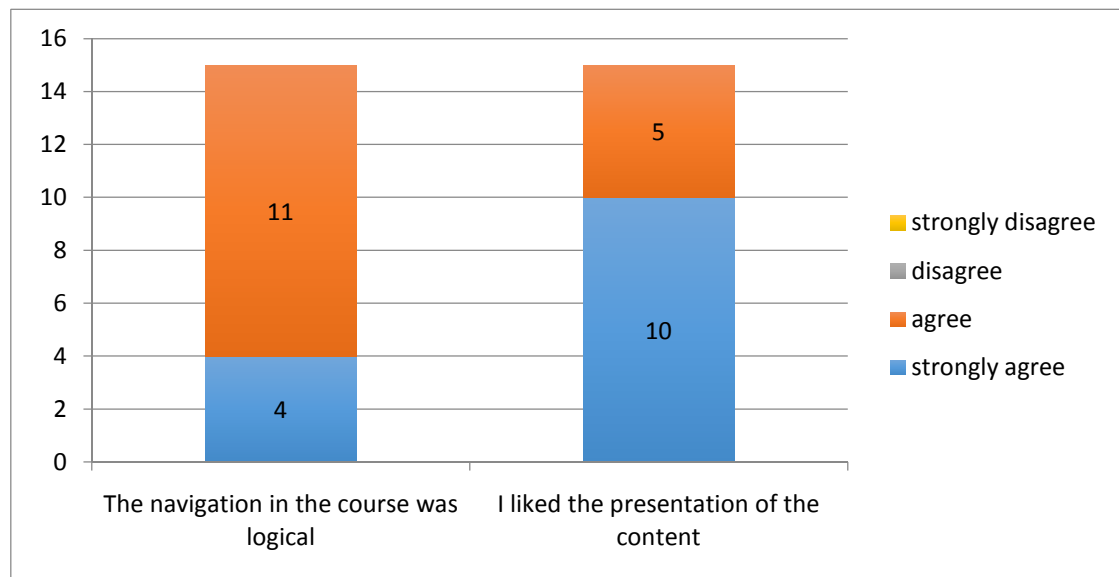
QUANTITATIVE QUESTIONS

QUESTIONS REGARDING THE CONTENT



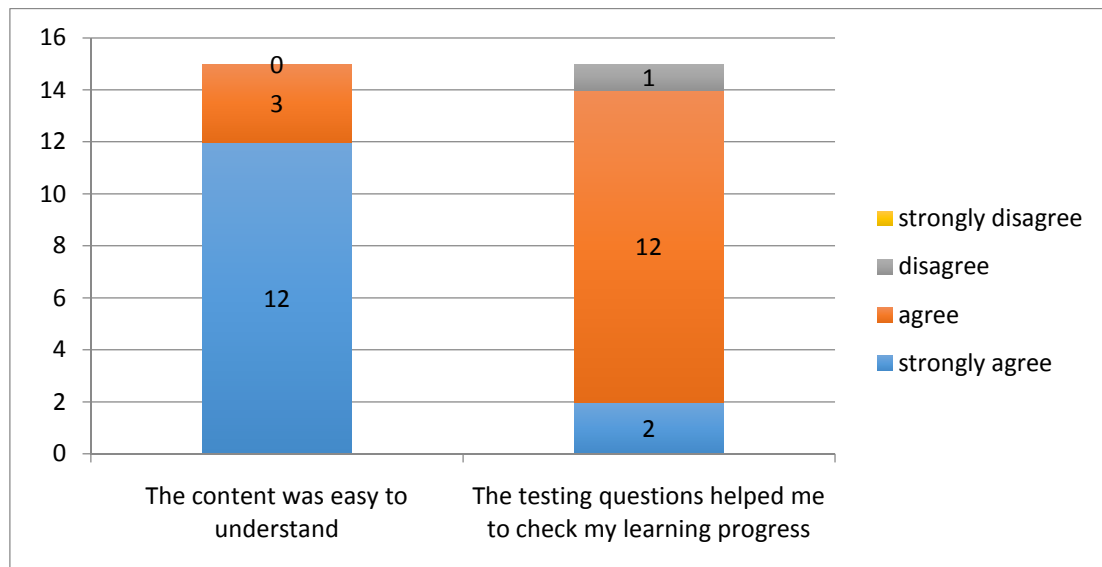
All fifteen participants either agreed or strongly agreed with the statements to the questions relating to the content of the course. Eleven participants strongly agreed that the general topic was relevant to them, four agreed with the statement. Seven participants strongly agreed that the course covered the relevant aspects of the topic, eight agreed with the statement. Eight participants strongly agreed that the best practice examples were useful, seven agreed with the statement. Nine participants strongly agreed that the course gave them applicable hints, six agreed with the statement.

QUESTIONS REGARDING THE LEARNING COURSE



For the questions regarding the learning course four participants strongly agreed that the navigation in the course was logical, eleven agreed with the statement. Ten participants strongly agreed that they liked the presentation of the content, five agreed with the statement.

QUESTIONS REGARDING THE DIDACTICS



For the questions regarding the didactics twelve participants strongly agreed that the content was easy to understand, three agreed with the statement. For the statement „The testing questions helped me to check my learning progress“ two participants strongly agreed, twelve agreed and one disagreed.

QUALITATIVE QUESTIONS

QUESTION 1

What would you advise us from your personal experience to improve this course? Was something missing or hard to understand or not elaborated enough?

RESPONSES from the fifteen participants of the survey:

- The texts are sometimes too long, especially module 4 could be shortened
- combined with seminars would be perfect
- The tests weren't really important for me
- The content of module 4 is not very interesting for me
- Possibly linguistically simplify the text
- Some of the sections are very scientific, I would prefer less text of more practical use

QUESTION 2

Is there anything that what did you like especially or found really useful?

RESPONSES

- The videos were very inspiring
- Confirms me with my one ideas and aims in the work with children
- The resource-section is very good structured and very useful for me
- I like the good practices for gardening – especially those from other countries are very interesting
- Status quo of catering in kindergartens in Austria
- I found good ideas to reconsider and improve my work routine
- further links
- I feel stimulated to think about my own values in everyday work
- Good summaries of the contents, materials and good practice examples
- A lot of interesting information and suggestions, very inspiring, something for everyone

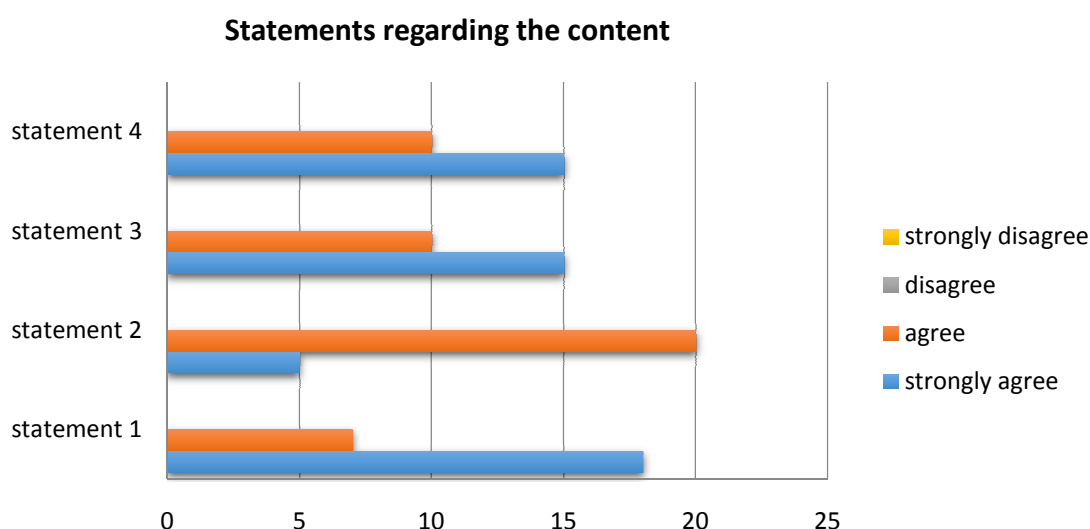
8.2.2 Bulgaria

UARD started the testing and evaluation phase in Bulgaria at the end of May, 2018 in order to assess the functionality of the e-learning course and Online Portal “Sustainable food in kindergartens”. The activity included the revision of the e-learning course and teaching materials according to the results of the evaluation at national level and the overall evaluation of the testing.

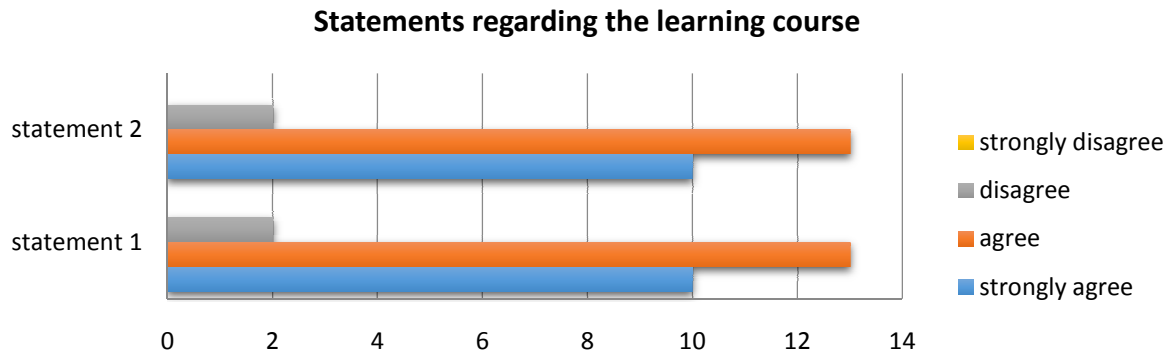
Testing persons included one kindergarten manager, eleven teachers, two nurses, eight assistant educator, two cooks and one head of the administrative service in the kindergarten. The total number of participants is 25. All participants were interviewed after the test and asked to complete a questionnaire regarding the content and platform.

The results presented below are divided into two sections: graphics for quantitative questions (statements) and summary for the qualitative questions.

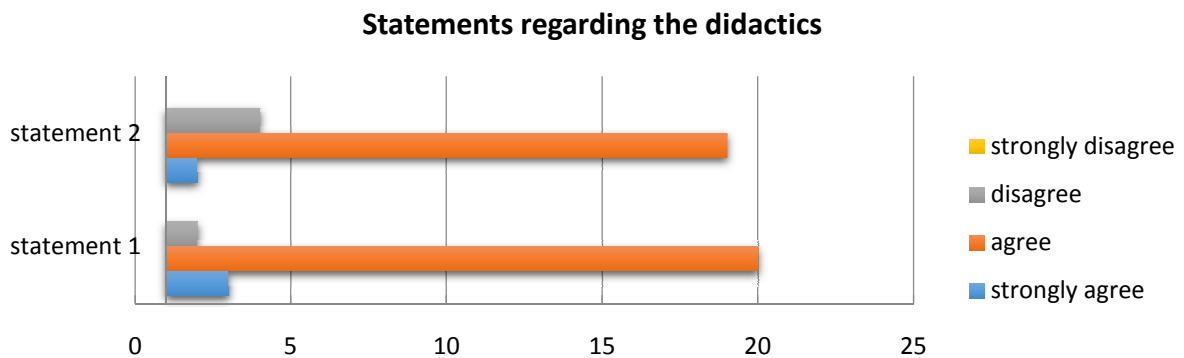
1. QUANTITATIVE QUESTIONS



All twenty-five participants either agreed or strongly agreed with the statements related to the content of the course. Eighteen participants strongly agreed that the general topic was relevant to them and seven agreed with the statement. Five participants strongly agreed that the course covered the relevant aspects of the topic, twenty agreed with the statement. Fifteen participants strongly agreed that the best practice examples were useful, ten agreed with the statement. Fifteen participants strongly agreed that the course gave them applicable hints, ten agreed with the statement.



Feedback results regarding the learning course shows more fragmented responses. When asked if the navigation in the course was logical, ten people strongly agreed, thirteen people agreed and two people disagreed with the statement. The results are identical when questioned whether they liked the presentation of the contents.



Regarding the didactics section of the feedback questionnaire, three people strongly agreed, twenty people agreed and two people disagreed with the statement that the content was easy to understand. When presented with the statement that ‘the testing questions helped me to check my learning progress’, two people strongly agreed, nineteen people agreed and four people disagreed.

2. QUALITATIVE QUESTIONS

Question 1: What would you advise us from your personal experience to improve this course? Was something missing or hard to understand or not elaborated enough?

- Some of the sections are very scientific, I would prefer less text of more practical use
- I find the test to be an unnecessary tool, because the online course aims to raise the knowledge of the experienced specialists and to give them examples of good practices from the project partner countries. The course is not part of an official pedagogical training program so that a baseline assessment is needed.
- More examples from the practice in the additional resources section.
- I would like to have a more comprehensive program on the topic of healthy eating, which is covered at the legislative level.
- Examples from other countries are good, but it is not always possible to apply them in Bulgaria due to a number of restrictions. , e.g. hard and with a number of conventions children can leave the territory of the kindergarten.
- Some modules are not always easy to navigate or cover too many topics, lose focus.
- I would recommend less research and more practical hints for pedagogues who work in the field of early childhood education and care.

Question 2: Is there anything that what did you like especially or found really useful?

- The e-learning course is a good possibility to improve my knowledge.
- The content of the course is useful and gives guidance on which the teacher can work.
- Video materials are very useful tool for visual explanation of the contents.
- I found modules developed with useful information and additional resources that can help to improve my work.
- The resource section is very good structured, offers additional information to each module.
- Website aesthetically pleasing with many photos and videos produced especially for the project.
- Kindergarten's outdoor learning experience was the most interesting part. I enjoyed a lot the activities with kids organized within the project.
- Practical examples from other countries are very interesting for me, because they show in what we are on the right way and what need to be improved.

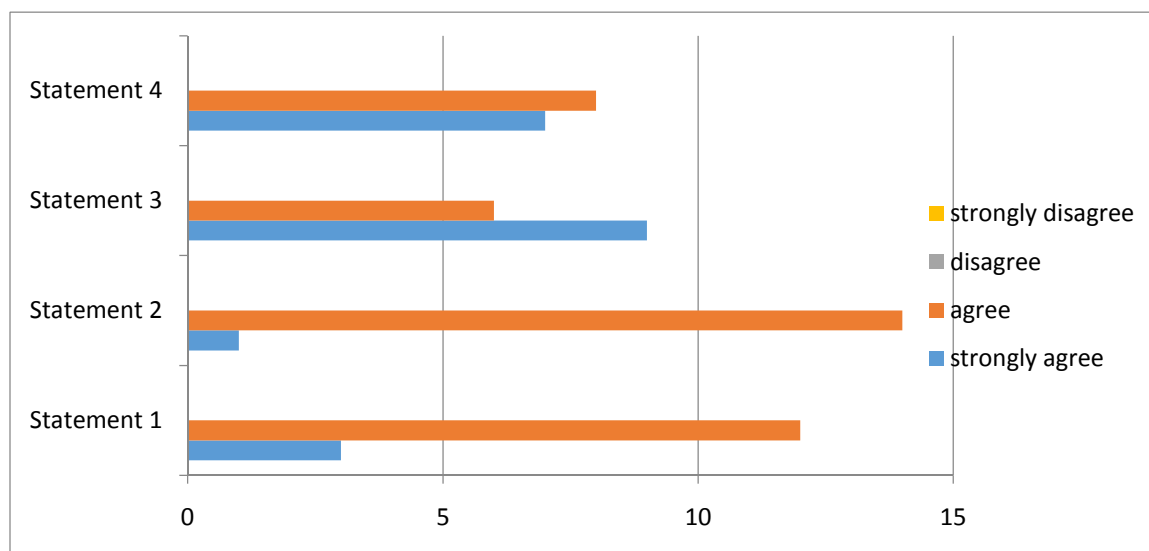
Conclusions

The overall course rating is good. The staff of the kindergarten finds it useful and enhancing their common culture on the subject. Recommendations are given to improve the content of the course. In the participants' opinion, better results would be achieved if the course becomes part of the formal pedagogical training program. The development of healthy eating habits is not only related to the food served in the kindergarten but it can be supported by innovative ways of nutrition education in kindergartens. Therefore pedagogues and kindergarten staffs need particularly social skills and appropriate nutrition expertise to help children to develop a positive attitude towards healthy meals and sustainable food.

8.2.3 Czech Republic

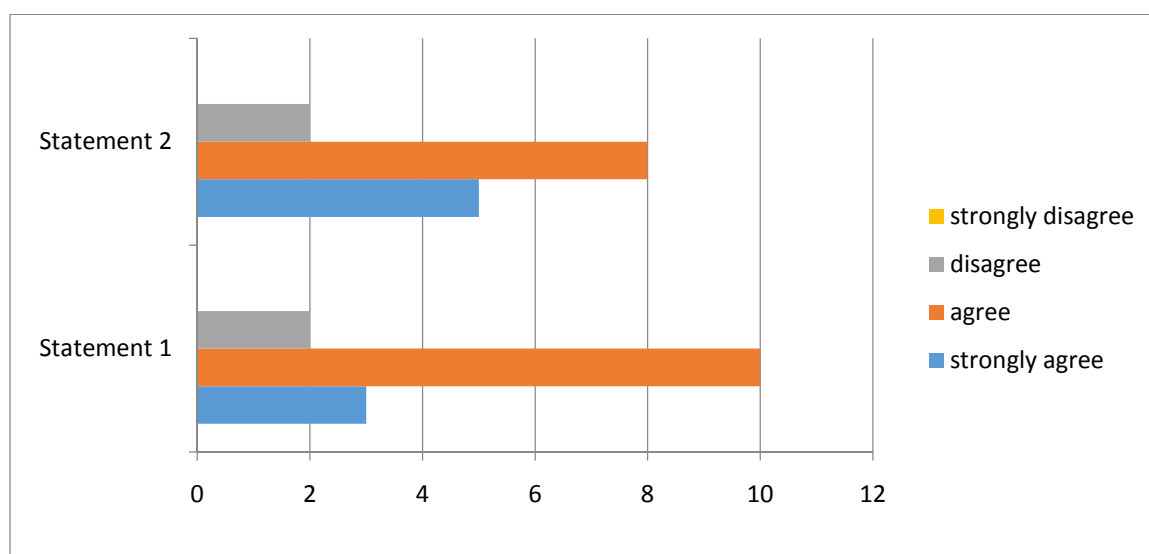
The evaluation questionnaire was answered by total of 15 evaluation participants.

Question regarding the contents



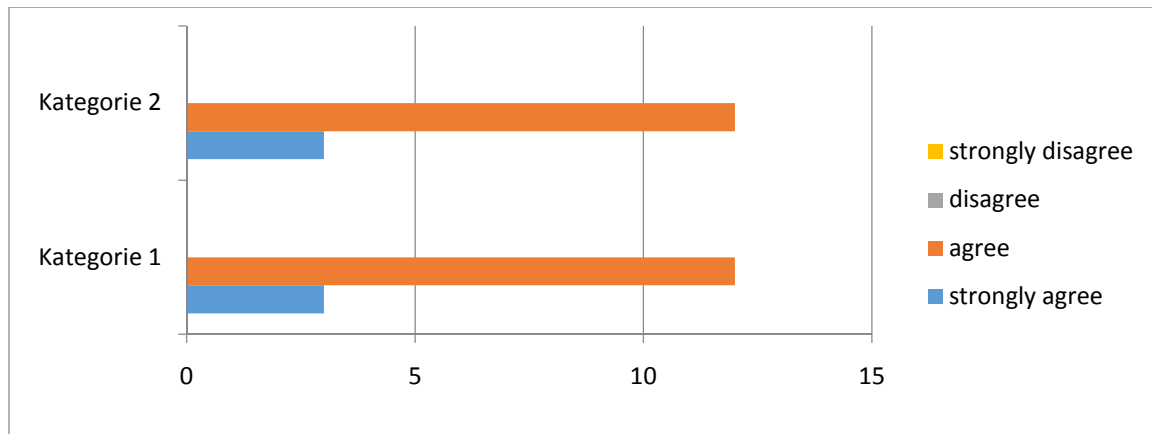
3 people strongly agreed that the general topic was relevant to them, 12 people agreed with the statement. Fourteen people agreed, one strongly agreed that the course covered the relevant aspects of the topic. When it came to the usefulness of the best practice examples, 6 people agreed that they were useful, with 9 people strongly agreeing. When asked if the course provided applicable hints, 7 people strongly agreed with the statement and 8 persons agreed.

Questions regarding the learning course



When asked about the learning course, the feedback results were slightly more spread than the content feedback results. When asked if the content was easy to understand, 10 people agreed, 3 persons strongly agreed and 2 people disagreed with the statement. When questioned whether people liked the presentation of the contents, 5 strongly agreed, 8 agreed, and 2 disagreed.

Questions regarding the didactics



Regarding the didactics section of the feedback questionnaire, when asked if the content was easy to understand, 3 persons strongly agreed with the statement, 12 people agreed and 2 people disagreed with the statement. When presented with the statement that ‘the testing questions helped me to check my learning progress, 3 person strongly agreed, 12 people agreed.

Qualitative questions

Responses from the fifteen people surveyed can be found below.

1. What would you advise us from your personal experience to improve this course? (Was something missing/ hard to understand/ not elaborated enough?)

- In some modules too much text.
- Some of the content is very interesting, we would welcome more practical tips and activities.
- I really liked the videos, perhaps you could add more videos instead of texts.
- Some modules have too many units and chapters, not always easy to navigate.

2. Is there anything that what did you like especially or found really useful?

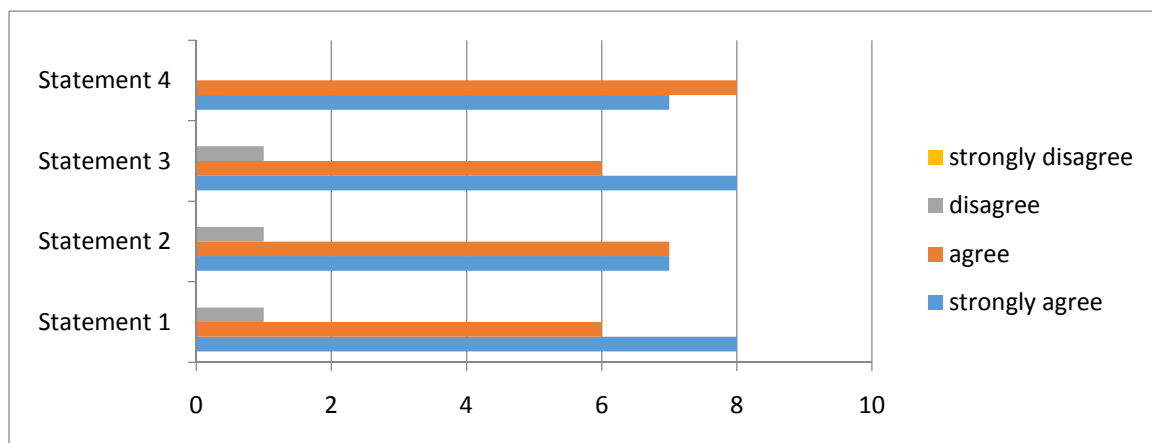
- The videos were the best part.
- The resources section was very useful part of the website, interesting links to more resources and tools.
- Interesting pictures in the news section.
- The films in modules and in the resource section were the best part of the course.

8.2.4 Germany

The evaluation questionnaire was answered by total of 15 evaluation participants.

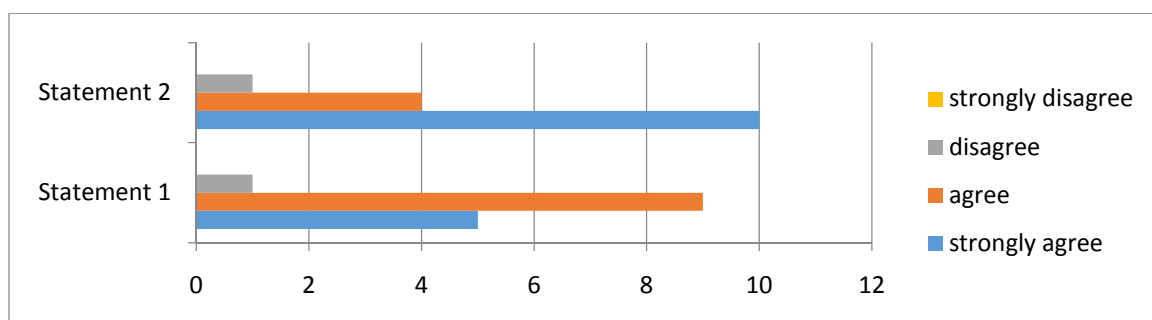
Question regarding the contents

To test the content of the e-learning course 25 questionnaires were send to managers of kindergartens or to kindergarten staff that is in charge of eating and nutrition in the kindergarten. Some questionnaires also were send to nutrition specialists (Ökotrophologen) who give advice to kindergartens. 15 questionnaires were sending back to the office. Most of the questioned were very satisfied with the content and the structure of the course. The results in detail are shown in the tables below.



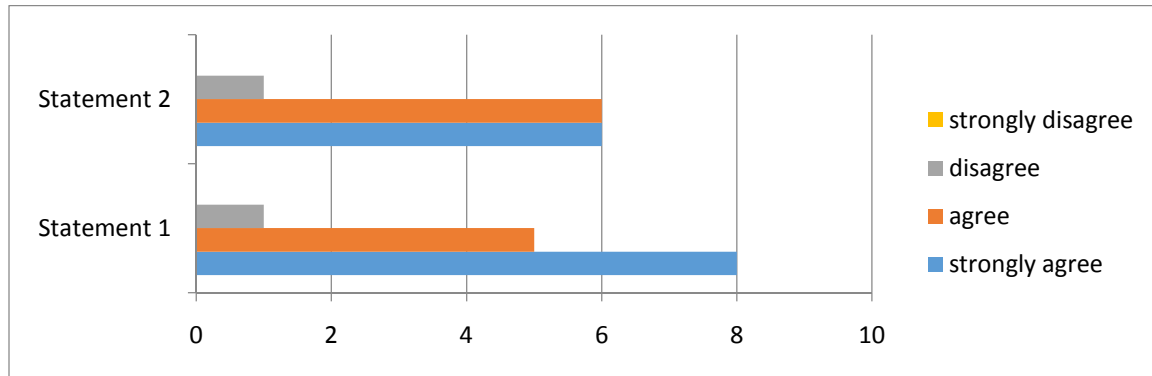
Eight people strongly agreed that the general topic was relevant to them, 6 people agreed with the statement, one disagreed. Seven people agreed, seven strongly agreed that the course covered the relevant aspects of the topic, one disagreed. When it came to the usefulness of the best practice examples, 8 people agreed that they were useful, with 6 people strongly agreeing, one disagreed. When asked if the course provided applicable hints, 7 people strongly agreed with the statement and 8 persons agreed.

Questions regarding the learning course



When asked if the content was easy to understand, 5 people agreed, 9 persons strongly agreed and 1 people disagreed with the statement. When questioned whether people liked the presentation of the contents, 10 strongly agreed, 4 agreed, and 1 disagreed.

Questions regarding the didactics



Regarding the didactics section of the feedback questionnaire, when asked if the content was easy to understand, 8 persons strongly agreed with the statement, 6 people agreed and 1 people disagreed with the statement. When presented with the statement that ‘the testing questions helped me to check my learning progress, 6 person strongly agreed, 6 people agreed and 1 people disagreed with the statement.

Qualitative questions

Responses from the fifteen people surveyed can be found below.

1. What would you advise us from your personal experience to improve this course? (Was something missing/ hard to understand/ not elaborated enough?)

- In some modules too much text.
- There was an interesting selection of modules, but possibly a little too much text.
- I really liked the videos, perhaps you could add more videos instead of texts.
- Some modules have too many units and chapters, not always easy to navigate.

2. Is there anything that what did you like especially or found really useful?

- The videos were the best part.
- **The resources section was very useful part of the website, interesting links to more resources and tools.** The resource section is very good structured and offer additional information to each module.

- Website aesthetically pleasing with many photos and videos produced especially for the project.
- Interesting pictures in the news section.
- The films in modules and in the resource section were the best part of the course.

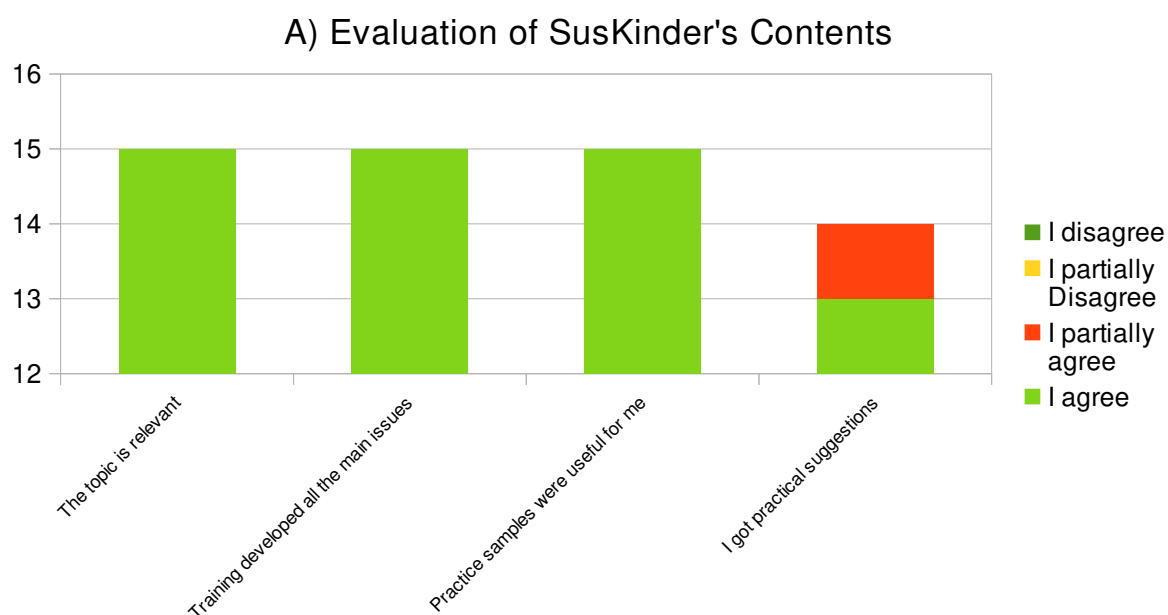
The overall course rating is good. The staff of the kindergarten finds it useful and enhancing their common culture on the subject. Recommendations are given to improve the content of the course. In the participants' opinion, better results would be achieved if the course becomes part of the formal pedagogical training program.

8.2.5 Italy

Questionnaire delivering modalities

Our course target was made by asylum seekers with an extremely low education level. They were particularly happy to take part to our training activities, for the reason that they normally are spending months waiting for the answer to their applications to the Italian Authority to obtain international protection. In this condition, without being sure either they could stay in Italy or not, being particularly demotivated and depressed, they very much appreciated the possibility offered to them to be trained.

Here below, we separately take into consideration each parte of the questionnaire. After that, we will conclude with some more general summary considerations.

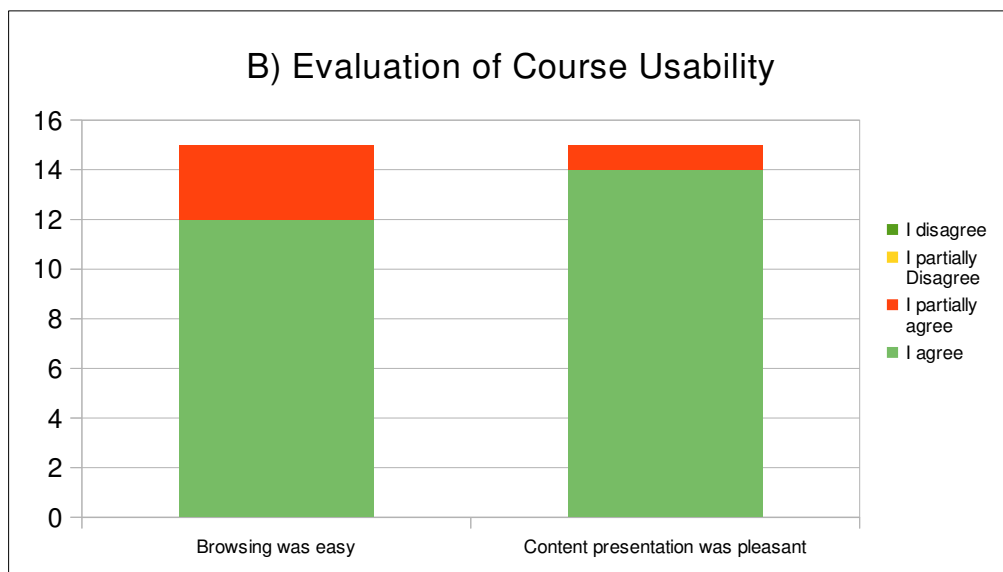


A) Question regarding the Course Contents:

As graphic clearly shows, for the questions related to the course contents, quite all of the participants agreed with the statements: only one people partially disagree.

All the participants people agreed that the general topic was relevant to them, that the main topic issues has been developed and that samples were useful, i.e. applicable. Fourteen people out of fifteen agreed that the course provided applicable hints. One people did not reply to this question.

B) Questions regarding the Course Usability

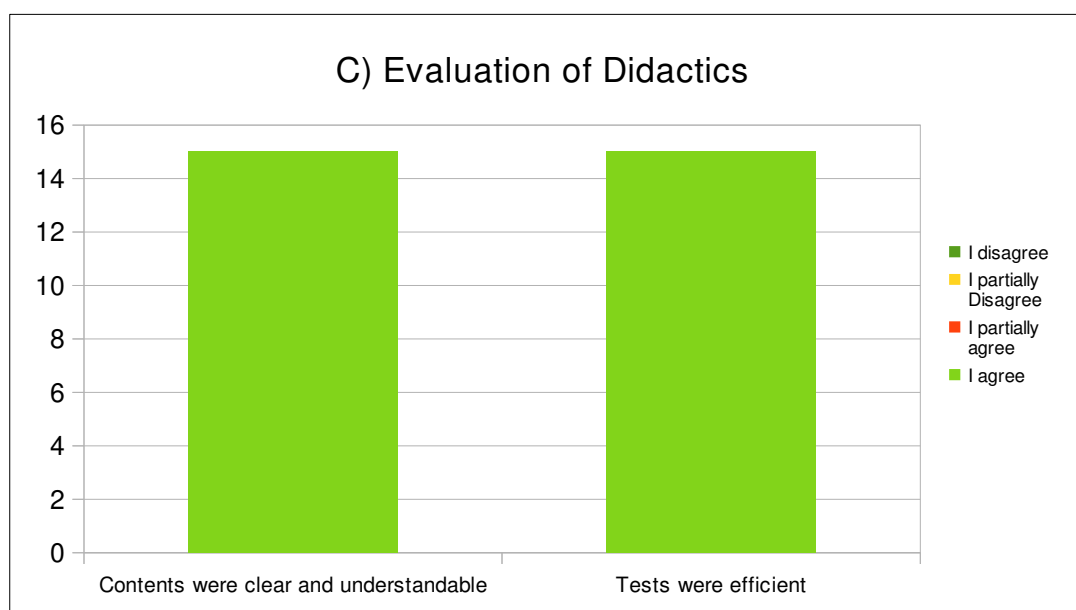


When asked about the learning course usability, the feedback results follow the same trend than the content feedback results.

When asked if the content was easy to browse, ten people out of fifteen agreed, while two others only partially do.

When questioned whether people liked the presentation of the contents, the results were even more positive, as only one attendee did not completely agree.

C) Questions regarding the Didactics



Regarding the didactics section of the feedback questionnaire, when asked if the content was clear and easy to understand, all the participants expressed a positive assessment.

The same positive evaluation was given about the statement that the testing questions were able to check their learning progress.

Qualitative questions

The two qualitative questions are the responses from the fifteen people surveyed can be found below.

1. What would you advise us from your personal experience to improve this course? (Was something missing/ hard to understand/ not elaborated enough?)

- One people asked for more samples
- Three people think that much more people must knows this initiative
- Two people asked for more videos
- Three people are ot the opinion that more information is needed to the families about relationship with pupils concerning food.

2. Is there anything that what did you like especially or found really useful?

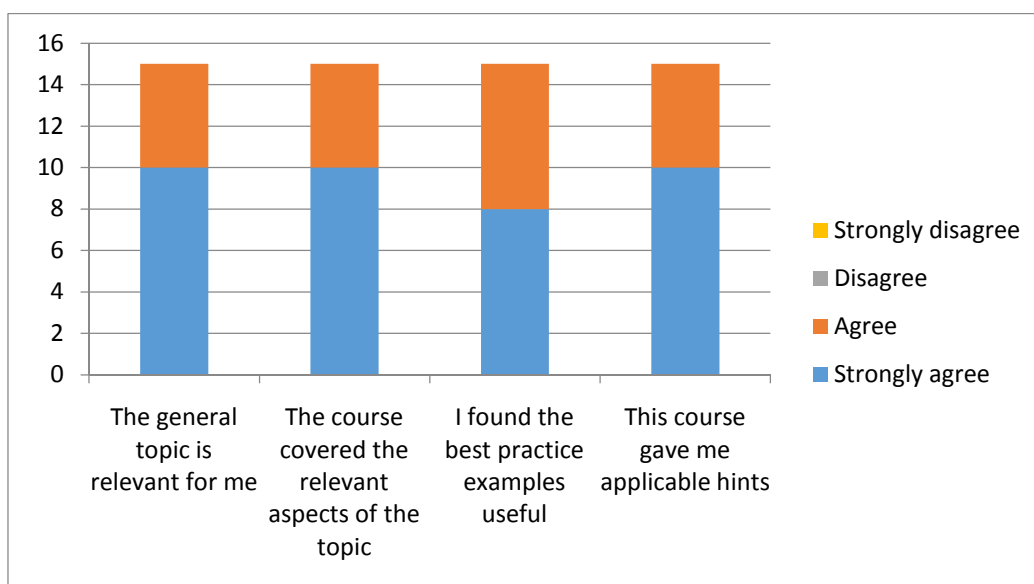
- One people indicated the fact that the course deals with migrants.
- One people particularly appreciated the information given about children growth.
- As many as seven people enjoyed the chapter concerning children food education.
- Two people liked parts regarding family education about children food.
- One participant found particularly interesting information about cost optimization for operators.
- Another trainee considered interesting the point about learning by playing with food.
- One attendee liked the chapter about foreign food habits and feasts.
- The last positive evaluation was about the information about hygiene for food and children.

Conclusion

We think that the assessment results are particularly satisfactory, taking into account the specificity of our target group, and its characteristics in terms of culture and provenance, which made it particularly difficult to accept educational content from a cultural field very different from that of origin.

8.2.6 Slovenia

Question regarding the contents:



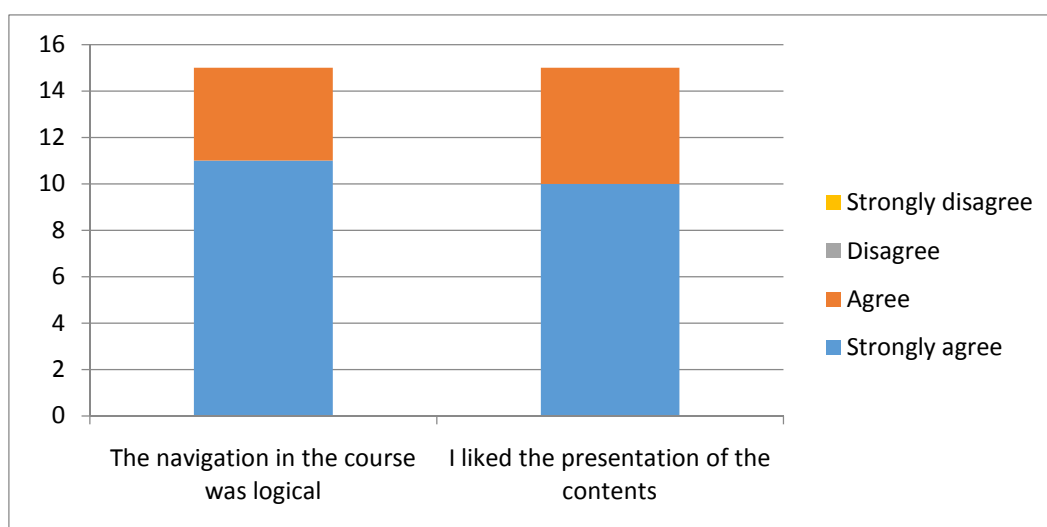
All fifteen participants strongly agreed (10 participants) or agreed (5 participants) that the general topic was relevant for them.

Ten participants strongly agreed that the course covered the relevant aspects of the topic while five participants agreed.

Participants found best practice examples useful: eight participants strongly agreed, seven of them agreed.

All fifteen participants strongly agree (10 participants) or agree (5 participants) that course gave them the applicable hints.

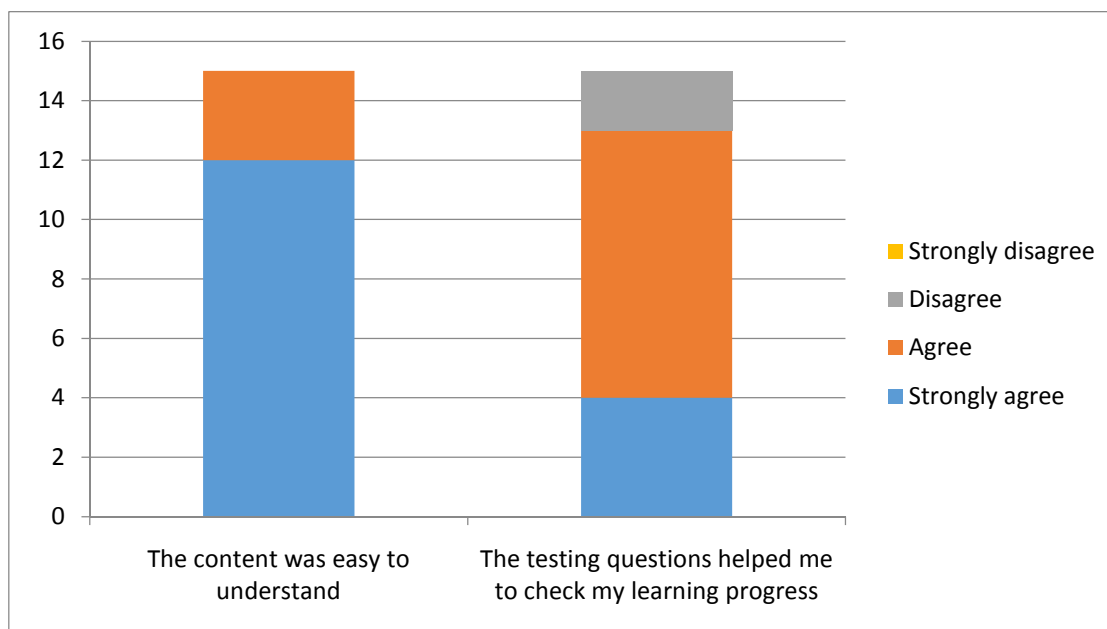
Questions regarding the learning course



All fifteen participants strongly agreed (11 participants) or agree (4 participants) that the navigation in the course was logical.

Ten participants strongly agreed that they liked the presentation of the contents, while five participants agreed on that.

Questions regarding the didactics



All fifteen participants strongly agreed (12 participants) or agreed (3 participants) that the content was easy to understand. Four participants strongly agreed that the testing questions helped them to check their learning progress, they liked the presentation of the contents, nine of them agreed with this statement, while two participants disagreed.

1. What would you advise us from your personal experience to improve this course?

(Was something missing/ hard to understand/ not elaborated enough?)

- Content of the course is comprehensive, completed, many things we already do in our kindergarten.. But in the future National Institute for Public Health (NIPH) is preparing changes about bringing foodstuff into the classrooms and preparing food together with children (Tanja: I know this, I have spoken to them and when change will come, I will change the documents as well)
- course is good, practical experience will show, what could be improved
- perfect course, good material and actual topics, supported with examples of good practice. It is necessary to start in early years to develop good food habits. In primary school there are a lot of leftovers on the plates - this is topic to improve; also we need more education regarding food culture and table manners (children know them, but they don't follow them - most problematic are students from last three years in school, course would be useful for primary and secondary schools as well, not only or kindergartens)

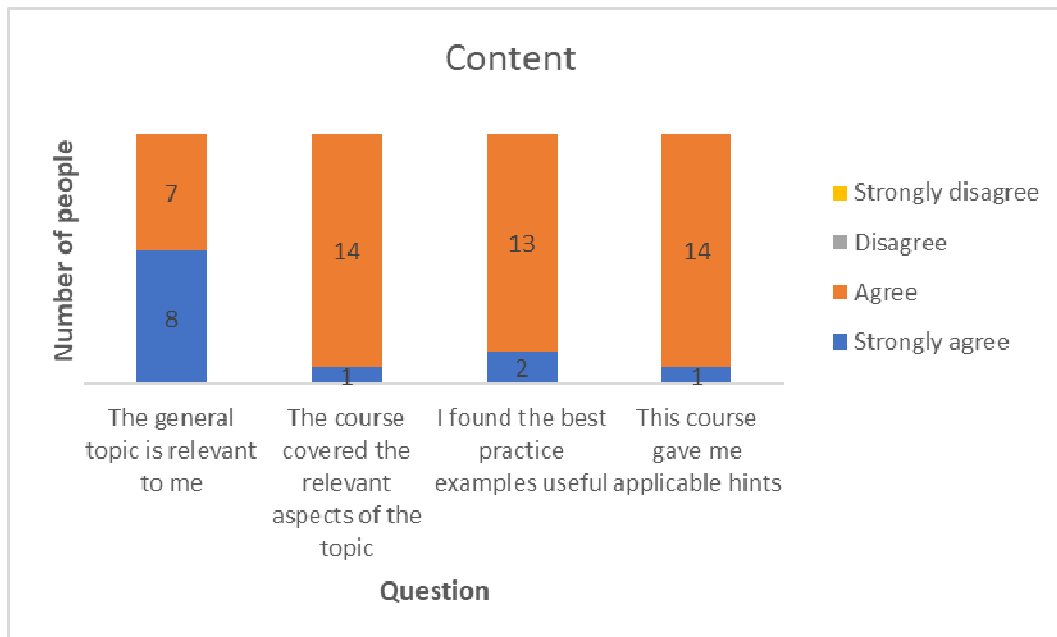
- course is good structured with all steps of education - from theory to educational material for pedagogues/other relevant staff and with advices how to develop positive relationship towards food with children.
- nothing is missing in this course, all information are here. Maybe you could add data bank of recipes for meals or catalogue of meals and foodstuff with nutritional and calorie values. In new guidelines from NIPH we will have to calculate nutritional and caloric values of meals, which is a lot of work.
- Tests should be integrated into the modules, not in separate menu online, it takes a lot of time to download the pdf-s.
- Module 1 could be presented in shorter version, kindergartens mostly work in this way. Pedagogues prepare breakfast together with children, children are active. Before every meal they thank to the nature and to the farmer. Children get small amounts of food, pedagogues add them more food if needed. Leftovers are very rare. (Tanja: waldorf kindergarten, not situation in other kindergartens)
- links to literature are perfect, could me more of them
- good examples of good practice, kindergartens in countryside environment have more opportunities to connect with nature
- very useful course - opens new possibilities for professional work in kindergartens
- more presentations of Slovenian kindergartens, examples of good practice

2. Is there anything that what did you like especially or found really useful?

- Integration of children in all phases of nutrition - from farm to plate is definitely the most efficient way of developing good food habits and on accepting new tastes and foods.
- Perfect content, I will use teaching material for pupils from 3-5.grade in primary school. Special compliments to working sheets: Control check list.Nr.3 and Guidelines for healthy and sustainable food in kindergartens (Module1) . This systematic work with children must be continued in primary and secondary schools.
- workshops and lectures for parents would be very useful, many of them don't pay enough attention to family nutrition, also they don't have enough knowledge
- very useful website, according to our rules, one can quickly find the advice. I like the examples from other European countries, I see we are on good path and among better countries regarding the nutrition in kindergartens.
- extremely useful examples of good practice. Simply implementation of just this can save us a lot of time and energy. Also extremely useful working sheets.
- good structure, well designed platform, well written
- very important topics
- Compliments: a lot of useful knowledge t one place which I will use at my work! (Tanja: organizer of school nutrition)
- excellent tool for learning and for improving quality of work in kindergartens and schools
- topics about teaching children about new tastes, food culture, how pedagogues should treat children

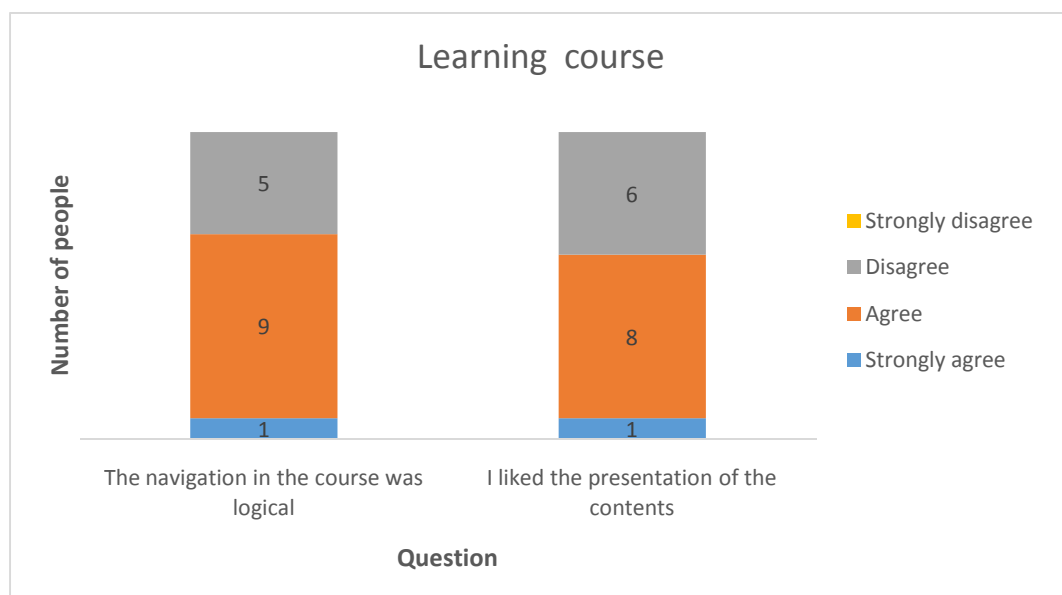
8.2.7 United Kingdom

Question regarding the contents:



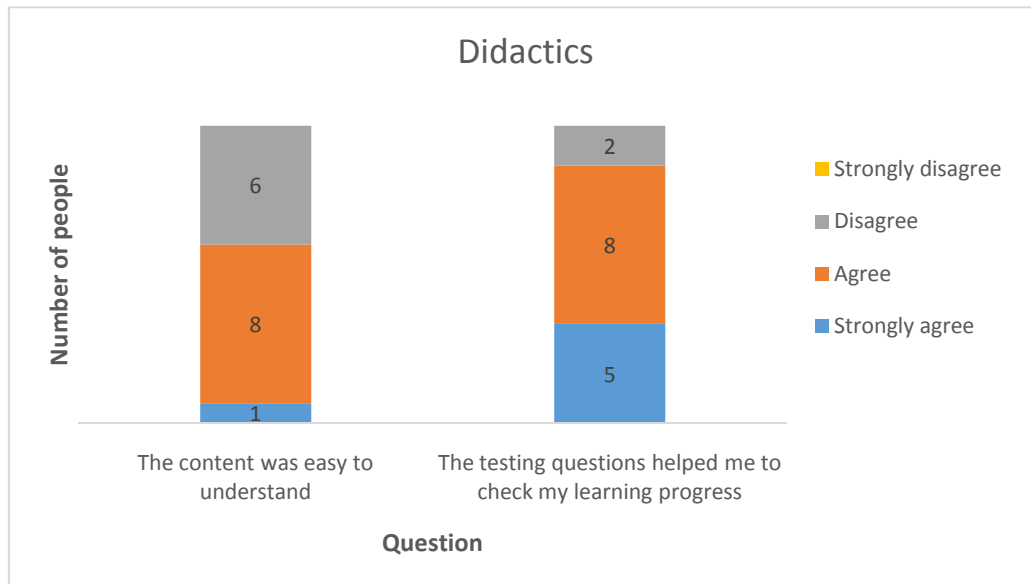
For the questions relating to the course contents, all fifteen of the participants either strongly agreed or agreed with the statements. Eight people strongly agreed that the general topic was relevant to them, with seven agreeing with the statement. Fourteen people agreed that the course covered the relevant aspects of the topic, with one person strongly agreeing. When it came to the usefulness of the best practice examples, thirteen people agree that they were useful, with two people strongly agreeing. When asked if the course provided applicable hints, fourteen people agreed with the statement and one person strongly agreed.

Questions regarding the learning course



When asked about the learning course, the feedback results were slightly more spread than the content feedback results. When asked if the content was easy to understand, nine people agreed, one person strongly agreed and five people disagreed with the statement. When questioned whether people liked the presentation of the contents, eight agreed, one strongly agreed and six disagreed.

Questions regarding the didactics



Regarding the didactics section of the feedback questionnaire, when asked if the content was easy to understand, one person strongly agreed with the statement, eight people agreed and six people disagreed with the statement. When presented with the statement that ‘the testing questions helped me to check my learning progress’, five people strongly agreed, eight people agreed and two people disagreed.

Qualitative questions

The two qualitative questions are the responses from the fifteen people surveyed can be found below.

1. What would you advise us from your personal experience to improve this course? (Was something missing/ hard to understand/ not elaborated enough?)

- Some of the language was a bit difficult to understand.
- There was an interesting selection of modules, but possibly a little too much text.
- Slightly dated looking website.
- More ideas for practical activities please.
- I think that the opportunity to share best practice with other educators would be a great addition to the website. Maybe an associated social media account or chat function?
- Too much text to scroll through on an old looking website.

- A little difficult to navigate through everything to find the information that I was looking for.
- Some of the sections had a lot of text. I think that this could be improved by having more of the videos to explain good practice.
- The project aims didn't seem relevant to the e-learning course. Maybe you could have separated these and had a standalone 'portal entrance' for the e-learning.
- The tests weren't really that helpful and I didn't feel as if they really helped reinforce my learning.
- Some of the English language read as if it had been translated from another language. This was sometimes difficult to comprehend.
- I would recommend less research and more practical tips for early learning staff.
- There seem to be some html style errors in the text in places.
- Too many units and chapters throughout. I found myself getting lost in the website. Maybe a simpler, more user friendly and interactive interface would work better.
- The resources sections didn't seem very balanced. Some sections were full of information, whilst others barely had any.

2. Is there anything that what did you like especially or found really useful?

- I like the addition of different activities that could be utilized as part of a kindergarten's outdoor learning experience.
- The video content was a great way of demonstrating good practice.
- The resources sections were the most useful part of the website for me.
- Some of the chapter and unit titles didn't make much sense to me.
- Good looking homepage. Colourful graphics.
- The resources section was the most useful part of the website. More of these please!
- It was very interesting to watch the videos to see how people in other countries are educating young people about their food and where it comes from. The school farmers markets in the Slovenian kindergarten were inspiring.
- I found the 'news' section interesting to see how the project has been progressing.
- As an early years educator, I'm always looking for more resources. Some will be useful to me, whilst others won't. Nevertheless, it's always good to have ideas that I can take back to use in our garden.
- I enjoyed watching the films that appeared throughout the modules and in the resource section.
- Being in outdoor learning, I found that this module helped me most The information and supporting resources on supporting a garden would very well be useful to early years staff.