**aN Eu Curriculum
for chef gasTro-engineering
in primAry food caRe**

D6.4 Final Pilot Evaluation Report
Version 5.0

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1 ABSTRACT

This report summarizes the results of 27 online and offline evaluation questionnaires carried out for the target groups of students, teachers, VET providers and enterprises/employers to evaluate the five NECTAR pilot training courses that have been implemented based on the European NECTAR Curriculum and its localized versions for Austria, Belgium, Italy – Regione Liguria, Italy – Regione Campania and Portugal between December 2022 and June 2023.
The evaluation questionnaires and detailed evaluation reports for each questionnaire have been distributed, analysed, and summarized between December 2022 and September 2023.

2 KEYWORDS

Evaluation, monitoring, NECTAR pilot training, Chefs Gastro Engineering, nutrition, cooking

3 REVIEWERS

REVIEWER NAME	EXTERNAL REVIEWER	ORGANIZATION	DATE OF APPROVAL
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• A - Author (including author of revised deliverable)
• C - Contributor
• IF – Internal Feedback (within the partner organization)

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6 LIST OF ABBREVIATIONS

AB	Advisory Board
AT	Austria
BE	Belgium
CA	Campania
CGE	Chef Gastro-Engineering
CM	Consortium Meeting
D	Deliverable
ECVET	European Credit System for Vocational Education and Training
EMP	Evaluation and Monitoring Plan
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualification Framework
ESCO	European Skills/Competences, qualifications and Occupations
ER	External Reviewer
IR	Internal Peer Reviewer
KPI	Key Performance Indictors
LI	Liguria
NECTAR	aN Eu Curriculum for chef gasTro-engineering in primAry food caRe
PT	Portugal
QA	Quality Assurance
QM	Quality Management
QP	Quality Plan
QR	Quality Register
QCP	Quality Control Plan
QEIP	Quality Expectations and Indicators Plan
PC	Project Coordinator
VET	Vocational Education and Training
WBL	Work-Based Learning
WP	Work Package

7 INTRODUCTION

This report summarizes the results of 27 online and paper/pencil evaluation questionnaires carried out for the target groups of

- Students:
    - Q1 at the beginning of the pilot,
    - Q2 in the middle,
    - Q3 at the end,
    - Q4 approx. two months after the end of the pilot,

  Overall, 16 online questionnaires in four language versions.
- Teachers:
    - Q1 in the middle of the project,
    - Q2 at the end,

  Overall, 8 online questionnaires in four language versions.
- VET provider:
    - Q1 in Excel spreadsheet with questions distributed before the start of the pilot,
    - Q2 online questionnaire,

  Overall, 2 questionnaires in English.
- Stakeholders such as enterprises/employers (1 questionnaire in English)

to evaluate the five NECTAR pilot courses. The pilot trainings have been developed based on the European CGE Curriculum and its localized versions. The pilots were implemented in

- Austria,
- Belgium,
- Italy – Regione Liguria,
- Italy – Regione Campania and
- Portugal

between December 2022 and June 2023.

This report outlines the various roles and responsibilities of the different partners regarding the Evaluation of the NECTAR pilot courses and sketches out the methodological approach, the evaluation criteria and the procedures applied. Afterwards the core results of the different evaluation phases are presented. Results have been summarized in detail in short reports during the project and have been sent to the partners. All reports have been collected in a document that is available on Teams[1].

Recommendations for improvements have been made during the pilot implementation (formative evaluation) by providing the pilot partners with short evaluation reports for each questionnaire and pilot region/country. In addition, a summary evaluation report has been

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[1] Detailed evaluation reports for each pilot region and questionnaire were stored in the NECTAR co-working space on Teams.

produced after evaluation phase 1 (beginning of the pilot), 2 (middle of the pilot), and 3 (end of the pilot). This report offers an overall summary of all evaluation phases that also includes recommendation for the future development of the training offers (summative evaluation).

The questionnaires had to be delivered for each pilot separately and at different times since there were different starting dates for each pilot (e.g., Liguria started in December 2022, Campania in January 2023, Austria in February 2023 …), and also, the duration of the pilot courses differed.

8 METHODOLOGY

8.1 General Approach

At the beginning of the NECTAR project the evaluation methods and criteria were defined in the NECTAR Evaluation and Monitoring Plan together with the other responsible institution for evaluation, UALG, the Project Coordinator and Si4Life. For the pilot evaluation the following criteria were defined:

WP6 TASK	TASK TO EVALUATE	CRITERIA	SUB-CRITERIA	TOOLS /source of information	TARGET
TASK-6.4: Formative and Summative evaluation of Pilots implemented in n AT, BE, PT, IT/Liguria and IT/Campania	Evaluation of the quality of local pilot courses (developed in task 5.1 - 5.5 from WP5) / Improvement of the pilot courses	ATTRACTIVENESS	Number of participants per pilot (EQAVET indicator 3: participation rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	At least 20 chefs are trained per pilot course;
			Number of participants per pilot, who completed the course (EQAVET indicator 4: Completion rate in VET programmes)	Pilot designers' documentation of recruiting interviews; Pilot designers' statistical data	Less than 20% drop-out rate
			Share of pilot designers applying internal quality assurance and/or are accredited VET providers (EQAVET indicator 1: Relevance of quality assurance systems for VET providers)	Questionnaire targeting pilot designers	pilot designers
			Active participation and performance of learners during the pilot courses	Educational Toolkit Platform statistics; Teachers' documentation of observations	pilot teachers
		EFFECTIVENESS	Competences of pilot teachers	Recruiting interviews with pilot teachers by pilot designers	pilot designers
			Number of participants successfully completing the pilot courses (EQAVET indicator 4: Completion rate in VET programmes)	Questionnaire targeting pilot designers (statistical data)	At least 16 chefs are certified; pilot designers
			High satisfaction levels of pilot participants (e.g. with regard to acquired skills and competences; EQAVET indicator 6: utilisation of acquired skills at the workplace)	Questionnaire targeting pilot participants (students)	pilot participants (students)
			Effectiveness of the teachers	Questionnaire targeting pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		REPRESENTATIVENESS	Validation of prior learning (Adequacy of pilot with regard to the foreseen entry level)	Personal interviews with pilot participants by pilot designers	pilot participants
			Achievement Level of Learning outcomes are defined according to ECVET and EQF standards		Advisory board/External Reviewer
			Criteria for Certification and Certification process of successful participants are defined in advance	Questionnaire targeting pilot designers	pilot designers
			Implementation of different teaching and training methodologies in the pilot courses, e.g. work-based learning	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers
		USABILITY	User-friendly and target-group oriented course design for face-to-face-, e- and work-based learning	Questionnaire targeting end users/pilot participant	pilot participants
			User-friendly and target-group oriented, effective training material	Questionnaire targeting end users/pilot participants; Questionnaire targeting pilot teachers	pilot participants; pilot teachers

Table 1: Evaluation criteria for the pilot implementation

The defined criteria were addressed by including target group specific questions and topics in the different evaluation questionnaires. These criteria and indicators were monitored on the basis of the Quality Expectations and Indicators Plan (QEIP) which was part of the NECTAR Quality Register. External and Peer Reviewers of the NECTAR project had to consider these criteria and indicators during their review. For the evaluation criteria that were covered within the evaluation questionnaires, WIAB and UALG checked and documented the fulfilment of the criteria in the QEIP.

Four evaluation phases took place:

1. Evaluation at the beginning of the pilot (Q1 Students, Q1 VET-Providers[2])
2. Evaluation in the middle of the pilot (Q1 Teachers, Q2 Students)
3. Evaluation at the end of the pilot (Q2 Teachers, Q3 Students, Q2 VET-Providers, Stakeholder Questionnaire[3])
4. Evaluation after the end of the pilot (Q4 Students)

As the pilot courses of the different pilot partners started at different times, it was necessary to define separate time schedules for the pilot evaluation for each pilot partner. These time schedules were sketched out in overview roadmaps and were agreed on with the piloting partners and stored on Teams to ensure a transparent communication on timelines and upcoming tasks.

The following pictures show the final versions of the Evaluation Roadmaps for the five piloting countries/regions:

Figure 1: Evaluation Roadmap for Austria (final version)

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[2] Q1 VET-Providers was in fact done before the pilot started and mainly aimed to collect basic information on the pilots such as when the pilot will start, how many students were recruited, how many teachers will be involved in the pilots etc.

[3] This questionnaire was distributed in May 2023, slightly before most of the pilots ended.

NECTAR Pilot Evaluation Roadmap - BELGIUM

Pilot Phase	T1 - Start of the Pilot	T2 - Middle of the Pilot	T3 - End of the Pilot	T4 - After the Pilots
Questionnaire/Target Group	Q1 Students	Q1 Teachers Q2 Students	Q2 Teachers Q3 Students Q2 VET Designer	Q4 Students
Pilot Timeframe	Beginning of November 2022 (M25)	March 2023 (M29)	June 2023 (M32)	September 2023 (M35)
Timeframe for Survey completion (by each target group)	6. March 2023	27. March 2023	15. June 2023	01.-15. September 2023
Translation of free text answers in national language (by contact person for evaluation)	11. March 2023	31. March 2023	20. June 2023	18.-22. September 2023
Timeframe for data analysis (by WIAB)	11.3.-21.3.2023	31. March - 18. April 2023	15. June 2023 - 30. June 2023	18.-28. September 2023
Deadline for result/ recommendation delivery (by WIAB)	21.March 2023	18. April 2023	15. July 2023	29. September 2023
Feedback on adaptations based on the recommendations until (by VET Designer/partners)	End of March 2023	end of April 2023	15. October 2023	20. October 2023
ALL PILOTS (English speaking employers' involvment)			Short questionnaire with employers end of May 2023 (M31)	

Figure 2: Evaluation Roadmap for Belgium (final version)

NECTAR Pilot Evaluation Roadmap - CAMPANIA

Pilot Phase	T1 - Start of the Pilot	T2 - Middle of the Pilot	T3 - End of the Pilot	T4 - After the Pilots
Questionnaire/Target Group	Q1 Students	Q1 Teachers Q2 Students	Q2 Teachers Q3 Students Q2 VET Designer	Q4 Students
Pilot Timeframe	Beginning of November 2022 (M25)	Beginning of March 2023 (M29)	End of June 2023 (M31)	September 2023 (M35)
Timeframe for Survey completion (by each target group)	09. January 2023	01.-15. March 2023	07. June 2023	01.-15. September 2023
Translation of free text answers in national language (by contact person for evaluation)	16.-22. November 2022	16.-24. March 2023	29. June 2023	18.-22. September 2023
Timeframe for data analysis (by WIAB)	16.November 2022 - 06. Dezember 2022	16. March - 13. April 2023	15. June 2023 - 30. June 2023	18.-28. September 2023
Deadline for result/ recommendation delivery (by WIAB)	07. Dezember 2022	14. April 2023	15 July 2023	29. September 2023
Feedback on adaptations based on the recommendations until (by VET Designer/partners)	11. January 2023	15. May 2023	15. October 2023	15. October 2023
ALL PILOTS (English speaking employers' involvment)			Focus Group Discussion with employers end of May 2023 (M31)	

Figure 3: Evaluation Roadmap for Campania (final version)

NECTAR Pilot Evaluation Roadmap - LIGURIA

Pilot Phase	T1 - Start of the Pilot	T2 - Middle of the Pilot	T3 - End of the Pilot	T4 - After the Pilots
Questionnaire/Target Group	Q1 Students	Q1 Teachers Q2 Students	Q2 Teachers Q3 Students Q2 VET Designer	Q4 Students
Pilot Timeframe	Beginning of November 2022 (M25)	Beginning of March 2023 (M29)	22nd June 2023 (M32)	September 2023 (M35)
Timeframe for Survey completion (by each target group)	5.Dezember 2022	01.-15. March 2023	7. June 2023	01.-15. September 2023
Translation of free text answers in national language (by contact person for evaluation)	16.-22. November 2022	16.-24. March 2023	7.-12. June 2023	18.-22. September 2023
Timeframe for data analysis (by WIAB)	16.November 2022 - 06. Dezember 2022	16. March - 13. April 2023	7. June 2023 - 20. June 2023	18.-28. September 2023
Deadline for result/ recommendation delivery (by WIAB)	07. Dezember 2022	14. April 2023	30. June 2023	29. September 2023
Feedback on adaptations based on the recommendations until (by VET Designer/partners)	11. January 2023	15. May 2023	15. October 2023	15. October 2023
ALL PILOTS (English speaking employers' involvment)			Focus Group Discussion with employers end of May 2023 (M31)	

Figure 4: Evaluation Roadmap for Liguria (final version)

NECTAR Pilot Evaluation Roadmap - PORTUGAL

Pilot Phase	T1 - Start of the Pilot	T2 - Middle of the Pilot	T3 - End of the Pilot	T4 - After the Pilots
Questionnaire/Target Group	Q1 Students	Q1 Teachers Q2 Students	Q2 Teachers Q3 Students Q2 VET Designer	Q4 Students
Pilot Timeframe	Beginning of November 2022 (M25)	Beginning of March 2023 (M29)	End of June 2023 (M32)	September 2023 (M35)
Timeframe for Survey completion (by each target group)	16. December 2022	01.-15. March 2023	15. June 2023	01.-15. September 2023
Translation of free text answers in national language (by contact person for evaluation)	16.-22. November 2022	16.-24. March 2023	15.-20. June 2023	18.-22. September 2023
Timeframe for data analysis (by WIAB)	16.November 2022 - 06. Dezember 2022	16. March - 13. April 2023	15. June 2023 - 15. July 2023	18.-28. September 2023
Deadline for result/ recommendation delivery (by WIAB)	07. Dezember 2022	14. April 2023	15. July 2023	29. September 2023
Feedback on adaptations based on the recommendations until (by VET Designer/partners)	11. January 2023	15. May 2023	15. October 2023	15. October 2023
ALL PILOTS (English speaking employers' involvment)		Bild	Focus Group Discussion with employers end of May 2023 (M31)	

Figure 5: Evaluation Roadmap for Portugal (final version)

The evaluation plans had to be adapted during the whole process based on the recruitment success of the piloting partners, the start of the courses and the ability of partners to collect the required feedback from students and teachers in time. Therefore, several changes of the roadmaps were necessary.

To ensure a well-functioning evaluation process and the exchange of information between WIAB and the piloting partners, contact persons were nominated for each pilot partner.

These contact persons received at the agreed dates links to the relevant questionnaires, e.g., at the beginning of the pilot a link to the Q1 Students questionnaire in the relevant language version. They had to distribute the links (or a paper&pencil version of the questionnaires), to provide support to the target groups if needed and to make sure that the questionnaires were answered in the foreseen format (online input) and time by ideally all persons addressed. In

addition, they were responsible for translating questionnaires into national language versions and for translating free text answers received from pilot students, teachers and partners into English if they were written in a national language. The pilot contact persons also helped with any kind of problems and answered questions that arose during the data collection and analysis process and the reporting phase.

8.2   Creation of Questionnaires and Collection of Information

Between January and March 2022, WIAB drafted a questionnaire for the pilot designers (Excel spreadsheet) to collect basic information on the foreseen pilot courses. This questionnaire was used on one hand to make the partners aware of minimum requirements stated in the proposal, on the other hand it should provide a first rough information on the planned courses to set up the evaluation process in line with the partners' needs and possibilities. Also, this questionnaire should help to clarify the possibility of pilot partners to involve stakeholders in the evaluation process in May 2023.

In addition, a pilot partner meeting on this topic was organized on 2nd February 2022 to discuss all open questions and inform the piloting partners about the planned evaluation procedure for the pilots. The Consortium Meeting in May 2022 was used to present the planned evaluation process to the partners and to fill still existing gaps in this first questionnaire.

However, at this early stage of the pilot design the answers received were often provided under question marks and some questions could not be answered at all. Therefore, this feedback collection was done during several weeks and in September 2022, additional reminder mails were sent to some of the piloting partners who were asked to provide still missing data.

In June 2022, the first questionnaires for the pilot phases 1 and 2 were drafted in English by taking into consideration the predefined evaluation criteria, the foreseen target groups and the corresponding pilot phase. Feedback from the partners on the design and content of the questionnaires was collected in July 2022. Updates of the questionnaires were produced in August 2022.

In September 2022, six evaluation questionnaires for students and teachers were sent to the piloting partners together with the first version of the NECTAR Evaluation Roadmap for each pilot country/region. Partners were requested to translate the questionnaires into their national language. The Italian partners shared the translations between each other, the Portuguese partner decided not to translate the questionnaires and to use instead the English version for their students and teachers. Austria also chose a different approach: to achieve the highest possible response rate, the Austrian partner handed out the questionnaire in a paper&pencil version during the courses and afterwards translated the received answers into English and entered them online into the English version of the questionnaire. Therefore, the English versions of the questionnaires were used by both pilot partners from Portugal and Austria. In this context the challenge had to be overcome, that some questionnaires covered specifics of the Portuguese pilot such as the highest qualification degree acquired by a person. For the Austrian course, these specifics could not be applied and therefore were "translated" into EQF levels when the answers were entered into the database. In this context a closer cooperation and information exchange between the Austrian pilot partner and WIAB was required to ensure a correct EQF level information for the Austrian pilot.

In October 2022, 26[4] online questionnaires in different language versions have been implemented into LimeSurvey, the tool used for collecting feedback and providing data analysis for the NECTAR pilot evaluation.

8.3   Data analysis

LimeSurvey offers an export that delivers an Excel sheet where each response is stored in a separate row together with meta data such as response ID, date of submission, date of start and date of last action. So, once the deadline for feedback and the availability of the questionnaire was finished, the received answers were downloaded and further analysed in Excel.

Figure 7: Example of the Excel sheet export of LimeSurvey

First, it was checked if there were any duplicates or incomplete data sets. These were deleted (there was one exception each for Q3 Students in Portugal and Q3 Students in Campania, were one person answered almost all questions and was therefore also taken into account).

In a next step, the data was analysed and clustered in a way that allowed a summary in the report. Furthermore, graphs were produced for those data, where a graphical representation of the information was required. Free text entries from the different national language versions were sent to the responsible pilot contact person who was asked to provide a translation into English.

The results of the different countries/regions were summarized in short reports in English, internally reviewed by WIAB and sent to the piloting partners, who were also asked for review and had the opportunity to give feedback and make comments. The detailed country/region reports for the different questionnaires included also a recommendation section so that pilot partners had the opportunity to see immediately which proposals for improvement were made by the target groups and by WIAB. Partners had to check these recommendations and to decide whether the proposed adaptations could be already implemented during the pilot with a reasonable effort, or if they should be taken into consideration for a next course implementation.

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[4] The first VET provider questionnaire was distributed only as an offline Excel sheet.

Finally, summaries of the different evaluation phases were produced based on the short reports for each questionnaire and region/country. These summary reports were done also in English and either presented to the partners during Consortium Meetings or sent to them via e-mail to collect their feedback.

The Final Pilot Evaluation Report brings together all results of the summary reports, the VET provider reports, the stakeholder report and the Q4 Students report which has been distributed approximately two months after the end of the pilots.

9 Overall Summary Student Evaluation Questionnaires

9.1 Number of Participants and Pilot Evaluation Phases

Across all countries and evaluation phases, a total of **98 participants** took part in the NECTAR pilot training offered in the five piloting regions:

- 20 in Campania/Italy,
- 19 in Liguria/Italy,
- 22 in Portugal,
- 12 in Belgium
- 25[5] in Austria

There were four evaluation phases foreseen for students and the overall response rate ranged between 46,9 % (Q4) and 80,9 % (Q2):

- Q1 Students at the beginning of the pilot: response rate 78,7 % (70 out of 89 students)
- Q2 Students in the middle of the pilot: response rate 80,9 % (72 out of 89 students)
- Q3 Students at the end of the pilot: response rate 54,1 % (53 out of 98 students)
- Q4 Students in September 2023: response rate 46,9 % (46 out of 98 students)

The number of participants who answered the evaluation questionnaires varied for each of the four evaluation phases. The following table shows the number of pilot students' responses received in every pilot region/country for the different evaluation phases[6]:

Evaluation Phase	Liguria	Campania	Portugal	Belgium	Austria	Total
1st Evaluation Phase (Q1)	19 out of 19	20 out of 20	15 out of 22	0 out of 12	16 out of 16	70 out of 89
2nd Evaluation Phase (Q2)	19 out of 19	20 out of 20	7 out of 22	10 out of 12	16 out of 16	72 out of 89
3rd Evaluation Phase (Q3)	13 out of 19	20 out of 20	4 out of 22	5 out of 12	11 out of 25	53 out of 98
4th Evaluation Phase (Q4)	14 out of 19	18 out of 20	0 out of 22	9 out of 12	5 out of 25	46 out of 98

Table 2: Number of pilot students' responses received for the different evaluation phases

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[5] In Austria, 16 students were recruited at the beginning of the pilot phase, 9 additional students entered the pilot training at a later stage of the course, before the distribution of Q3.

[6] In Austria, 16 students were recruited at the beginning of the pilot phase, 9 additional students entered the pilot training at a later stage of the course, before the distribution of Q3.

9.2 Summary for Evaluation Phase 1 (Q1 Students)

9.2.1 Basic Statistical Data

Across all countries, a **total of 70 participants** took part in the first student questionnaire (Q1 Students) for evaluation in four piloting countries/regions:

- 20 in Campania/Italy,
- 19 in Liguria/Italy,
- 16 in Austria,
- 15 in Portugal.

The Belgium piloting partner could not deliver the evaluation input from their students in time and could therefore not be taken into account in this report.

The numbers of pilot participants who answered the first Q1 Students questionnaire at the beginning of the pilots differs between 15 persons in Portugal and 20 persons in Campania.

This fact and the missing answers from students from Belgium seem to reflect some difficulties the piloting partners faced in recruiting students for the pilot and/or mobilizing their students to participate in the evaluation task. In Austria, 9 more participants entered the course at a later stage of the project. In Portugal, 25 persons were initially recruited, but only 22 started the course and only 15 answered the Q1 Students questionnaire. Liguria managed to motivate all of the 19 students they recruited to participate in the first student questionnaire.

Out of the 70 respondents of the Q1 Students 43 were women and 27 men. So, the relation of **gender** corresponds roughly to 60% female and 40% male persons.
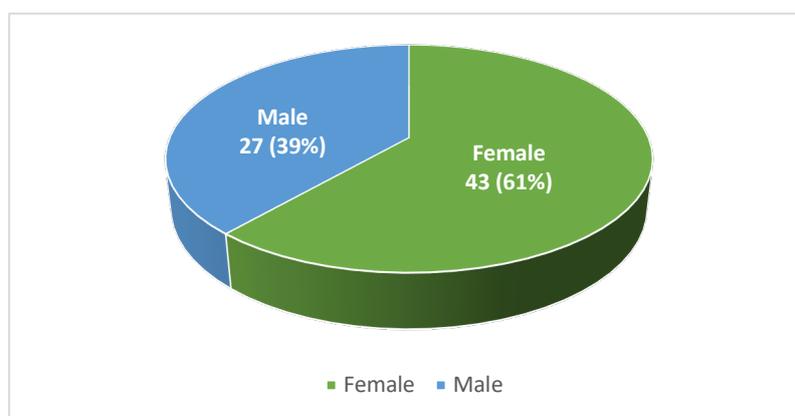
Figure 8: Gender of the respondents of Q1 Students in Austria, Campania, Liguria, and Portugal (n=70)

Regarding the **educational background** across all pilots, most respondents (43 persons) had a qualification at EQF level 4. In total only 5 persons indicated that their highest qualification level achieved was lower than EQF level 4 and 22 persons indicated that their highest qualification is above EQF level 4.
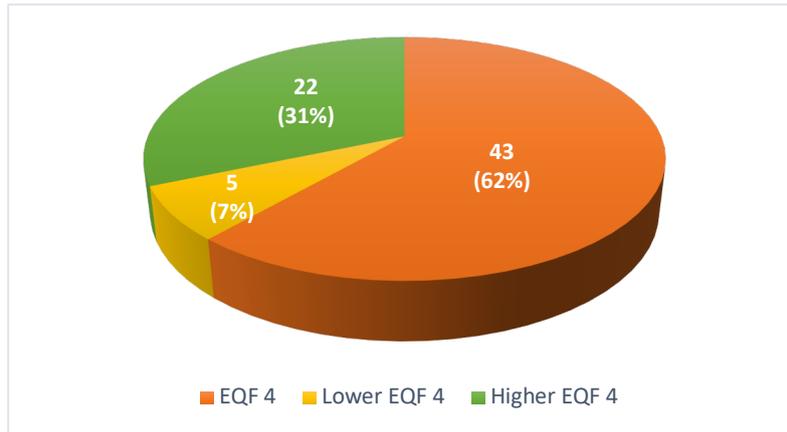
Figure 9: EQF level of the respondents of Q1 Students (n=70)

Across all pilots, the number of employed persons was much higher than the number of unemployed with 49 employed persons and 21 unemployed. The highest share of unemployed students could be found in Campania, where 15 persons indicated to be unemployed and only 5 respondents stated to be employed.
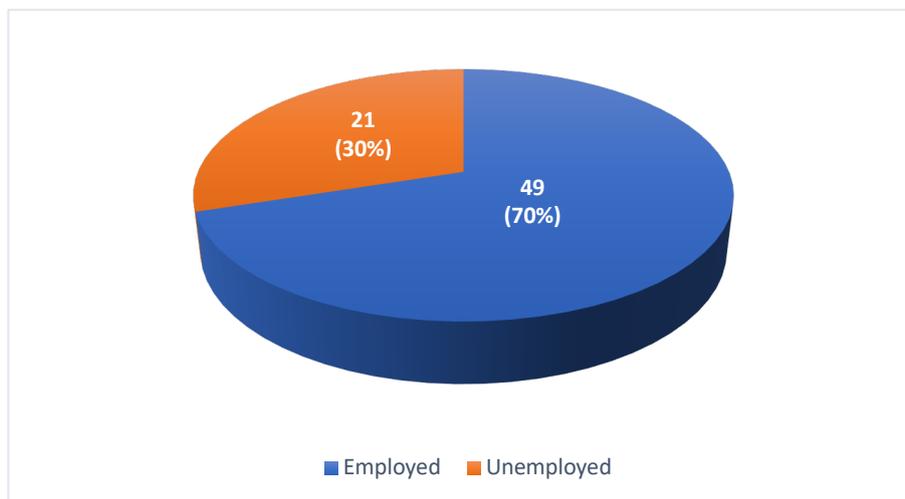
Figure 10: Employment status of the respondents of Q1 Students (n=70)

Regarding their **employment background**, 13 persons out of the 49 employed participants said that they work in a kitchen in the tourism sector, 7 persons referred to a kitchen in a hospital and 11 to a kitchen in another health or care institution (including rehabilitation institutes and therapists), and another 6 persons stated to work in a kitchen in a nursing home. 5 respondents indicated to work in the educational field, 2 persons worked in the Public Service and 5 persons referred to "other" regarding their employment background without specifying their working field any further.
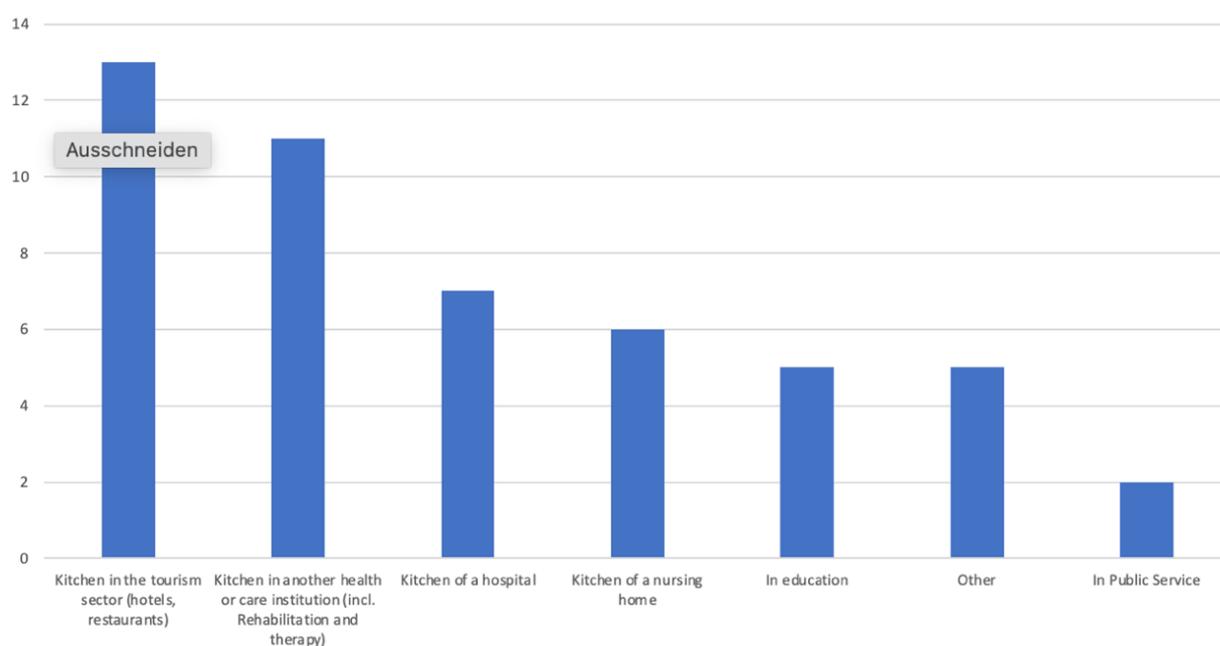
Figure 11: Employment background of the respondents of Q1 Students (n=70)

The highest number of respondents who worked in a kitchen in the tourism **sector** could be found in Liguria (7 persons), the highest share of people working in the kitchen of a hospital could be found in Austria (7 persons) and the highest share of people working in a kitchen of another health and care institution could be found in Portugal (6 persons). The highest number of people working in a kitchen of a nursing home could also be found in Austria (5 persons).

9.2.2 Information on the NECTAR Program

Regarding the information **channels through which survey participants heard about NECTAR**, clear trends and some differences emerge in all countries:

While in Austria a clear majority of respondents heard about the project from their VET provider (14 out of 16 persons), in Campania a clear majority learned about the project from social media (16 out of 20 persons). In Portugal 5 out of 15 persons heard about the project from social media and 4 out of 15 from colleagues. In Liguria, the distribution between the communication channels through which the participants heard about the project was most widely spread with a majority of 5 persons out of 19 who learned about the project through word of mouth among colleagues, 3 persons through an information leaflet and 2 persons each through social media, the VET provider or IPSEOA Marco Polo.

Overall, 24 out of 70 respondents heard about NECTAR via social media and 22 via the VET provider, 9 persons via word through mouth or from colleagues at the workplace, 5 through cooperation partners such as schools, professional associations etc. and 3 persons each via information leaflet and Health and Care Providers. 2 persons indicated other information channels without further specifying it and 1 person each referred to the newspaper and to the Employment Service.
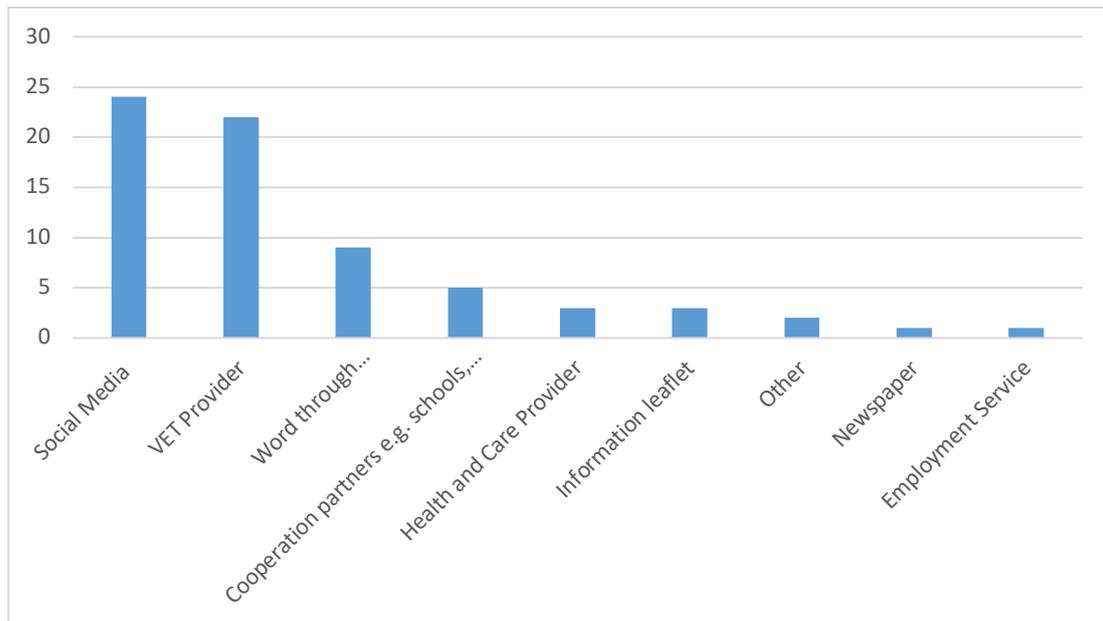
Figure 12: Channel through which the respondents received information on the NECTAR Program (n=70)

Regarding the **usefulness of the information received on the NECTAR pilot training** most students across all pilots (40 out of 70 persons) found the offered information to be very useful or rather useful (for more details see the county reports).

24 out of 70 participants have seen the **promotional videos**. The largest share of participants who saw the videos can be found in Austria (15 persons), in the other piloting countries only few students have seen the promotional videos.

In general, the videos have been regarded as helpful and influential for the decision to participate in the program by most of the respondents who saw them. Therefore, it can be considered to make more use of the promotional videos in the future to attract and recruit more people for the training.

Asking about the **reasons for participating in the NECTAR pilot training**, the following 3 reasons were mentioned most frequently across all countries:

- for further education/specialization (24 persons)
- to improve my employment opportunities (24 persons)
- to gain further knowledge in cooking for people with special nutrition needs (12 persons)
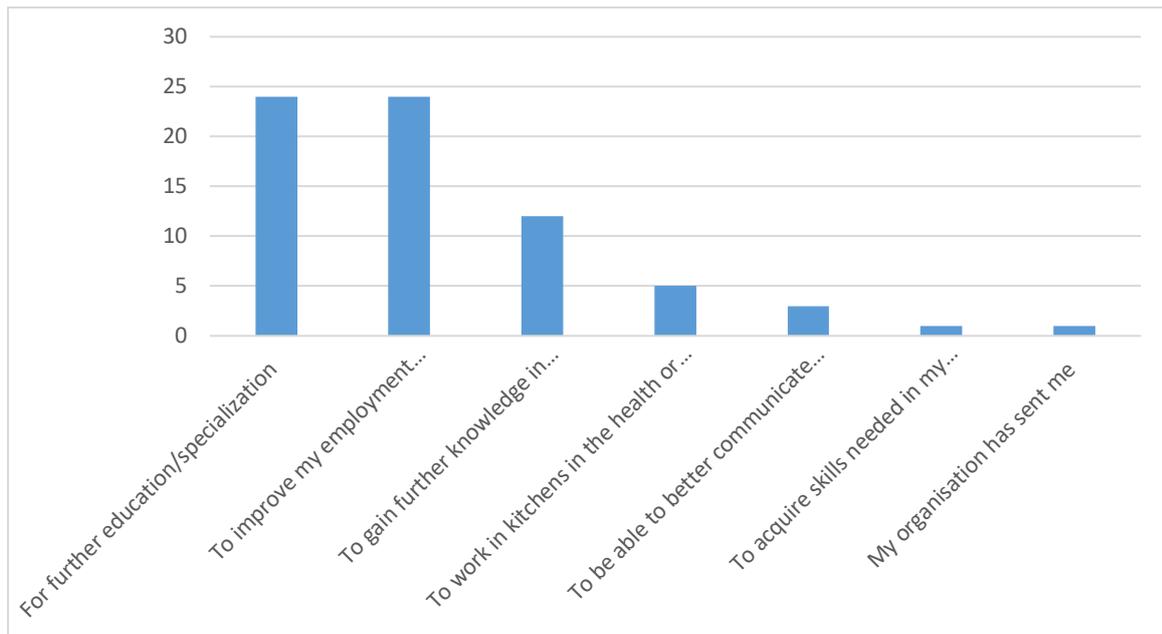
Figure 13: Reasons to participate in the NECTAR pilot training (n=70)

The improvement of employment opportunities was mentioned most often in Campania (by 14 persons), which fits the fact that many participants of this pilot were unemployed. "For further education/specialization" was selected most often in Liguria (by 10 persons) and "to gain further knowledge in cooking for people with special nutrition needs" was chosen most often in Portugal (by 9 persons).

9.2.3 Personal Background and Specific Interests

Regarding **working experience in cooking for people of advanced age, with different diseases or special nutritional needs** a clear majority of the respondents in all piloting countries had no experience at all in these fields (41 out of 70 persons) and only 9 persons had a work experience with all three target groups. Austria stands out as having the largest share of respondents with work experience for all target groups (7 persons) and with work experience for one of the target groups (2 persons each), while in Campania almost 19 out of 20 respondents indicated to have no work experience with the mentioned target groups. Also, Portugal and Liguria had a large share of respondents with no work experience with these target groups (9 persons in Portugal, 11 in Liguria), but they had also several participants who had at least experience in cooking for one or two of these target groups (6 persons each).
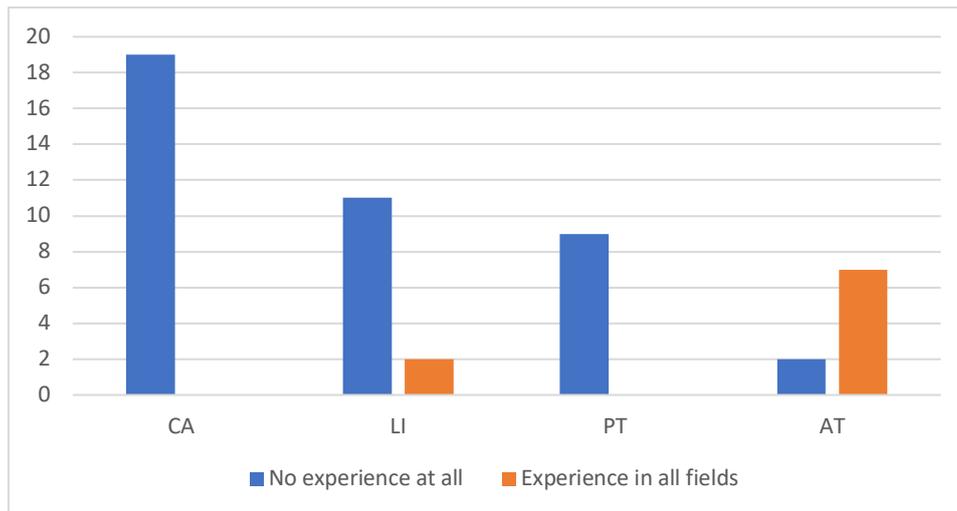
**Figure 14: No work experience in cooking for people of advanced age,
with different diseases or special nutritional needs and work experience in all of these (n=70)**

Regarding the question in **which skills** of the NECTAR training the respondents were **most interested in**, the following skills were mentioned most often in all countries:

- Cooking of meals based on health-related needs of the clients (top-5-ranked by 60 out of 70 persons)
- Creating and compiling adapted and person-centered recipes (top-5-ranked by 55 out of 70 persons)
- Knowledge on food and ingredients in relation to health (top-5-ranked by 56 out of 70 persons)
- Cooking with sustainable food ingredients (top-5-ranked by 33 out of 70 persons)

On the other hand, the results show clearly in which skills the participants were less interested in:

- Waste Management (54 out of 70 respondents have little to no interest in this skill)
- Managing suppliers (46 out of 70 respondents have little or no interest in this skill)
- Using ICT Tools (39 out of 70 respondents have little or no interest in this skill)

Overall, the **digital skills** of participants in the piloting countries differed a lot. More than half of the respondents indicated to have good digital skills (36 out of 70 persons) or expert knowledge (5 persons), while 20 persons referred to a beginner level of digital skills and 9 to limited digital skills.

Campania stands out with 19 of 20 survey participants who indicated to have good digital knowledge, while in the other piloting countries a mix of digital skill levels could be observed with a relatively high proportion of beginners and an almost equal proportion of persons with good digital skills. In Liguria and Austria several respondents indicated to have only limited knowledge in using digital tools. Across all countries there were only few survey participants (10 persons) who stated to have digital expert knowledge.
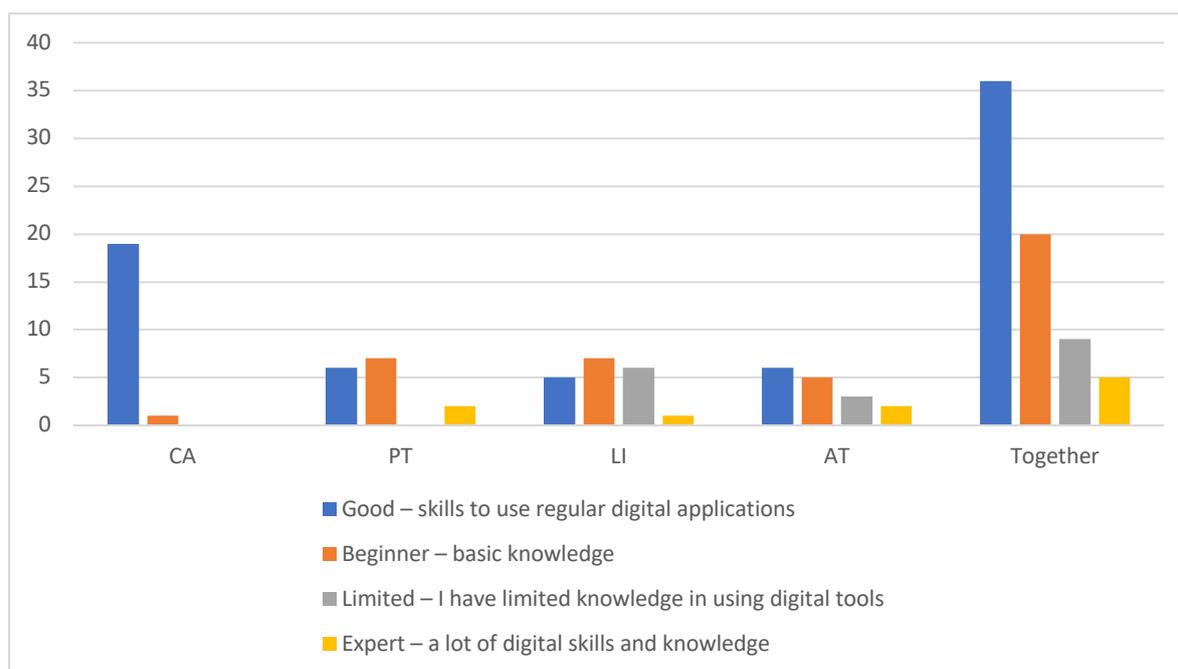
Figure 15: Digital skills of the respondents of Q1 Students (n=70)

Regarding the **preferred learning methods**, 48 out of 70 respondents of four piloting countries ranked "practical learning in labs (on-site teaching)" at the first or second place. "Face-to face learning in classes (including group learning)" and "practical learning in companies (work-based learning)" were both ranked by almost half of the survey participants (32 persons) at the first or second place, while "Online-learning (including self-study)" was first or second ranked by only 17 persons and "Online lessons (including webinars)" was ranked at the first or second place by only 11 persons.
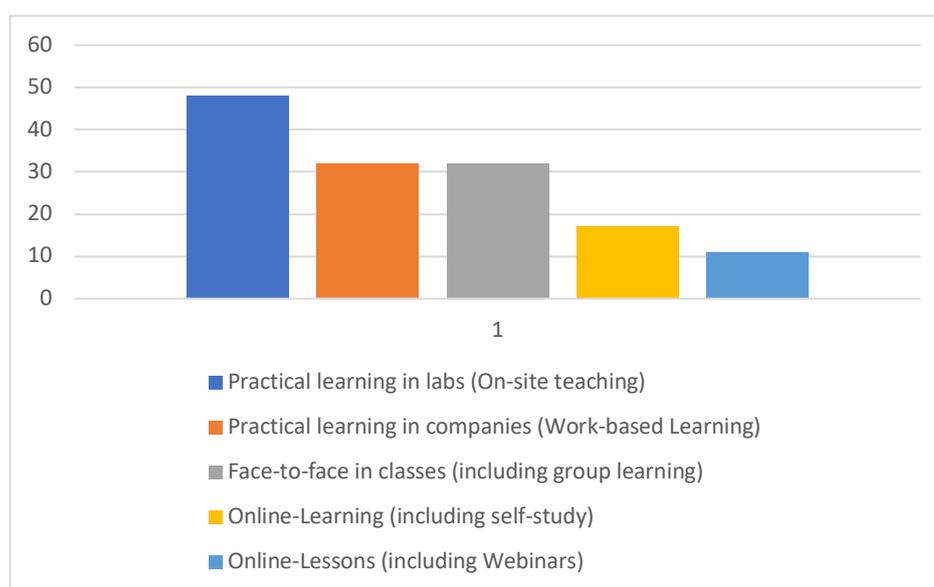
Figure 16: Preferred learning methods of the respondents of Q1 Students (first or second ranked; n=70)

There exist however remarkable differences between the piloting regions: a clear preference for "face-to-face learning in classes (including group learning)" and "practical learning in labs (on-site teaching)" can be observed in Liguria and Austria (face-to-face teaching was first or second ranked by 15 persons in Liguria and 11 persons in Austria, learning in labs was first or

second ranked by 11 persons in Liguria and 12 persons in Austria). Respondents from Campania showed no interest in face-to-face learning or online learning and clearly preferred instead practical learning in companies or labs (both have been first or second ranked by 19 persons). In Liguria a large share of 9 persons is interested in online learning (including self-study), while 6 persons each ranked face-to-face learning, online lessons and practical learning in labs at the first or second place (for more information see the detailed country reports).

9.3 Summary for Evaluation Phase 2 (Q2 Students)

9.3.1 Basic Statistical Data

Across all countries, a total of **72 participants** took part in the Q2 Student questionnaire for evaluation in five piloting countries/regions:

- 20 in Campania/Italy
- 19 in Liguria/Italy
- 7 in Portugal
- 16 in Austria
- 10 in Belgium

The number of participants who answered the Q2 Students questionnaire differ between 7 and 20 persons and show that in Austria, Campania and Liguria all training participants at this stage answered the questionnaire, while in Belgium only 10 out of 12 and in Portugal only 7 out of 22 students completed this online questionnaire.

In Portugal, only a third of the participants answered the questionnaire. The low number of responding participants reflects to some extent the general difficulty of motivating students to participate in evaluation. Also, in Belgium and Portugal the deadline for Q2 Students had to be postponed for several weeks.

9.3.2 Experience of the Students

9.3.2.1 First Experience with the Training

Students were asked to which extent they agree or disagree with several statements related to their first experience with the pilot training so far:

- It was easy for me to follow and to understand the training so far: 71 out of 72 respondents totally agreed or agreed to this statement (99 %) and only 1 person totally disagreed.

- The provided learning materials are comprehensive and useful: 70 out of 72 respondents totally agreed or agreed (97 %), 1 person disagreed and 1 totally disagreed.

- The teachers are competent: 68 out of 72 respondents totally agreed or agreed (95 %), 1 person disagreed and 3 answered "don't know".

- The teachers are respectful and appreciative as well as gender sensitive: 68 out of 72 respondents totally agreed or agreed (95 %), 1 person disagree and 3 answered "don't know".

- I really like the Pilot training so far: 58 out of 72 respondents totally agreed or agreed (81 %), 4 persons disagreed and 10 answered "don't know".

- I could easily handle the digital equipment: 64 out of 72 respondents totally agreed or agreed (89 %), 1 person disagreed, 1 totally disagreed and 6 answered "don't know".

- The already completed Modules meet my expectations: 60 out of 72 respondents totally agreed or agreed (84 %), 5 persons disagreed, 1 totally disagreed and 6 answered "don't know".

- I am very satisfied with the organization of the training so far: 69 out of 72 respondents totally agreed or agreed (96 %), 3 persons disagreed.

- It was easy for me to undertake the practical part of the training so far: 43 out of 72 respondents totally agreed or agreed (60 %), while 29 persons answered "don't know".

All statements received positive feedback by a clear majority of the respondents and thus in general a high degree of satisfaction with the pilots was expressed.

Only the question referring to the **practical part of the training** received 29 "don't know" answers because in Belgium, Portugal and Campania only online instructions had taken place until then.

Also, the statement **"I really like the Pilot training so far"** received 10 "don't know" answers overall, but 9 of these came from respondents in Belgium, where only one Module of the pilot had been taught when the second evaluation questionnaire was distributed. The 4 disagreeing answers to this question were received by respondents from Portugal (1), Campania (1) and Liguria (2).

6 "don't know" answers provided with regard to the questions if it was **easy to handle the digital equipment** were all given by respondents from Campania who despite of having stated to have good digital skills in Q1 seemed to have some technical problems at this stage of the pilot.

Regarding the question, if the **Modules completed so far had met the expectations** of the participants, 5 of the 6 don't know answers were received by respondents from Campania and the disagreeing answers were given by respondents from Austria (1 totally disagree, 1 don't know), Liguria (2 disagree) and Portugal (3 disagree).

9.3.3 Acquisition of Knowledge and Skills

9.3.3.1 Degree of Difficulty of the Modules

Regarding the degree of difficulty of the modules, a clear majority of 58 out of 72 students across all countries (81 %) found the degree of difficulty to be just right while 7 persons found it too high. 3 persons were unsure of the difficulty level and only 4 Portuguese students felt the difficulty level was too low.
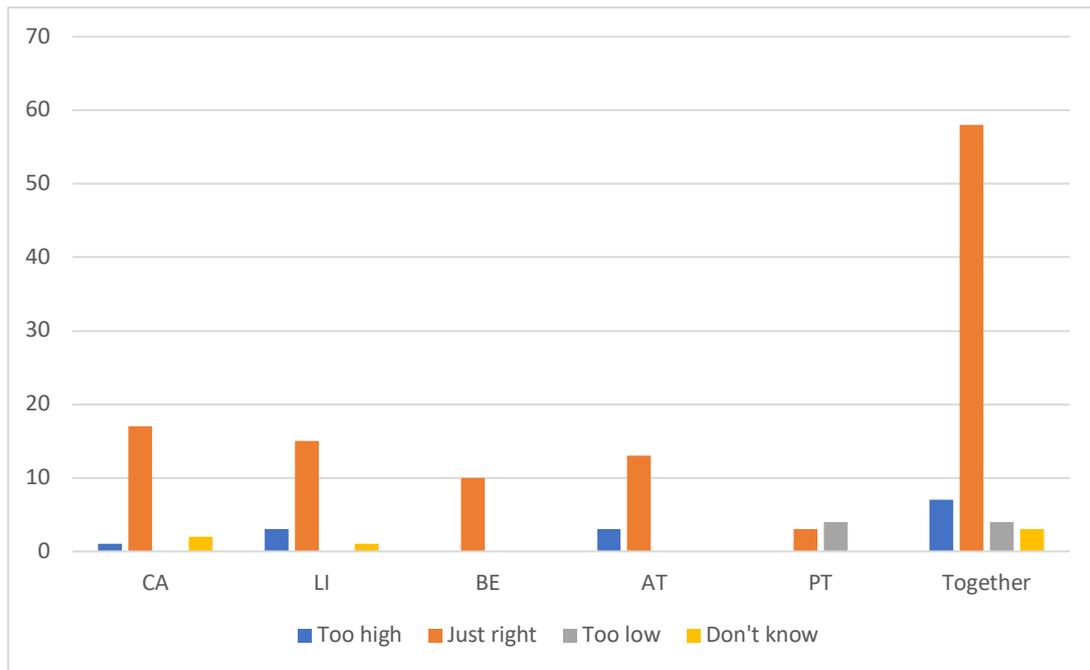
Figure 18: Degree of difficulty of the modules (n=72)

These results indicate that the NECTAR pilot trainings were adequately addressing the needs of most of the students and that the content addressed their learning requirements.

9.3.3.2 Learning Methods and Content

Students were also asked to indicate to what extent they agree or disagree with various statements about the learning methods and content.

- The learning materials (PDFs, Videos, Links, etc.) helped me in learning and understanding: 70 out of 72 respondents totally agreed or agreed (97 %), 1 person from Austria totally disagreed, 1 person answered "don't know".

- The way the learning content was trained made it easy for me to learn: 65 out of 72 respondents totally agreed or agreed (90 %), 1 disagreed (Austria), 6 "don't know" answers (Campania and Portugal).

- I could easily follow the teachers' explanations as they were well structured and clear: 68 out of 72 respondents totally agreed or agreed (94 %), 1 person from Austria totally disagreed, 3 persons answered "don't know".

- I have the feeling that I have learned what I was supposed to learn: 64 out of 72 respondents totally agreed or agreed (89 %), 5 persons disagreed or totally disagreed (2 persons from Liguria, 2 from Portugal, 1 from Austria), and 3 persons answered "don't know".

- I had no problems to understand and capture the content of the Modules passed so far: 66 out of 72 respondents totally agreed or agreed (92 %), 3 persons disagreed or

totally disagreed (one person each from Portugal, Austria and Campania), 3 persons answered "don't know".

The answers received across all piloting countries show with an agreement around 90 % or more a very high degree of satisfaction with the learning methods and content provided. They also refer to the effectiveness of the training ("I have the feeling that I have learned what I was supposed to learn") and to the adequacy of the content ("I had no problems to understand and capture the content so far").

9.3.3.3 Exams already taken

In March and April 2023 overall 22 out of 72 respondents (31 %) had passed their first exams (18 from Liguria, 1 from Campania, 3 from Portugal and 0 in Austria and Belgium). According to information received from the pilot partners, most of the students who did not pass an exam at this point did not have the possibility to do so since the tests had just started (e.g., in Portugal) or were foreseen at a later point in the pilot training (e.g., in Austria).

Out of these 22 persons a clear majority agreed on the statement that the content of the course lessons provided a good basis to pass the exams, that it was easy for them to understand the questions of the exams, and that the duration of the exam was just right. All students except one from Liguria agreed on the statement that they are motivated to complete the training. 10 out of the 22 students who passed already first exams felt that they would have needed more preparation and/or support for them.

9.3.4 Organization of the Training

9.3.4.1 Satisfaction with the Organizational Structure of the Training

Furthermore, students were asked to indicate to what extent they agree or disagree with various statements about the organizational structure of the training.

Most of the students felt comfortable and supported by their VET providers (68 out of 72 respondents or 94 %) and found that problems were addressed quickly by the teachers or the course administration (63 out of 72 respondents or 88 %). The provided resources were regarded as helpful and user-friendly by 71 out of 72 students (99 %). Also, a clear majority of participants had the feeling that they received sufficient information on the training beforehand (63 out of 72 respondents or 88 %), but a few students could not agree with this statement (1 person from Austria totally disagreed, 6 persons disagreed: 1 person each from Austria, Liguria and Belgium, and 3 persons from Portugal). There would have been a clear need for more information in advance to the pilot training from several students. This should be taken into consideration in the future when recruiting students.

9.3.5 Applicability of Learning Content

66 out of 72 students across all pilots (92 %) agreed that what they had learned so far was **relevant** to them. 50 students (70 %) thought that the practical learning part provided **helpful input for their daily working life**. In total 17 respondents (1 person from Liguria, 11 from Campania, 3 from Belgium and 2 from Austria) indicated that they don't know. One person from Campania and two from Belgium did not confirm this. The expressed uncertainties or

disagreements refer mainly to the fact that in three piloting countries (Belgium, Portugal and Campania) no practical training had taken place at that time of the pilot.

9.3.5.1   Applying Skills at Work

Across all piloting countries **more than a third** of the respondents (24 out of 72) stated that they **had already had the opportunity to apply the skills they had acquired** at this early stage of the pilot training in their daily work. This refers to a high degree of applicability and labour market orientation of the training content.

9.3.5.2   Suggestions for improvement

Overall, 18 **suggestions for improvement** were received from the respondents of the Q2 Students questionnaires across all piloting countries. No suggestions for improvement were provided from Belgium.

In **Austria**, 5 participants offered ideas for improvement and one person just recommended to "keep up the good work – it's fun". 2 persons proposed a better structuring and harmonization of the learning materials (folders), 1 person suggested to shorten the course content and 2 persons asked for more practice and less theory.

In **Portugal**, one person noted that the target audience should be separated according to the area and their qualifications. This respondent also suggested also that there should be as well practical lessons and not only theoretical ones. The other 2 persons would like more proximity to the teachers as well as more face-to-face teaching and hoped that the next modules would have more practical components.

In **Campania**, one person would have preferred paper books, while another person noted that teachers should explain the content more slowly to allow students to fully understand the topics.

In **Liguria**, one person explained, that in some subjects the approach is too basic and poorly tailored to the purposes of the course, that there is a lack of a structured, coherent and shared starting point, and that not all teachers have a suitable background to cover the topic. Furthermore, the person commented that some teachers seemed to be not interested in meeting the purposes of the course and that some topics covered were relevant but did not provide a comprehensive picture of the possible topics. Another person emphasized that like in any pilot project, there are things that needed to be improved a little bit, but that a lot of effort is made to improve what is not perfect yet.

Three participants gave feedback regarding the organization structure: one person suggested that more coordination among the various teachers could be helpful to achieve greater effectiveness on the knowledge imparted. Another person appreciated that the organization of the course was compatible with his/her work and personal schedule. The third person suggested to use more group work.

Two more participants gave proposals to the diet content and proposed to offer more specific classes on diets for people with medical conditions and to increase dietetics lab hours. One of those participants appreciated very much that the IT aimed at what is needed in the kitchen and at giving useful notions for the future. The person expressed also his/her gratefulness to the teachers to involve people who were older than standard students and had mainly practical skills.

Another participant thinks that the laboratories part of the training could be definitely improved.

9.3.5.3 Likes or Dislikes

37 out of 72 respondents from all pilots answered the optional question concerning what they liked and what they did not like so much about the training program so far.

In **Austria**, only positive feedback was given by 7 participants who liked for example the competent trainers, the nice trainees, and the great team as well as the "kitchen practice medical basics".

In **Belgium**, only one participant answered the question and stated that he/she liked the online format of the course which makes it possible to combine the course with the job.

In **Campania**, 2 persons reported that they are fully satisfied and that everything met their expectations. One person noted that he/she was well assisted by ITS-BACT and one person liked the helpfulness of the group. On the other hand, one person mentioned that the course schedule is not compatible with work.

In **Portugal**, 2 persons pointed out that they have done everything in e-learning format so far, which they liked less. One person reported that she has liked everything so far and one person thinks that the co-teaching of cooks and licensed persons does not work.

In **Liguria**, positive feedback was given by 14 persons who liked for example the new cooking techniques, the very interesting laboratories, the human relationship with fellow students and teachers, the teaching of ICT and computer science, the part about Dietetics, or particularly liked the part on Food Sustainability or the laboratory lessons.

On the other hand, two persons mentioned dislikes, one person mentioned he/she is hopeless at computer science, and that all the rest is pleasant. The other one stated as a dislike: "So far, the activities offered in the cooking workshops have been disappointing in relation to the purposes of the course; the extra activities offered have not always been relevant to the purposes of the course; in some subjects, the approach is too basic and not cut to the purposes of the course".

9.4 Summary for Evaluation Phase 3 (Q3 Students)

9.4.1 Basic Statistical Data

The number of participants who answered the Q3 Students questionnaire differs between 4 and 20 persons and shows that in Campania all 20 participants, in Liguria only 13 out of 19, in Austria 11 out of 25[7], in Belgium 5 out of 12 and in Portugal only 4 out of 22 students completed the online questionnaire. In total, 53 students **completed the third evaluation questionnaire** for students (Q3 Students):

- 20 in Campania/Italy
- 13 in Liguria/Italy
- 4 in Portugal
- 11 in Austria
- 5 in Belgium

One student from Campania and one student from Portugal did not fill in the questionnaire completely, which is why towards the end of the questionnaire only the answers of 19 students in Campania and 3 students in Portugal could be evaluated.

In general, the participation in the evaluation questionnaires for students was consistently very high in Campania (all participants answered all questionnaires), also very high for the first two questionnaires in Liguria and Austria (all participants answered the questionnaires), but showed some downward trend for the third questionnaire. In Belgium, the first questionnaire received no answers within the foreseen deadline, the second questionnaire was answered by 10 out of 12 students, and for the third questionnaire only 5 students provided answers. In Portugal, the first questionnaire was answered by 15 out of 22 students, the second questionnaire by 7 students and the third only by 4 students from which only 3 completed all questions of the questionnaire.

The participation of students in the evaluation is to some degree depending on the engagement of the VET provider to explain the students the importance of their feedback and to motivate them in sharing their thoughts about the training, but of course also students' intrinsic motivation and their temporary availability must be considered. On the other hand, a slight correlation can be observed between the students' satisfaction and the training: for example, in Campania, where all students participated in all questionnaires, the feedback of the students during all evaluation phases was very positive, while in Portugal students expressed some dissatisfaction with the training in Q2 and Q3, and the response rate was extremely low (31 % across all evaluation periods). In Belgium, the received feedback of students was in general quite positive, but nevertheless few responses were received for Q3 Students. In Austria, 9 additional students had started to participate in the first part of the course before Q3 was distributed, and 11 students answered the questionnaire.

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[7] In Austria only 16 students could be recruited for the NECTAR pilot training at the beginning of the pilot. Later on, further 9 students attended the first part of the pilot, so that overall, 25 persons participated.

9.4.2 Experience of the Students

9.4.2.1 General training experience

Students were asked to indicate to what extent they agree or disagree with the following statements on their general experience with the training:

- It was easy for me to follow and to understand the content of the training: 50 out of 53 respondents totally agreed or agreed (94 %), 3 disagreed (one person each from Belgium, Portugal and Liguria).

- Overall, I am very satisfied with the organization of the training so far: 47 out of 53 respondents totally agreed or agreed (89 %), 4 persons disagreed or totally disagreed (1 person from Campania, 2 persons from Portugal, and one from Austria), one person answered "don't know".

- The NECTAR Pilot training met my expectations: 48 out of 53 respondents totally agreed or agreed (91 %), 5 disagreed or totally disagreed (2 persons from Campania and Portugal, one from Liguria), one person answered "don't know".

- The teachers were respectful and appreciative: 50 out of 543 respondents totally agreed or agreed (94 %), 2 persons from Liguria disagreed or totally disagreed, one person answered "don't know".

- The teachers were competent: 51 out of 53 respondents totally agreed or agreed (96 %), 2 persons answered "don't know".

- The provided learning materials were comprehensive and useful: 50 out of 53 respondents totally agreed or agreed (94 %), 3 persons disagreed or totally disagreed (2 persons from Portugal, 1 from Campania).

- It was easy for me to undertake the practical part of the training: 44 out of 53 respondents totally agreed or agreed (83 %), 3 persons disagreed or totally disagreed (2 persons from Liguria, 1 from Campania), the other 6 respondents (3 from Belgium, 2 from Portugal, 1 from Campania) answered "don't know".

- I could easily handle the digital equipment: 49 out of 53 respondents totally agreed or agreed (93 %), 4 disagreed or totally disagreed (2 persons each from Austria and Liguria).

- I really liked the NECTAR Pilot training: 49 out of 53 respondents totally agreed or agreed (93 %), 1 person from Portugal disagreed, 3 persons (2 from Campania and 1 from Portugal) answered "don't know".

Respondents from all piloting countries expressed their satisfaction concerning the general experience with the NECTAR pilot training. All answers except one received positive feedback from round 90% or more of the students. Only the question concerning the practical part of the training received less agreement (83%) with 6 "don't know" answers (3 from Belgium, 2 from Portugal and 1 from Campania), 1 totally disagree from Liguria and 1 disagreement each from

Campania and Liguria. While the "don't know" answers can be explained by the fact that practical learning was either offered already some time before the pilot (Belgium) or after the pilot course (Portugal) and thus could not be covered by the pilot evaluation[8], the disagreement expressed in Liguria and Campania refers to difficulties in undertaking the practical learning of these students.

The highest number of disagreeing answers (5 persons or 9 % each) was received with regard to the organization of the training and regarding the expectations for the pilot training. For both statements two persons each from Portugal and Campania expressed some dissatisfaction and only 1 person from Austria and Liguria.

9.4.2.2 Favorite teaching methods

The preferences for the favoured teaching methods varied among the different pilots. In countries like Portugal and Belgium, where teaching was mainly done online, there was a preference for "Online Learning (including self-study)" and "Online Lessons (including Webinars)" expressed, while in the other 3 countries, most students voted for "Face-to-face in classes (including group learning)" as their preferred teaching method, followed by "Practical learning in companies (Work-based Learning)" and/or "Practical learning in labs (On-site teaching)".

Interestingly, at the beginning of the pilot training slightly different preferences were stated with Practical learning in labs being top- or second-ranked by 48 out of 70 respondents from Austria, Campania, Liguria and Portugal.[9] Practical learning in companies and Face-to-face in classes were top- or second-ranked by 32 respondents each, only 17 persons preferred Online-Learning, and 11 persons preferred Online Lessons.

9.4.3 Acquisition of Knowledge and Skills

9.4.3.1 Favourite Modules

Since the number of modules and the content per module were very different in each piloting country, and the modules were taught at different times in each pilot, no general preferences for certain topics could be found for all pilots.

The selection of 3 favourite modules delivered the following results for the different piloting countries (multiple answers possible):

For Austria:

Favourite Modules	Selected by persons
Module 3: Impact, basics and related conditions of nutrition translated to the CGE environment	8
Module 4: Governance in the kitchen for Chef Gastro Engineering	7
Module 5: Screen, assess and monitor on client-level IT-based	5
Module 6: Interprofessional communication and collaboration	5

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[8] This information was received from the responsible pilot partners and their pilot implementation reports.
[9] In this context it has to be considered however, that for Q1 Students no answers were received from Belgium.

Table 3: Favourite Modules of Austrian Q3 respondents (n=11)

For Belgium:

Favourite Modules	Selected by persons
Module 1 " Communication"	4
Module 6 "Personnel Management"	4
Module 2 "Process and Project Management"	3

Table 4: Favourite Modules of Belgian Q3 respondents (n=5)

For Campania:

Favourite Modules	Selected by persons
Module 4: Create recipes for a general population and for people with specific needs complying with recommendations of health professionals	14
Module 6: Ensure quality of food and follow safety regulations	13
Module 2: Screen assess monitor on client level	10
Module 7: Use and adapt cooking techniques to the specific care setting and client	10

Table 5: Favourite Modules of Q3 respondents from Campania (n=20)

For Liguria:

Favourite Modules	Selected by persons
Module 4: Create recipes for a general population and for people with specific needs complying with recommendations of health professionals	11
Module 6: Ensure quality of food and follow safety regulations	6
Module 7: Use and adapt cooking techniques to the specific care setting and client	6
Module 3: The proper ICT tools for assessment	5

Table 6: Favourite Modules of Q3 respondents from Campania (n=13)

For Portugal:

Favourite Modules	Selected by persons
Module 4: Confection of soups, velvets and purees according to basic needs	4
Module 3: Basis of cooking: texture and colour	2
Module 5: International food preparing and food trends	2
Module 6: Nutrition and health	2

Table 7: Favourite Modules of Portuguese Q3 respondents (n=4)

Note: The received answers are due to the low number of respondents not representative for all participants, except for Campania where all students answered the Q3 Student questionnaire. In Liguria and Austria also more than two thirds of the participants answered the questionnaire and therefore, their answers can show some tendencies regarding the preferences of modules and their content.

For Campania and Liguria clear preferences of the module "Create recipes for a general population and for people with specific needs complying with recommendations of health professionals" and the module "Ensure quality of food and follow safety regulations" can be observed, while in Austria "Impact, basics and related conditions of nutrition translated to the CGE environment" and "Governance in the kitchen for Chef Gastro Engineering" were the top favourites. In Portugal "Confection of soups, velvets and purees according to basic needs" was selected as favourite module by the four respondents. And Belgium stands out with less cooking related favourite modules "Communication" and "Personnel Management" that have been selected by four out of five respondents of the Q3 Students questionnaire.

9.4.3.2   Degree of Difficulty of the Modules

Regarding the degree of difficulty of the modules, students were asked to rate the level of difficulty of each module. An overwhelming majority of the respondents across all piloting countries found the degree of difficulty of the modules to be "just right" with only a few exceptions: some students indicated that the level of difficulty of one of the modules was "too high" (for all modules: 9 references in Liguria, 6 in Campania, 2 in Portugal, 3 in Austria, none in Belgium; however, no module was referenced as "too high" by more than 2 persons in the same pilot region/country), others rated the degree as "too low" (for all modules: no references in Austria or Belgium, 1 reference in Campania and 2 references in Portugal, 7 references in Liguria; again, no module was referenced as "too low" by more than 2 persons in the same pilot region/country).

Liguria stands out with several references for a "too high" or "too low" degree of difficulty of the modules. Module 1, 4 and 7 have been referenced at the same time as "too high" and "too low" by different persons. This might be an indicator that the training group was not so consistent and different training needs existed within the pilot course. In Campania, Module 2 was referenced as "too high" by 2 persons and thus a revision of this module could be considered to ensure that the level of difficulty is adequate.

9.4.3.3   Learning Methods and Content

Students were also asked to indicate to what extent they agree or disagree with various statements about the learning methods and content of the NECTAR Pilot training.

27 out of 53 students totally agreed and 23 agreed that they had no problems to **understand and capture the content of the training**, while one person each from Belgium, Liguria and Portugal disagreed. Overall, this means, that 50 out of 53 respondents (94 %) had the feeling that they understood the content of the training.
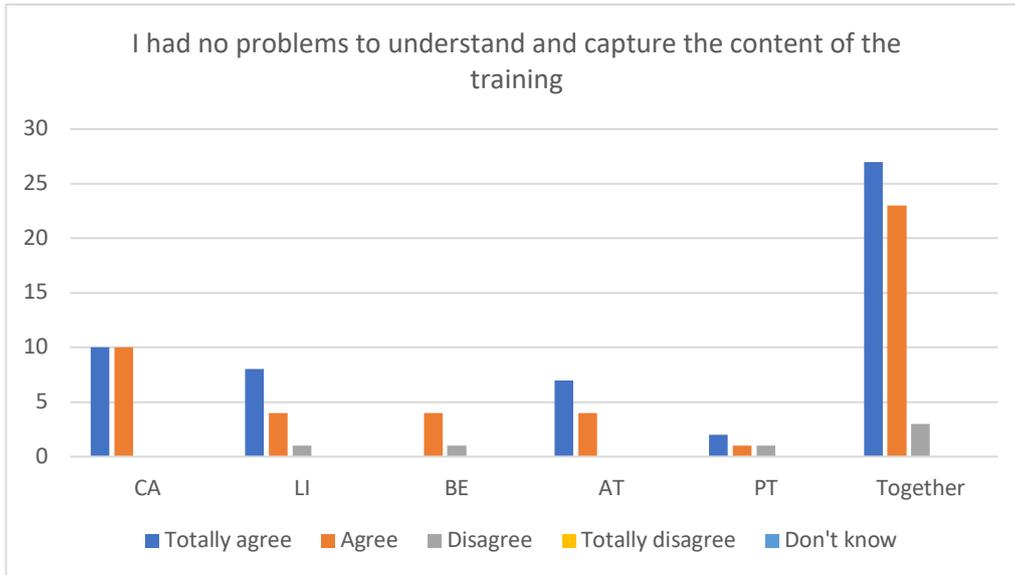
Figure 19: Students' feeling about understanding the content of the training (n=53)

27 out of 53 persons totally agreed to have the feeling that they have **learned what they were supposed to learn**, 21 persons agreed with this statement, while 5 persons disagreed. Disagreement was expressed by 2 students from Campania, 2 students from Portugal and one from Liguria. Overall, this means, that 48 out of 53 respondents (91 %) had the feeling that the training was successful, and they learned what they were supposed to learn.
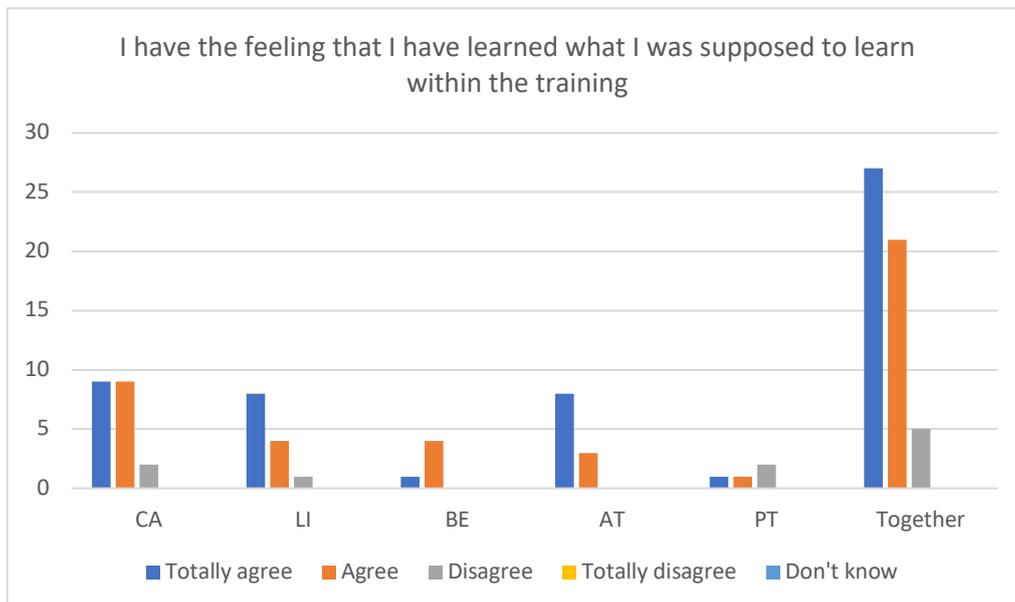
Figure 20: Students' feeling about learning what they were supposed to learn (n=53)

When asked if the **learning materials helped students in learning and understanding the content** 32 persons totally agreed, 15 agreed and 4 disagreed from a total of 53 students, 2 answers referred to "don't know". Disagreement was expressed by one person each from Campania, Liguria, Austria and Portugal. Overall, this means, that 47 out of 53 respondents (89 %) had the feeling that the learning materials were adequate and helpful.
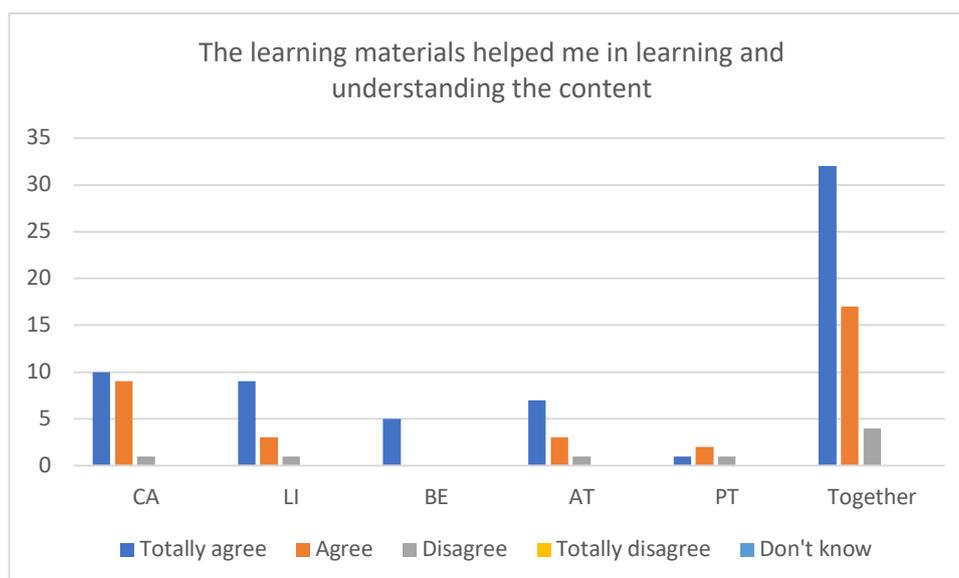
Figure 21: Helpfulness of learning materials (n=53)

Also, the statements "I could easily follow the teachers' explanations" and "The way the learning content was trained made it easy for me to learn" were answered positively by all respondents from the five piloting countries, with only one "don't know" answer in Campania and one disagreement in Portugal for the latter.

9.4.3.4 Scope and difficulty of exams

Regarding the **scope of the exams**, a clear majority of 94 % or 50 out of 53 respondents indicated that the scope was "just right". Only 2 persons from Liguria and one student from Campania found the scope of the exams too high.

When further asked about the **degree of difficulty of the exams**, 52 out of 53 students (98 %) indicated that it was "just right", while only one person from Liguria felt that the level of difficulty was too low.

9.4.3.5 Learning achievements

When asked to what extent students agree or disagree with various statements on the achieved learning, almost all students across the pilots found the course content to be sufficient for exam success, had a good understanding of the exam questions, and felt that the duration of the exams was appropriate. However, there were a few students (3 out of 13 students from Liguria, 4 out of 20 from Campania, 2 out of 11 from Austria, 3 out of 4 from Portugal) who expressed that they would have needed more preparation or support for the exam in advance.[10]

9.4.4 Information on Organizational Context

9.4.4.1 Organizational structure

Students were asked to indicate to what extent they agree or disagree with various statements about the organizational structure of the training.

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[10] For more detailed information see the country reports for Q3 Students.

Regarding the organizational structure, students from all pilots gave consistently positive answers. But when asked if students received **sufficient information about the training beforehand** 3 students from Austria, 2 from Portugal and one person from Liguria disagreed, indicating they would have needed more information in advance.

The fact that 6 out of 53 persons and slightly more than 10% of the respondents referred to a need for more information on the training beforehand should be consideredt in the acquisition phase of further courses. Also, an improvement of the used information material could be considered.
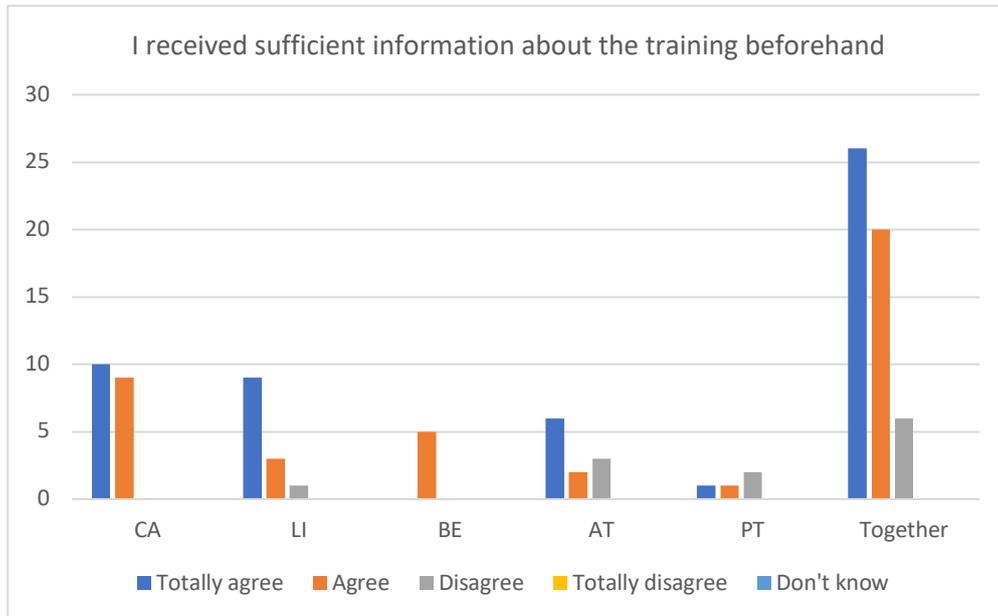
Figure 22: Sufficient information received in advance (n=53)

While almost all students from all pilots were very satisfied with the **support received by the VET providers**, dissatisfaction was expressed specifically in Portugal with 2 out of 4 persons disagreeing.
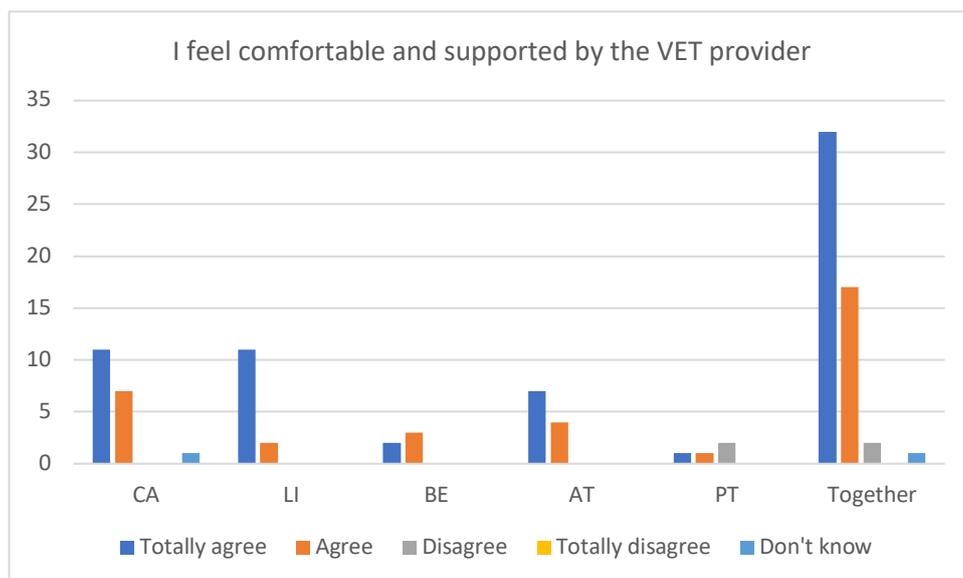
Figure 23: Feeling of students regarding the support of VET providers (n=53)

Although the few responses received from Portugal cannot be regarded as representative, the feedback regarding the support of the VET provider and some references made in the free text answers refer to a possible need of organizational improvement in the future.[11]

9.4.4.2 Practical learning experience

Regarding the practical part of the training, little feedback could be gathered on the quality of the work-based learning, because in 2 pilot countries the practical training part took either place already some time before the pilot phase (Belgium) or started after the feedback collection for evaluation (Portugal).

This is the reason why three students from Belgium stated that there was no practical learning in Belgium and all Portuguese students except one selected "don't know" as an answer for statements related to the practical learning. Respondents from the other pilots (Austria, Campania, Liguria) expressed overall a very positive perception of the practical training experience. In concrete, the clear communication of learning goals, the possibility to apply theoretical knowledge in the practical training, the support of contact persons who addressed problems quickly and efficiently, the adequacy of the training premises and the applicability of the acquired skills for daily work were much appreciated. Especially students from Liguria were very satisfied with all aspects of the practical learning (no disagreement on any aspect of the practical learning experience was stated).

9.4.4.3 Content of the Training

Most of the Q3 Student questionnaire respondents across all piloting countries expressed very positive feedback regarding various aspects of the training content. Participants generally felt confident in their ability to cook with sustainable food ingredients and use ICT tools. They also had the feeling to have acquired knowledge and understanding of food and ingredients in relation to health, as well as communication and collaboration with health and care professionals. Moreover, they stated to be able to demonstrate awareness and competence in managing food supply and waste with respect to sustainability. Additionally, the respondents expressed their capability to work effectively in interprofessional teams.

However, there were a few participants (2 students from Campania, 2 from Liguria, one from Portugal) who expressed disagreement or total disagreement in certain areas, such as to statements like "I know how to manage suppliers", 5 persons expressed disagreement with the statement "I'm able to manage the kitchen and to coordinate the personnel" and 3 persons answered "don't know". In addition, 2 students from Liguria, one from Campania and one from Portugal disagreed when asked if they can "create and compile adapted and person-centred recipes" and 3 persons referred to "don't know". The relatively high share of 6 "don't know" answers (2 each from Campania and Liguria and 1 each from Austria and Portugal) together with 3 disagreements (1 each from Campania, Liguria and Portugal) for the usage of the ICT tools may indicate a need for more teaching support in this learning field.

Although disagreement for the mentioned statements was expressed by less than 10 % of the 51 respondents[12], these answers and a relatively high share of "don't know" responses for

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[11] For more detailed information see the country report for Q3 Students Portugal.

[12] Two persons did not answer the last questions, therefore only 52 instead of 54 answers could be evaluated for the next questions.

some of the statements show that a small part of the students felt that they had (possibly) not achieved some of the mentioned learning outcomes and goals. In concrete, the management of suppliers, personnel and the kitchen, the use of ICT tools and the creation and compilation of adapted and person-centred recipes were not confirmed as achieved by all students.

Nevertheless, around 90 % or more of the respondents agreed to have acquired all listed training content and learning outcomes.
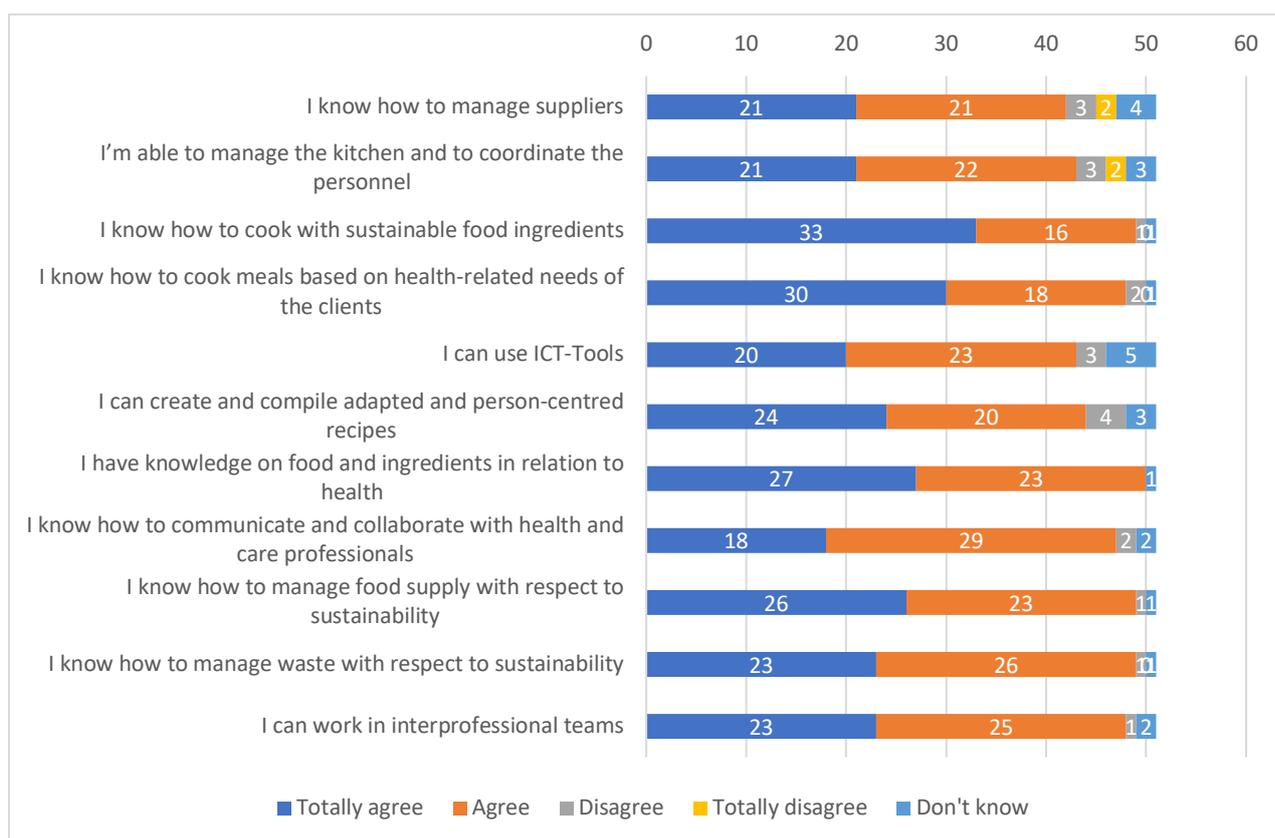
Figure 24: Agreement or disagreement on the acquired training content (n=51)[13]

9.4.4.4 Applying skills at work

When asked about the opportunity to apply the acquired skills at work, 32 out of 51 participants responded with "yes", while 19 indicated "no".

Those students who answered with "no" were asked to explain their answers. Most of the respondents stated that they were working in another field where they had not yet had the opportunity to apply the skills, or that they were currently unemployed.

Given the short period of the pilot course implementation it can however be highlighted positively that almost two thirds of the respondents were able to apply the skills acquired during the training already at their work. This might be regarded as an indicator for a high labour market and practical orientation of NECTAR pilot training, its appropriateness and efficiency.

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[13] Two persons did not answer the last questions, therefore only 51 instead of 53 answers could be evaluated for the next questions.

9.4.5 Final Questions

9.4.5.1 Training of the NECTAR pilot

In the last part of the questionnaire participants were asked various statements about their impression of the NECTAR pilot training.

The following statements received the **most agreement** across all piloting countries:

The training of the NECTAR Pilot…:

- helped me in gaining further knowledge in cooking for people with special nutrition needs (40 out of 51 students agreed, 11 disagreed)
- will improve my employment opportunities (33 out of 51 students agreed, 18 disagreed)
- will support me in creating and cooking more healthy menus (31 out of 51 students agreed, 20 disagreed)

The first and the third statements refer to the core of the training and therefore represent important indicators for the efficiency of the training. However, the fact that 20 respondents disagreed with the support for creating and cooking more healthy menus is surprising and needs more in-depth analysis: 3 out of 11 respondents answered this question with "no" in Austria, 1 out of 3 in Portugal, 7 out of 20 in Campania, 5 out of 13 in Liguria and 4 out of 5 in Belgium. The received answers could on one hand refer to the fact that students had the opinion that they already created healthy menus before the NECTAR training which could be for example the case in Belgium or Austria, where Gastro Engineers or Diet Cooks participated in the NECTAR pilot trainings. In Campania, 5 out of the 7 students who disagreed with this statement were unemployed, which could have also been a reason for their answers. However, since several of the students who disagreed with the statement in Liguria and Campania provided very positive overall feedback for the training at the end of the questionnaire (stating for example that they liked everything or found everything very interesting), suggests that several students did not feel enough trained for this task by the end of the pilot. Therefore, the training should be checked regarding a possible adaptation and improvement need.

The second statement indicates that students expect better employment opportunities based on the NECTAR pilot training and shows that the respondents find the training important for improving their chances in the labour market.

There were also 2 statements which received **more disagreement than agreement** from respondents:

- "The NECTAR Pilot training will support me in communicating better with health and care professionals e.g., dieticians" (23 out of 51 students agreed, 28 persons disagreed).

  Disagreement for this statement was expressed mainly by Italian respondents (by 11 out of 13 students from Liguria, 13 out of 19 students from Campania) and by 2 out of 11 persons from Austria and 2 out of 3 persons from Portugal. No disagreement was expressed from Belgian respondents.

  The working context of the respondents has to be considered when interpreting this feedback: many respondents do not work in the health and care sector at present

(e.g. many unemployed persons can be found in the pilot course of Campania, and many participants from Liguria work in the tourism sector). Nevertheless, it should be considered to draw more attention to this aspect of the pilot training in the future.

- "The NECTAR Pilot training provided me with skills, that were needed in my current job" (25 out of 51 students agreed, 26 disagreed).

  Again, disagreement for this statement was expressed mainly by Italian respondents, in concrete, by 15 out of 19 students from Campania and 8 out of 13 from Liguria, and only one person each from Austria (out of 11), Belgium (out of 5) and Portugal (out of 3). Also, in this regard the professional background of the participants must be taken into consideration, as for example, unemployed participants from Campania could not agree to this question.

Overview of the positive answers received across and within all pilot regions:

The NECTAR pilot training...	Agreement **across all pilots**	Agreement **LI**	Agreement **CA**	Agreement **AT**	Agreement **BE**	Agreement **PT**
will improve my employment opportunities	33 out of 51	8 out of 13	14 out of 19	8 out of 11	2 out of 5	1 out of 3
will make it possible to work in kitchens in the health and care sector	26 out of 51	5 out of 13	8 out of 19	9 out of 11	5 out of 5	0 out of 3
helped me in gaining further knowledge in cooking for people with special nutrition needs	40 out of 51	10 out of 13	14 out of 19	11 out of 11	3 out of 5	2 out of 3
will support me in communicating better with health and care professionnals e.g., dieticians	23 out of 51	2 out of 13	6 out of 19	9 out of 11	5 out of 5	1 out of 3
provided me with skills, that were needed in my current job	25 out of 51	5 out of 13	4 out of 19	10 out of 11	4 out of 5	2 out of 3
will support me in creating and cooking healthier menus	31 out of 51	8 out of 13	12 out of 19	8 out of 11	1 out of 5	2 out of 3

Table 8: Overview of agreement received regarding the training impact of the training (n=51)

Overall, most of the respondents of the Q3 Students questionnaire across all piloting countries expressed a positive view on the impact of the training, in concrete on improved employment opportunities and the knowledge gained in specific areas, such as cooking for special nutrition needs and creating healthier menus. However, there are aspects, such as communication with health and care professionals, applicability of the acquired skills in the present job or the ability to work in kitchens of the health and care sector, where more or almost half of the respondents did not agree. Although these answers have to be seen in the context of the concrete working context of the respondents (unemployment, working in another sector, having no

possibility/wish to work in kitchens of the health and care sector at present), one should consider the feedback received for these fields as potential areas for improvement and adaptation in the future to meet the expectations and needs of the participants.

9.4.5.2 Recommendation of the training

When asked if they would recommend this training to their colleagues or other cooks and chefs, 48 out of 51 respondents across all pilots (94 %) agreed or fully agreed to this question. Only 2 persons from Portugal and one student from Campania indicated that they would not. This high number of recommendations and very low number of non-recommendations can be regarded as a full success of the NECTAR pilot trainings and shows a high degree of satisfaction and attractiveness of the courses in all piloting countries except Portugal, where only 4 students participated in the last evaluation questionnaire and 2 of these would not recommend the course to other chefs.

9.4.5.3 Suggestions for improvement

When asked for suggestions for improvement 15 out of 51 respondents provided the following feedback:

Piloting country	Are there any improvements, you would propose?	Participants
Liguria	The initial period of the course (the one fixed in November) would have been optimal in my view, let me explain: starting the course in November and finishing it in June with a month's break so that all students could do the internship in a relaxed manner without having to split their time between work, the course and the internship. / Maybe doing all in a year is a bit heavy. / The only improvement I can propose is to increase the hours of study regarding special, broad-spectrum diets.	3
Liguria	Perhaps more practice in the laboratory	1
Liguria	Some teachers were not very patient; food chemistry is very, very difficult: we are not doctors but cooks	1
Liguria	Perhaps there were topics repeated several times in the modules but that was not the teachers' fault	1
Campania	Course should last longer	1
Campania	More hours dedicated to the practical part (laboratory)	1
Campania	I would prefer the course in the morning	1
Austria	Online platform should be made available as an app or for all devices / Technical problems with the "Food Waste Hero" (e-learning course) should be solved.	4
Austria	For the specialization course the objectives and content should be better defined.	1
Portugal	More face-to-face or synchronous teaching would have been necessary to better monitor the students.	1

Table 9: Suggestions for improvement from students across 4 piloting countries (n=15)

Overall, it was important for many participants that the time schedule of the courses and the practical learning was in line with their working hours. In this context it was also proposed to foresee more time for the pilot course, to dedicate more hours for studying special, broad-spectrum diets and to restructure the course to make it easier for participants to complete all training parts in a stressless way.

Several respondents referred to an interest/need for more practical training in Campania and Liguria, while in Portugal more face-to-face and synchronous teaching would have been needed to enable a better monitoring of the students.

A few respondents referred to aspects of the Curriculum design. For example, in Austria a respondent highlighted the need to better define the content and objectives of the specialization course and in Liguria a respondent mentioned the repetition of several topics. Another participant from Liguria pointed to the difficulty of dealing with the chemistry-related content.

9.4.5.4 Likes or Dislikes

Overall, almost all participants across all pilot regions/countries reported that they really liked the NECTAR pilot training. Only 3 out of 51 persons highlighted dislikes: one student from Liguria reported that some of the participants lacked background knowledge to understand science and chemistry while another Ligurian student did not like the part of the cooking workshop about serving food (ways of serving). In addition, one student from Portugal pointed out that there was a lack of organization in the presentation of the study materials.

However, the overwhelming majority provided very positive feedback and showed a high degree of satisfaction with the training, the efficiency and attractiveness of the course.

9.5 Summary for Evaluation Phase 4 (Q4 Students)

9.5.1 Basic Statistical Data

The number of participants who answered the Q4 Students questionnaire differs between 5 and 18 persons and shows that in Campania 18 out of 20, in Liguria 14 out of 19, in Belgium 9 out of 12, in Austria only 5 out of 25[14], and in Portugal 0 out of 22 course participants completed the online questionnaire in September 2023.

In total, **46** out of 98[15] participating students **completed the fourth evaluation questionnaire** for students.

9.5.2 Employability

9.5.2.1 Employment Status

Students were asked if their employment status changed since the end of the NECTAR Pilot training. Only 3 out of 46 students across all pilots answered "yes" while 43 said "no".
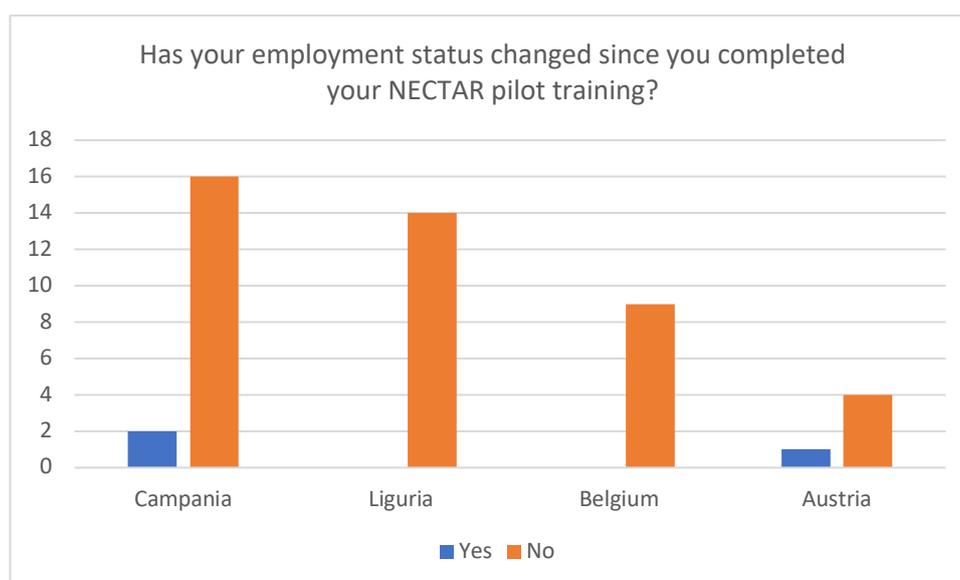
Figure 25: Changed employment status since the end of NECTAR pilot training (n=46)

The 3 persons who answered "yes" were further asked what had changed. Two students from Campania stated that they are now unemployed, while the student from Austria indicated that he/she had changed the position in his/her current job.

In addition, the students were asked, if in the case that they are currently unemployed they plan to work in kitchens in the health and care sector in the future, to which both students from Campania agreed.

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[14] In Austria, 16 students were recruited at the beginning of the pilot phase, 9 additional students entered the pilot training at a later stage of the course, before the distribution of Q3.

[15] In Austria, 16 students were recruited at the beginning of the pilot phase, 9 additional students entered the pilot training at a later stage of the course, before the distribution of Q3.

Furthermore, the Austrian student was asked, if in the case that he/she has changed the position within his/her current job, to explain how the NECTAR pilot training helped him/her to do so. The student stated that he/she had learned a lot that he/she can put into practice now.

9.5.3 Utilisation and Applicability of Learning Content

9.5.3.1 Applying Skills at Work

When asked if students had the opportunity to apply the skills at work since the end of the NECTAR Pilot training, 25 out of 46 persons (54 %) across all pilots answered "yes", while 13 students responded "no". Furthermore, 8 participants indicated that they don't know.
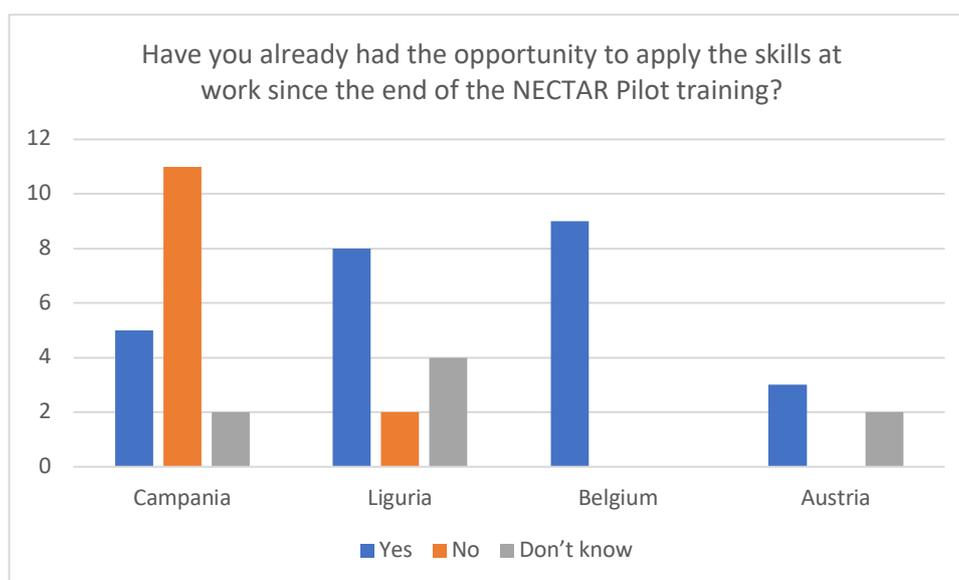
Figure 26: Opportunity to apply the skills at work since the end of the training (n=46)

Participants who responded that they had already had the opportunity to apply their skills at work were asked which content of the training was particularly useful for their current daily working life.

In Austria 2 out of 3 students reported that almost everything they learned is useful in their current work lives, while one person did not share any further information.

6 Belgian participants highlighted the usefulness of communication skills and project management in their daily work, with one student specifically mentioning that he/she is currently working on a collaborative project with dieticians and speech therapists. He/she emphasized the value of the project management content from the pilot project, which benefit him/her in this field. Additionally, two other students from Belgium expressed that they could especially apply the knowledge about personalization of meals in their everyday work. In contrast, another participant mentioned that his/her current job doesn't provide the opportunity to fully utilize his/her management skills.

In Campania one participant reported that relationships with customers, especially those with special intolerances, have improved as a result of the course, while another student mentioned that he/she is able to implement the hygiene standards learned during the training. Two other Campanian participants expressed that their newly acquired skills in recognizing the quality and nutritional characteristics of raw materials and understanding healthy, sustainable nutrition

have proven useful in their current work lives. Finally, the last participant from Campania stated that he/she is able to apply the course content at school.

On the other hand, students who indicated they could not yet use the skills were asked why. 8 students from Campania and 1 from Liguria stated that they are unemployed, while the other 3 Campanian participants indicated that they had not yet had the opportunity to put what they had learned into practice. Another Ligurian student reported that he/she is currently not working, while a third student reported health-related skills are not needed in his/her current job.

Overall, the fact that only 2 months after the end of the pilot more than half of the students said they already applied the acquired skills at their daily work refers to a high degree of applicability of the content and the high relevance of the trained skills for the labour market.

9.5.3.2   Content of the Training

Students were also asked to indicate to what extent they agree or disagree with various statements about the content of the pilot training:

- I have the feeling that I have more specialized health- and nutrition-related competences than colleagues, who have not undertaken this training: 45 out of 46 respondents totally agreed or agreed (98 %), one student answered "don't know".

- The new competences gained within the training helped me in undertaking my job more confidently: 36 out of 46 respondents totally agreed or agreed (78 %), one person from Campania disagreed, 9 persons answered "don't know".

- The feedback from the clients on the meals are more positive since I finished the Pilot training: 25 out of 46 respondents totally agreed or agreed (54 %), one person from Campania disagreed, 20 persons answered "don't know".

- The NECTAR training supported me in creating more healthy and tasty meals: all 46 respondents totally agreed or agreed.

- The NECTAR training helped me to better understand nutrition requirements of people with specific diseases or needs: all 46 respondents totally agreed or agreed.

- The NECTAR training supported me in creating innovative recipes and menus based on the needs of the clients: 42 out of 46 respondents totally agreed or agreed (91 %), one person from Austria disagreed, 3 persons answered "don't know".

- The NECTAR training shaped my focus on sustainable aspects of cooking: 44 out of 46 respondents totally agreed or agreed (96 %), 2 persons from Belgium disagreed or totally disagreed.

Overall, the data from respondents of four piloting countries reflects a positive perception of the NECTAR training program. Although opinions vary a bit regarding the feedback from the clients, students felt that the program has clearly helped them to create healthier, more appealing meals, understand specific dietary needs and nutrition requirements of people with

specific diseases or needs, and foster creativity in recipe design. Many students also reported about more confidence in their job, a stronger focus on sustainable aspects of cooking, and positive feedback from the clients on the meals.

The feedback received two months after the end of the NECTAR pilot trainings shows that the trainings have proven effective in enhancing participants' skills and their confidence in the culinary field.

9.5.4 Final questions

9.5.4.1 Good Basis through Training

All 46 respondents agreed that the NECTAR training provides a good basis for cooks and chefs who want to specialize in the field of cooking in the health and care sector. This refers to a high degree of attractiveness and labour market orientation of the course.

9.5.4.2 Recommendation of the Training

All 46 respondents indicated that they would recommend this training to their colleagues or other cooks and chefs, which refers to high degree of satisfaction of the respondents and a high attractiveness of the course for the foreseen target group.

9.5.4.3 Importance of Specialization

When asked if they think cooks with a specialization in cooking for people with special needs will gain importance in the future, 42 out of 46 students (91 %) across all four pilot regions from which answers were received agreed, while 3 students from Campania and one student from Liguria answered "don't know".

9.5.4.4 Additional Feedback

14 out of 46 students across the four pilots from which answers were received provided additional feedback about the pilot training and its outcomes:

In **Liguria**, one student stated that he/she would like to study some topics further and hopes that the NECTAR course will be continued in an ITS. Another student would like to have more workshop hours dedicated to preparing meals for people with special needs, while the last student would appreciate to delve deeper into food combinations.

In **Campania**, 3 students stated that more practical hours would have been necessary, with one explicitly mentioning that he/she would have liked to cook dishes in a hospital for people with nutritional problems. Another participant would have liked to see more companies available for the internships that were genuinely interested in teaching participants the skills useful for the job and introducing them to the working world. One student found everything very satisfying, another participant emphasized that everything was well organized, but he/she would improve the lessons. Overall, he/she found the course very interesting in which he/she discovered things he/she did not know before.

A **Belgian** student expressed regret that there was no contact with participants from other pilot courses and felt that the exchange of (local) experiences could have been interesting.

A student from **Austria** expressed his/her conviction that more chefs and cooks should take advantage of this training opportunity.

10 Overall Summary Teacher Evaluation Questionnaires

10.1 Number of Participants and Evaluation Phases

Across all countries and evaluation phases, a total of **55 teachers** were involved in the NECTAR pilot training. The number of teachers engaged in the training in the five piloting countries/regions ranged from 5 to 18 and differed largely for each pilot region/country:

- 10 teachers in Campania/Italy
- 18 teachers in Liguria/Italy
- 5 teachers in Portugal
- 6 teachers in Belgium
- 9 teachers in Austria

There were two evaluation phases foreseen for teachers:

- One in the middle of the pilot course (Q1 Teachers)
- One at the end of the pilot course (Q2 Teachers)

In the first evaluation phase approximately two thirds of the teachers provided answers to online questionnaires in their national language or in English, in the second evaluation phase even more than three quarters of the teachers did so. – The following table shows the number of pilot teacher responses received for the different evaluation phases and questionnaires:

Evaluation Phase	Liguria	Campania	Portugal	Belgium	Austria	Total
Evaluation Phase 2 (Q1 Teachers)	14 out of 18	10 out of 17	4 out of 5	4 out of 6	5 out of 9	37 out of 55
Evaluation Phase 3 (Q2 Teachers)	18 out of 18	10 out of 17	4 out of 5	4 out of 6	6 out of 9	42 out of 55

Table 10: Number of received teacher responses across the different evaluation phases

10.2 Summary for Evaluation Phase 2 (Q1 Teachers)

10.2.1 Basic Statistical Data

10.2.1.1 Number and Gender of Participants

The number of teachers who answered the Q1 Teacher questionnaire varies between the different countries. In total, 37 teachers across all piloting regions completed the questionnaire:

- 10 in Campania/Italy
- 14 in Liguria/Italy
- 4 in Portugal
- 5 in Austria
- 4 in Belgium

19 out of 37 teachers who completed the Q1 Teacher questionnaire were women and 18 were men.
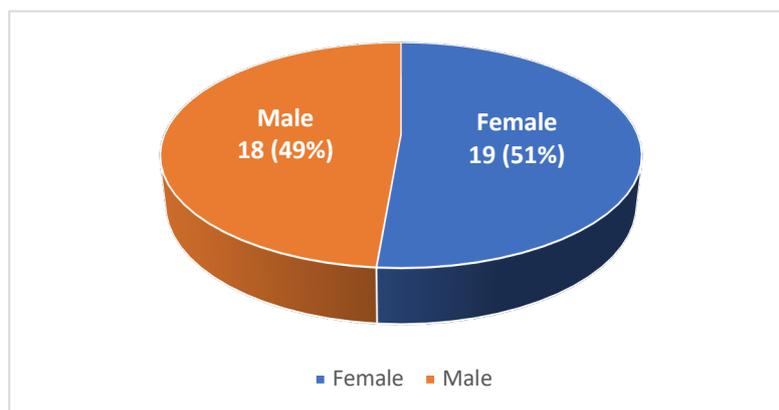
Figure 27: Gender of teachers answering the Q1 Teacher questionnaire (n=37)

Regarding the **field of expertise** of teachers most of the teachers across all pilot regions/counties had expert knowledge in the field of food, nutrition, or cooking. Only in Belgium teachers referred to expertise in research, management, or communication instead. There have also been several references to other fields of expertise such as Research, Business Administration, Medicine, or Veterinary Medicine. Only 5 out of 37 teachers referred to practical work experience as cook/chef in the health and care sector.

22 out of the 37 teachers had no **pedagogical education**, while 15 of all responding teachers had such an education.

Regarding the **working experience as a teacher**, a clear majority of 26 teachers reported to work as a teacher for more than 5 years, 6 teachers had 1-5 years of work experience and only 5 teachers had less than 1 year. This means that most of the teachers engaged in the pilot trainings were already experienced teachers.
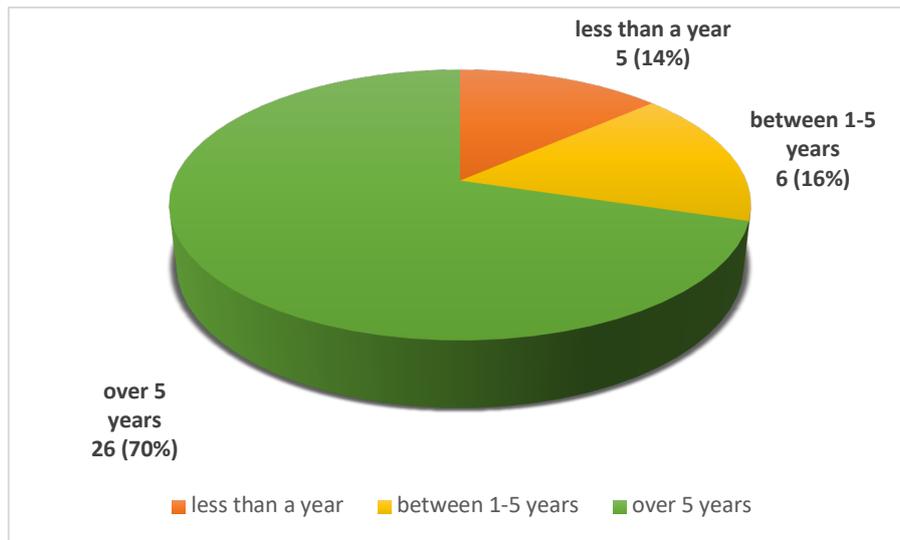
Figure 28: Working experience as a teacher (n=37)

When asked if they had **completed the NECTAR Pilot Teacher Training**, a clear majority of 28 teachers (76%) across all countries answered that they completed the training.
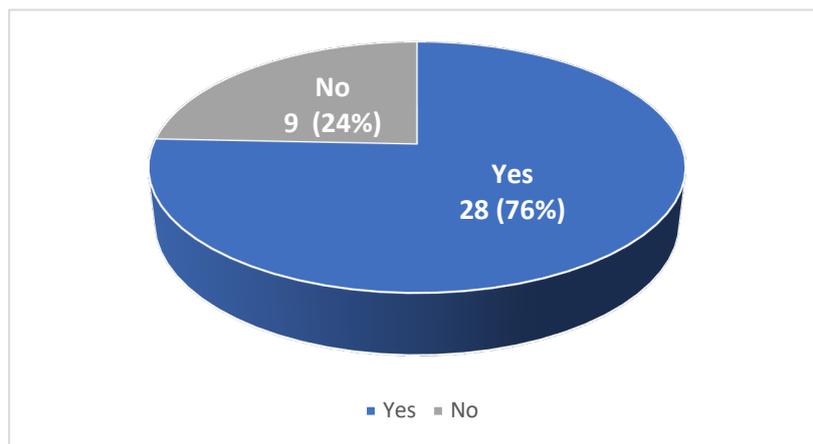
Figure 29: NECTAR Teacher Training completed teachers responding Q1 (n=37)

10.2.2 Feedback on the Preparation for the Pilot Program

10.2.2.1 Preparation for the Pilot Program

Teachers were asked to indicate to what extent they agree or disagree with various statements about the preparation phase of the pilots.

Overall, the following statements received the most agreement:

	Totally agree / agree *all pilots*	Totally agree/ agree *LI*	Totally agree/ agree *CA*	Totally agree/ agree *PT*	Totally agree/ agree *BE*	Totally agree/ agree *AT*
I know whom to contact if I have organiza-tional or	35 out of 37	14 out of 14	9 out of 10	4 out of 4	4 out of 4	4 out of 5

technical problems						
I know which learning out-comes I need to teach and which learning goals should be achieved	35 out of 37	14 out of 14	9 out of 10	4 out of 4	4 out of 4	4 out of 5
My role & my responsibilities as teacher within the pilot training are clear to me	32 out of 37	13 out of 14	8 out of 10	4 out of 4	4 out of 4	3 out of 5
I know the cri-teria students need to fulfil to be eligible for certification	34 out of 37	13 out of 14	9 out of 10	4 out of 4	4 out of 4	4 out of 5

Table 11: Highest share of agreement regarding the preparation phase of the pilots (n=37)

The following statements received not so much agreement:

- "Sufficient information was provided about the structure and the content of the Pilot training in advance."

  While most teachers agreed on this statement, 11 out of 37 respondents found that the information provided about the structure and the content of the training beforehand was not sufficient (3 out of 5 teachers in Austria, 3 out of 4 teachers in Belgium, 1 out of 10 in Campania, 4 out of 14 teachers in Liguria). This feedback reflects to some extent the answers received by some students who also expressed a need for more information on the pilot training beforehand. Overall, it seems that teachers and students could have received more detailed and better information on the pilot training in advance and that project information providence should be improved in the future. It has however to be considered that the implementation of a new pilot training faces always more uncertainties in advance than the implementation of an already existing training course.

- "The NECTAR Pilot Teacher Training was very helpful for preparing the course lessons."

  While most teachers agreed on this statement, 6 out of the 28 teachers who participated in the NECTAR Teacher Training found it not very useful: 3 persons from Liguria, and one person each from Austria, Belgium and Campania. As 3 teachers expressed some uncertainty (don't know answers) concerning the usefulness of the Pilot Teacher Training, it should be considered to check the Teacher Training regarding possible further improvement.

10.2.3 Teacher Observations During the First Part of the Pilot Training

10.2.3.1 Teaching Methods

Regarding the question with which teaching/learning methods they teach the students, a majority of 28 out of 37 teachers reported to use **Face-to-face teaching in classes**. Only Belgium stands out with no teacher using Face-to-face in classes as learning method. In total, 17 teachers across all pilots indicated using **Online-Lessons** as teaching method. While in Campania and Austria no teacher reported to use online teaching, in Liguria 9 teachers do so and in Portugal (4) and Belgium all teachers (4) reported to use this method in the first phase of the pilot.

13 out of 37 teachers stated that they use **Practical learning in labs** (On-site teaching) as teaching method, with 8 teachers from Liguria, 2 from Campania and 3 from Austria. In Belgium and Portugal no teacher reported using Practical learning in labs (On-site teaching) in their classes during the first half of the pilot courses. Only one teacher from Austria and one from Liguria reported using **Practical learning in companies** (Work-based Learning) as learning method in their classes during the first phase of the pilot.
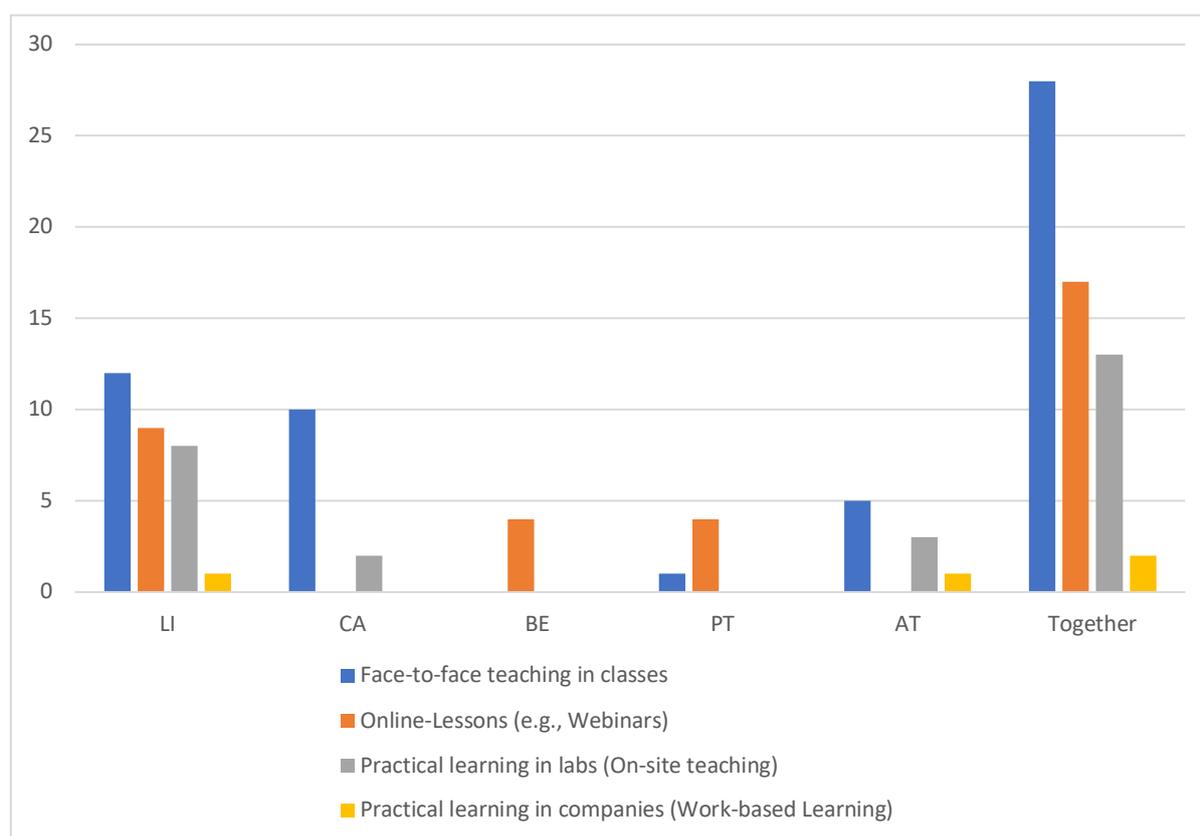
Figure 30: Teaching methods applied by teachers (n=37)

When asked if the applied **teaching methods are working well**, all teachers across the five pilot regions/countries agreed. Furthermore, all respondents across the five pilots agreed that the **applied teaching methods are adequate** for teaching the learning content of the NECTAR pilot training.

10.2.3.2 Active Participation and Performance of Students

Teachers were also asked how they rate the active participation and performance of the students during the pilot courses. A majority of 20 out of 37 teachers across all piloting regions/countries rated students' participation and performance as "very good" and 16 teachers as "rather good". Only one teacher from Liguria rated it as "rather bad".
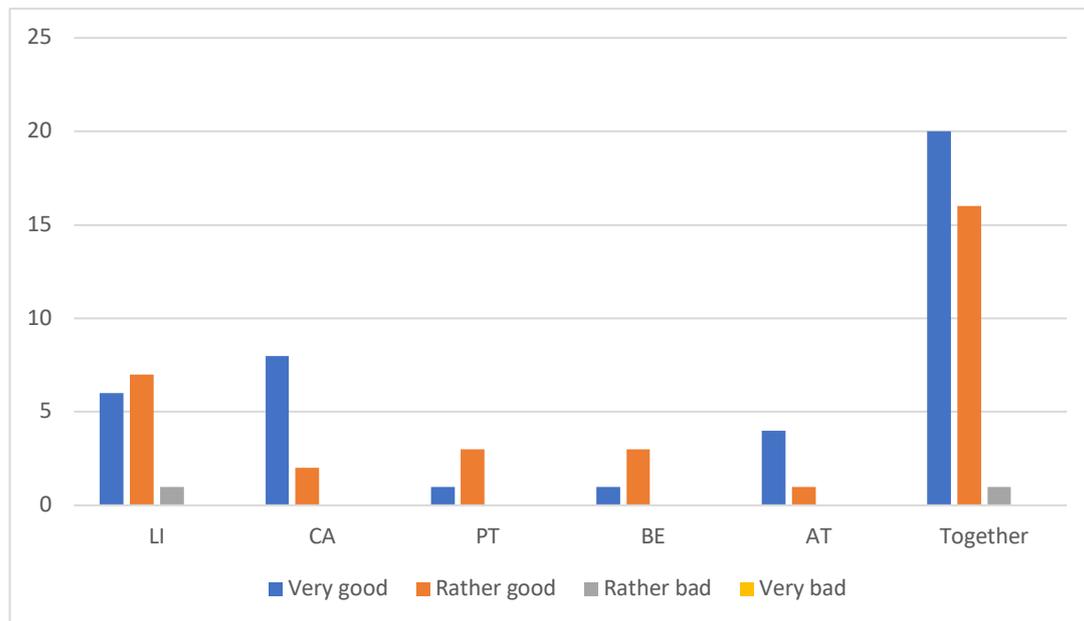
Figure 31: Teachers' rating of the participation and performance of students (n=37)

Overall, 97 % of the respondents were satisfied with the performance and participation of the students.

10.2.3.3 Various Statements about the NECTAR Pilot Training

Furthermore, teachers were asked to indicate to what extent they agree/disagree with various statements about the learning material and training premises of the NECTAR pilot program.

Overall, the following statements received the most agreement:

	Totally agree/ agree *all pilots*	Totally agree/ agree *LI*	Totally agree/ agree *CA*	Totally agree/ agree *PT*	Totally agree/ agree *BE*	Totally agree/ agree *AT*
The learning materials are user-friendly	37 out of 37	14 out of 14	10 out of 10	4 out of 4	4 out of 4	5 out of 5
The amount of learning materials is sufficient	36 out of 37	13 out of 14	10 out of 10	4 out of 4	4 out of 4	5 out of 5
The premises of the training are appropriate in regard to the size & technical equipment (e.g., classrooms, labs)	34 out of 37	14 out of 14	10 out of 10	4 out of 4	1 out of 4	5 out of 5

The learning materials support the students effectively in understanding the learning content	35 out of 37	13 out of 14	10 out of 10	4 out of 4	3 out of 4	5 out of 5

Table 12: Highest share of agreement regarding pilot training materials and premises (n=37)

On the other hand, the highest share of **disagreement** was reached when asking if the content of the training course was adequate for the students' level of education: overall 5 out of 37 teachers disagreed, 3 from Liguria and 1 person each from Campania and Portugal. This disagreement reflects to some extent the free text feedback received by some teachers that referred to the difficulty of teaching people with different educational background in the same course (see next subchapter).

10.2.3.4 Difficulties of Students

When asked if they **experienced** any **difficulties of the students** to follow the lesson(s) 31 out of 37 teachers across all pilots responded "no". The remaining 6 persons were asked to further specify the learning content students had difficulties with and what the reasons for their difficulties were.

While one teacher did not specify the experienced difficulties of students any further, 5 teachers referred to the following challenges:

- There was partially a language barrier between teachers and students (reported by an Austrian teacher)

- The most difficult part for students was the theoretical part concerning budget planning and control: both, because of the difficulty of the topic and because of the starting level of most students (reported by a Ligurian teacher)

- Students had difficulties with content that involved specific scientific knowledge (reported by a Ligurian teacher)

- The lack of a common starting level creates difficulties, and some working students have only limited time (reported by a Ligurian teacher)

- It is not ideal to teach trained people and people who have only worked in the kitchen at the same time (reported by a Portuguese teacher)

Different educational and qualification background of students seemed to be a major challenge for teachers and students in Liguria and Portugal at the beginning of the pilot training. This should be considered for the recruiting of students in the future.

In Austria the communication between students and teachers was mentioned as a challenge.

10.2.3.5 Learning Outcomes of Students

Regarding the question if most of the students achieved the intended learning outcomes and goals so far, a clear majority of 33 out of 37 teachers across all pilots answered "yes". Only two Belgian and two Ligurian teachers answered "no". This can be related to the above-and below-mentioned challenges.

10.2.3.6 Specific Problems of Students

When it comes to specific problems reported by students during pilot training, a clear majority of 33 out of 37 teachers stated that there were none.

However, four teachers referred to the following challenges reported by students:

- time available to follow the lectures or complete the assignments, the lack of the theoretical basis of the discipline and the difficulty of interaction during the online activities (reported by a teacher from Liguria)

- for some participants the differences in knowledge and skills meant repeating content they had already acquired (reported by a teacher from Liguria)

- difficulties regarding the timetable for synchronous teaching (reported by a teacher from Liguria)

- it is not always easy for the students to translate the taught theoretical knowledge to their concrete working context (reported by a teacher from Belgium; additional note: Belgian students have already followed a training or partial training for CGE and are already working as CGE in healthcare)

10.2.4 Teacher Experience During the first Part of the Pilot Training

The collaboration between teachers in the different pilot sites was in all cases very good or rather good.

10.2.4.1 Teacher Support based on Tools

Teachers were also asked to rate various statements how helpful the tools were that have been provided to support them in teaching. The following statements received the highest share of "very good" or "rather good" ratings:

	Very good or rather good *across all pilots*	Very good/ rather good *LI*	Very good/ rather good *CA*	Very good/ rather good *PT*	Very good/ rather good *BE*	Very good/ rather good *AT*
Technical support	33 out of 37	12 out of 14	9 out of 10	4 out of 4	4 out of 4	4 out of 5
Organizational support	33 out of 37	14 out of 14	9 out of 10	3 out of 4	4 out of 4	4 out of 5
Teacher Training	32 out of 37	12 out of 14	10 out of 10	4 out of 4	3 out of 4	3 out of 5
One-site-equipment	31 out of 37	14 out of 14	8 out of 10	4 out of 4	1 out of 4	4 out of 5

Table 13: Teachers highest ratings of supporting tools (n=37)

Three statements were also rated by a few teachers with "rather bad" or "very bad" ratings:

- the E-Learning-Platform (MOOC) received 25 "very good" or "rather good" ratings, 4 "rather bad" and 1 "very bad" rating together with 7 "don't know" answers (3 rather bad

and 1 very bad rating from Liguria, 1 rather bad rating from Portugal, 3 don't know answers from Belgium, 2 don't know each from Austria and Campania)

- the Lesson Plans and Training Patterns were rated as very good or rather good by 30 persons, as rather bad by 2 persons and 5 stated "don't know" (1 "rather bad" rating each from Portugal and Liguria, 1 "don't know" each from Liguria, Austria and Belgium, as well as 2 "don't know" answers from Campania)
- the Learning Materials received 31 "very good" or "rather good" ratings, but also 1 "rather bad" rating and 5 "don't know" answers (1 "rather bad" from Liguria and 1 "don't know" answer each from Liguria, Austria and Belgium, 2 "don't know" answers from Campania)

10.2.4.2 Major Challenges

Only one out of 37 teachers across all pilots referred to the following three major challenges during the first part of the NECTAR Pilot training:

- the alignment of learning objectives to the starting level of the class
- the management of activities with students in presence and online
- the interaction with colleagues of other subjects for the integrated development of certain topics

The challenge of different levels of background and thus starting levels for the training was mentioned by several teachers and even some students in their free text feedback. Although new pilot training classes are normally not as homogenous as one would wish for, in the future more attention should be paid to the recruitment of students with similar educational background and qualification level to ensure a maximum of effectiveness of the learning process for teachers and students.

10.2.4.3 Improvements

When asked if teachers propose any improvements for the second part of the training, only 3 teachers made the following proposals:

- provide more explanations of the whole process and reduce complexity (time management) (Austrian teacher)
- improve the exchange of information among teachers and between teachers and learners (Ligurian teacher)
- it would be good to award training credits to those who can prove that they have already acquired certain knowledge, skills, and competences (Ligurian teacher)

Overall, the received feedback from teachers highlights a possible improvement by better adjusting the starting level of students, e.g., by awarding credits to those who can prove that they already acquired specific knowledge, skills, and competences. Another area for improvement was mentioned for Liguria regarding a better information exchange among teachers and with learners. To foster the integrated development of certain topics among the teachers can also help to further improve the high quality of the Ligurian training offer. For Austria, a better time management, more explanations and a reduction of complexity was recommended.

10.2.5 Usability and Applicability of the Skills

35 out of 37 teachers across all pilots agreed that the competences covered in the localized Curriculum of their pilot training are currently needed in the labour market.

36 teachers think that the skills covered by the pilot program are important and 35 teachers agreed that the program will be useful and applicable in the daily work of cooks and chefs working in health and care settings.

Overall, the teachers of the NECTAR pilot courses, who are sometimes also practitioners in the field, are convinced about the importance of the training and its relevance for the health and care sector as well as for the labour market.

10.3 Summary for Evaluation Phase 3 (Q2 Teachers)

10.3.1 Basic Statistical Data

The number of teachers who answered the Q2 teacher questionnaire varied between the different countries. In the regions of Campania and Liguria between 10 and 18 teachers answered the questionnaire, while in Portugal, Austria and Belgium only 4 to 6 teachers filled in the second evaluation questionnaire for teachers. In total, **42 out of 55** participating **teachers completed the questionnaire**:

- 10 in Campania/Italy
- 18 in Liguria/Italy
- 4 in Portugal
- 6 in Austria
- 4 in Belgium

The first question of the online questionnaire Q2 Teachers asked whether the teachers had already completed the first NECTAR pilot questionnaire (Q1 Teachers). 2 teachers from Liguria and 5 teachers from Campania indicated they had not participated in the first evaluation questionnaire for teachers and answered some questions to collect basic statistical data from them.

Both teachers from **Liguria** indicated to be female and to have an academic education. In terms of their respective areas of expertise one teacher referred to "Dietology" while the other teacher referred to "Promotion". Both teachers indicated to have no pedagogical education and to have been working as a teacher for one to five years. Furthermore, both teachers stated that they had no practical working experience as a chef/cook in the health and care sector and that they had not completed the NECTAR Pilot Teacher Training.

In **Campania**, three of the five teachers indicated to be male, two female. Four of the five teachers have an academic education, one has no academic education. In terms of their respective areas of expertise two teachers referred to "Kitchen Management" while one teacher specified "Nutrition Science", another "ICT" and the fifth referred to "Catering business". When asked whether they have a pedagogical education three of the five teachers disagreed, and two agreed. Three of five reported that they have worked as a teacher for more than 5 years and two stated they have worked as a teacher between one and five years. All five teachers stated to have no practical working experience as a chef/cook in the health and care sector and to have not completed the NECTAR Pilot Teacher Training.

Overall, it can be summarized for all teacher feedback received, that the gender proportion for all teachers who answered Q1 Teachers (37) and Q2 Teachers (+7) shows almost a balance of 23 female teachers and 21 male teachers who participated in the pilot training:
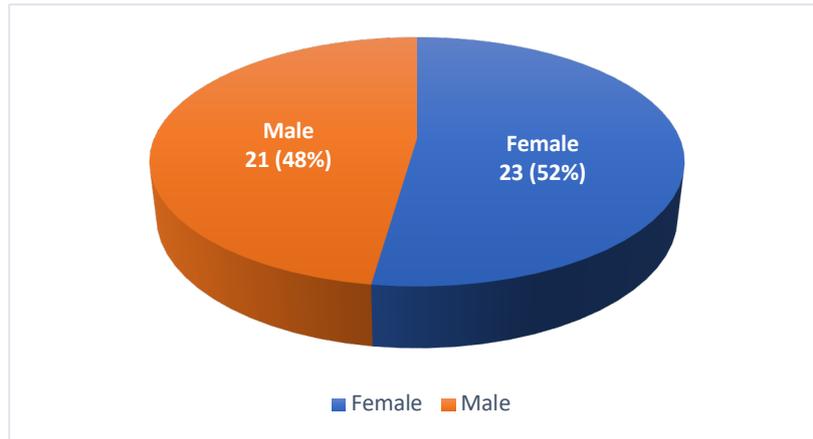
Figure 32: Gender of teachers answering Q1 and Q2 Teacher (n=44)

37 out the 44 pilot teachers have an **educational background** at EQF level 5 or higher which corresponds to an academic education level. Only 4 teachers referred to EQF level 4 as their highest level of education, and three people referred to other educational levels not further specified.
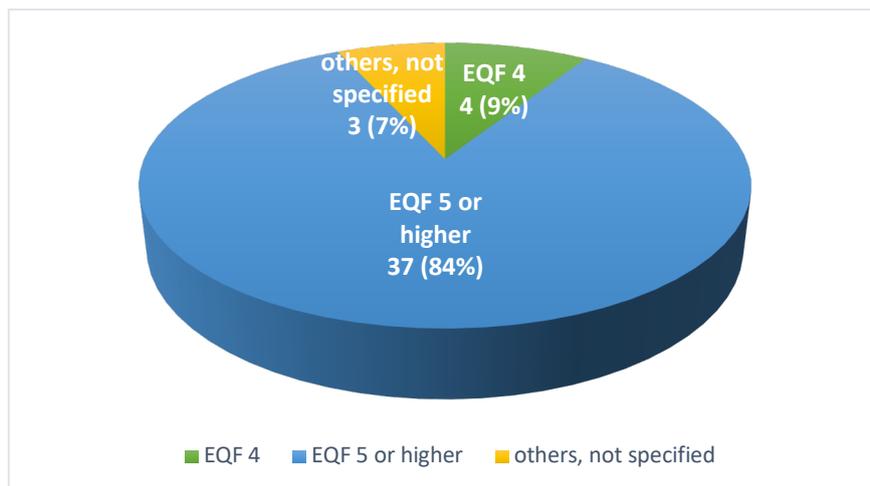
Figure 33: Educational background of Q1 and Q2 respondents (n=44)

Regarding the **field of expertise of teachers** 27 out of 44 teachers across all countries have expert knowledge in a field related to food and nutrition: Nutrition Science (11), Kitchen Management (5), Cooking (Chef) (4), Dietology (3) or Food Safety (2), Catering Business (1) and Dining Room Services (1). Furthermore, there have been 17 teachers with other fields of expertise such as ICT (6), Communication (3), Promotion (1), Research (1), Business Administration (1), Personnel Management (1), Nursing (1), Microbiology (1), Medicine (1) or Veterinary Medicine (1):
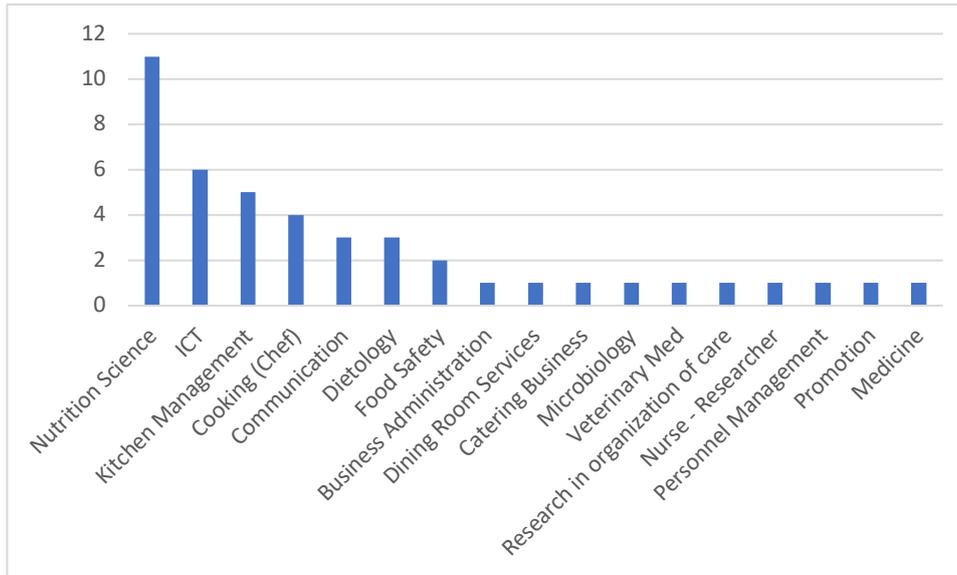
Figure 34: Field of expertise of teachers who answered Q1 and Q2 (n=44)

27 out of 44 teachers who participated in the NECTAR pilot training had no **pedagogical education**, while 17 teachers had one. This might refer to a high share of practitioners in the teaching teams. Only 5 out of 44 teachers indicated to have practical work experience as a chef/cook in the health and care sector.

A clear majority of 29 teachers reported to have **worked as a teacher** for more than 5 years, 10 teachers had a 1-5 year work experience and only 5 teachers had less than 1 year. This means that most of the teachers engaged in the pilot trainings were already experienced teachers.
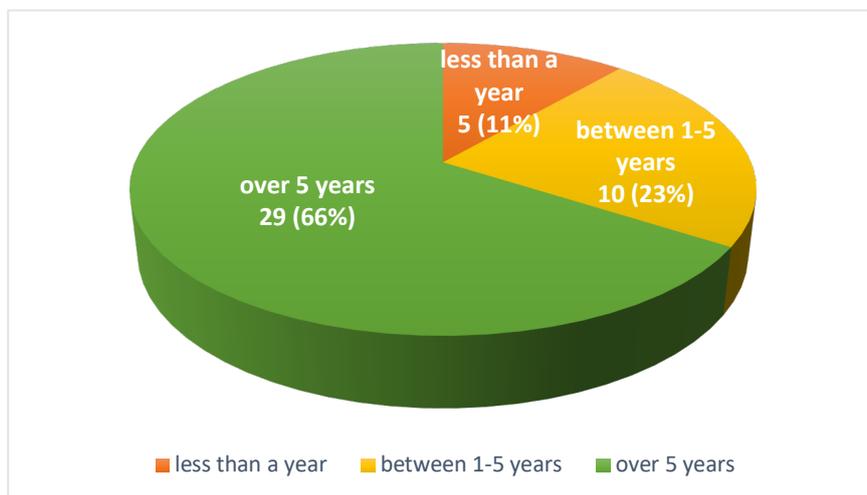
Figure 35: Working experience as a teacher of the respondents of Q1 and Q2 (n=44)

When asked if they had **completed the NECTAR Pilot Teacher Training**, a majority of 28 teachers out of 44 across all countries answered that they completed the training.
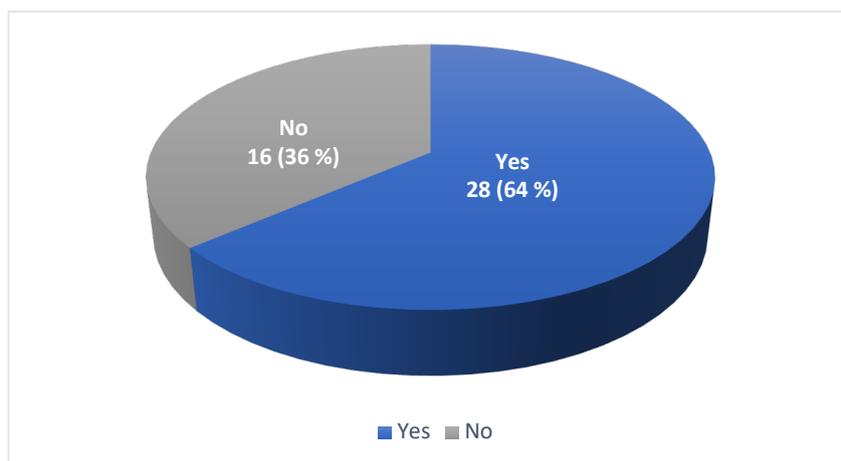
Figure 36: NECTAR Teacher Training completed by Q1 and Q2 respondents (n=44)

While from those teachers who answered Q1 more than 76 % had completed the NECTAR Teacher Training, the teachers who entered the evaluation process later and answered Q2 did not complete this training. Altogether 64 % of the teachers responding Q1 and Q2 had passed the training.

10.3.2 Teachers' Role within the Pilot and Feedback on Modules

10.3.2.1 Degree of Difficulty of Modules

Regarding the degree of difficulty of the modules, teachers were asked to rate the level of difficulty for the students to undertake each module. Most of the teachers across all pilots who had taught a specific module rated the difficulty level of the modules as "just right".

10.3.2.2 Additional Support

Only 3 Ligurian teachers answered the optional question, asking if they would have needed any additional support or tools to better impart the content of the modules to the students. The teachers highlighted the necessity of more teaching hours or a better preparation for the training of students, the challenge of teaching students with low digital skills with mixed teaching methods and the need for more presence training. It was also proposed to consider co-presence activities and a better coordination with other subject teachers:

Piloting Country	Would you have needed any additional support or tools to better impart the content of the Modules to the students?
Liguria	More hours available or higher level of student preparation
Liguria	The mixed teaching mode (distance and in-person) is poorly suited for students with elementary computer skills. It would have been better if all students were able to participate in the laboratory in presence.
Liguria	In addition to coordination and planning with other subject teachers, co-presence activities could be planned

Table 14: Need for additional support of teachers (n=3)

10.3.3 Observations and Experiences during the Pilot Training

10.3.3.1 Teaching Methods

When asked which teaching methods were used by the teachers in class, differences per pilot country could be observed:

In **Liguria and Austria**, the answers showed that a well-received mix of face-to-face, practical learning in labs (on-site teaching) and online-lessons (e.g., webinars) was applied in the pilot programs. However, in Austria none and in Liguria only one teacher indicated that they were using practical learning in companies (Work-based Learning) as a teaching method.

In **Campania** most of the teachers applied face-to-face teaching in classes and practical learning in labs (on-site teaching), while only one teacher indicated that he/she was using practical learning in companies (Work-based Learning) as a teaching method. No Campanian teacher stated to have used online learning in their classes. The teaching methods applied have been in line with the preferences of the students from Campania.

All teachers from **Belgium and Portugal** referred only to online learning in their classes. So, it seems that the pilot training has only taken place online in Belgium and Portugal. However, based on additional information received from these piloting partners, the practical lessons started either after the collection of evaluation feedback in Portugal or before the start of the evaluation phase in Belgium.

In addition, it must be considered that not all teachers engaged in the NECTAR pilot teaching answered the teacher questionnaires and thus not all the teaching methods applied by the teachers might be covered in the received responses.

10.3.3.2 Active Participation and Performance of Students

Overall, most of the teachers across all pilots were satisfied with the active participation and performance of the students during the pilot courses. Only two Ligurian teachers rated students' participation and performance as "rather bad".

When asked for the reasons of difficulties students were facing during the course, both teachers found that the engagement and active participation of the students in their classes was too low.

10.3.3.3 Various Statements about the NECTAR Pilot Training

Furthermore, teachers were asked to indicate to what extent they agree or disagree with various statements about the NECTAR pilot training. The answers received show a very high degree of satisfaction across all respondents and piloting regions:
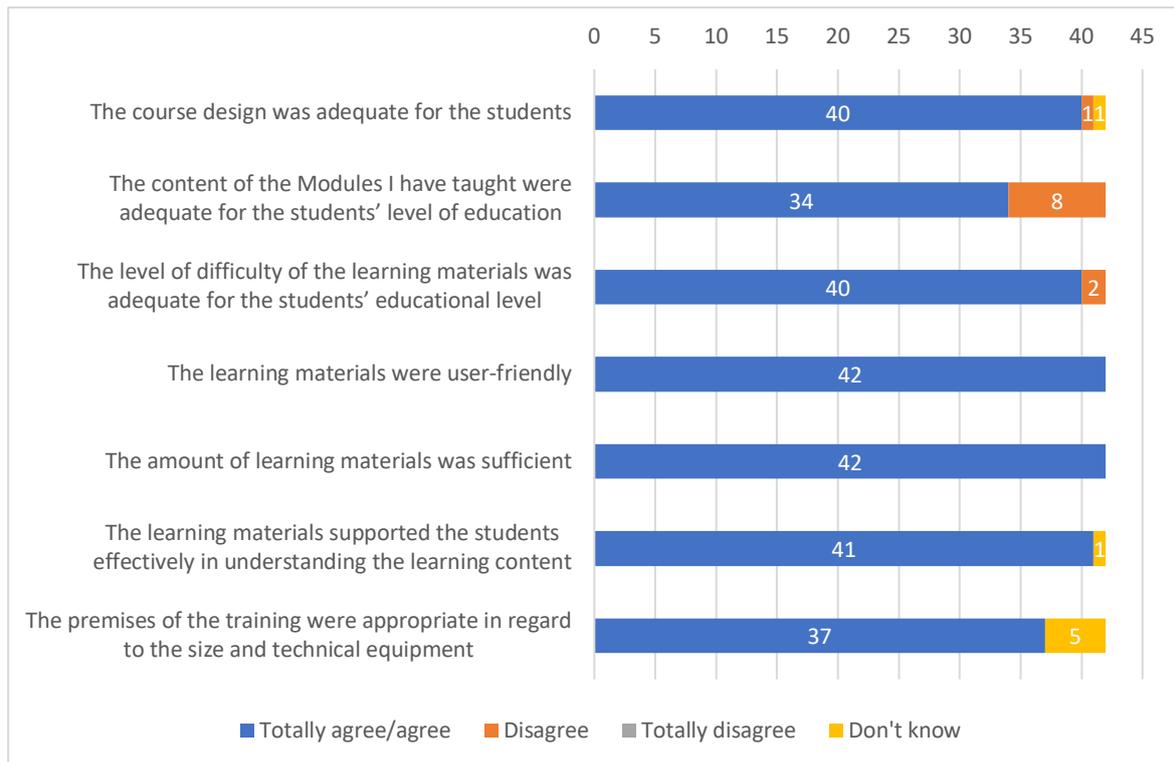
Figure 37: Agreement or disagreement of teachers regarding statements about the course design (n=42)

A majority of 40 to 42 out of 44 teachers found that the learning materials supported the students effectively in understanding the learning content, that the learning materials were user-friendly, the amount of learning materials was sufficient, and that the level of difficulty of the learning materials was adequate for the students' educational level. Only regarding the appropriateness of the premises in terms of size and technical equipment some uncertainties were expressed (5 "don't know" answers). These can however be related to the fact that in some pilot regions only online learning had been offered during the evaluation phase.

Only one statement stands out with 8 disagreeing answers: the question if the content of the modules taught by the teacher was adequate for the students' level of education received less agreement. As already mentioned above, this refers to a possible improvement regarding the acquisition of participants with a similar educational background and qualification level.

10.3.3.4 Difficulties of students

Regarding the question if teachers experienced any difficulties of the students to follow the lesson(s) or to understand the learning content, a clear majority of 38 out of 42 teachers (91 %) stated "no", while 4 teachers from Liguria agreed.

The Ligurian teachers were further asked to specify the learning content students had difficulties with and what were the reasons for their difficulties. 2 out of 4 teachers reported low dialogue readiness or poor attendance in class, while the other 2 reported a lack of basics and background knowledge. The latter reference is again in line with the already observed need for ensuring a more homogenous background knowledge of students at the beginning of the training.

10.3.3.5 Specific Problems of Students

Regarding the question if students reported any specific problems during the pilot training, 37 teachers answered "no", while again 4 teachers from Liguria and one teacher from Belgium agreed.

3 Ligurian teachers reported difficulties with the timetable of the training, while one teacher reported problems with the students' level of education that affected their understanding of certain topics. In addition, the Belgian teacher answered that the difficulties mainly concerned practical problems in balancing learning and work, as well as caring for a family.

So, besides the already mentioned ensuring of a comparable educational background of the students, it can be recommended for future course designs to take into consideration as much as possible that most of the participants must be able to combine their working and private life with the training and also a possible internship in addition to the training.

10.3.3.6 Teacher Support based on Tools

Teachers were also asked to rate the helpfulness of the tools that have been provided to support them in teaching.

Almost all teachers from all piloting regions with only a few exceptions found the NECTAR Teacher Training, lesson plans and training patterns, learning materials, organizational support, and on-site equipment very helpful and effective in supporting their teaching activities. However, 2 out of 18 teachers from Liguria rated the E-Learning Platform (MOOC) and the technical support as rather bad or very bad, while 1 teacher from Austria rated the Teacher Training as very bad. Given the similar feedback received for the E-Learning Platform and the Teacher Training in Q1 Teachers, it seems advisable to check possible improvements of these tools.

10.3.3.7 Major Challenges

Regarding the question if teachers faced any major challenges during the NECTAR Pilot training, 37 out of 42 teachers disagreed, while 3 teachers from Liguria and one teacher each from Belgium and Austria agreed.

One teacher each from Liguria and from Austria reported interaction problems in English, while 2 other Ligurian teachers stated that there were challenges regarding time schedules and methods. In addition, a teacher from Belgium reported that he had only to teach one person and could tailor his/her lesson perfectly to the needs of this student. This feedback refers indirectly to the small number of students that could be recruited for the Belgium pilot training.

10.3.4 Learning achievements, examination, and certification

10.3.4.1 Assessment of Students

Teachers were asked to indicate to what extend they agreed or disagreed with various statements about student assessment. A clear majority of teachers across all pilots totally agreed or agreed with most of the statements, with only one exception: a Ligurian teacher disagreed for each of the following aspects: if the criteria for assessing the students' performance were clear and easy to apply, if the assessment procedure was clear and easy to follow, and if the assessment procedures and methods applied were suitable for assessing

the learning achievements of the students. Clearly, this teacher would have needed more information on the assessment procedure.

However, as only one out of 42 teachers referred to these challenges, the overall data suggests that teachers across all pilots had a good understanding of the assessment process and criteria and believed it to be clear, suitable, and fair.

10.3.4.2 Learning achievement

41 out of 42 teachers across all piloting regions (98 %) found that the students had achieved the intended learning outcomes, only 1 teacher from Liguria disagreed and stated as a reason for his/her answer that the students showed a lack of engagement.

10.3.5 Usability and Applicability of the Skills

10.3.5.1 Demand in the Labour Market

41 out of 42 teachers (98 %) stated that the competences of the modules they have taught are currently in demand in the labour market, only one teacher from Liguria expressed uncertainty about this.

Since several of the piloting teachers were also practitioners in their field of expertise, this positive perception can be regarded as an indicator for the relevance and applicability of the skills taught in the NECTAR pilot program for the labour market.

10.3.5.2 Importance of Skills

41 out of 42 teachers across all piloting regions/countries (98 %) are convinced that the skills of the pilot training are important for cooks and chefs working in the health and care sector, only one teacher from Liguria expressed uncertainty about this. This high degree of agreement suggests that the NECTAR pilot training is effectively addressing the demands of the health and care sector.

A similar clear majority (40 out of 42 teachers) also agreed that the competences acquired in the training will be useful and applicable for the daily work of cooks and chefs working in the health and care sector. Only one person each from Liguria and Belgium expressed uncertainty about this.

Through the feedback from the teachers across all piloting regions at the end of the program, it can be concluded that the NECTAR training was effective and well received by the teaching team. No additional suggestions for further improvement of the NECTAR training were made at this stage of the pilot implementation.

11 Evaluation Results for Q1 and Q2 VET Providers

11.1 Q1 VET Providers

Originally, it was planned to start with the pilot trainings in November 2022. Therefore, a first questionnaire addressing the pilot designers/VET providers (Q1) was drafted and sent to the piloting partners in January 2022. This questionnaire aimed to collect basic information on the foreseen pilot training. The following core topics were covered:

- Basic organisational information
- Recruitment of teachers
- Recruitment of students
- Validation of prior acquired competences
- Teaching/Learning methods
- Certification

At first, basic organisational information and information on teachers and student recruitment was collected. Secondly, information on learning and teaching methods applied and the certification procedure was requested. Partners had to fill in an Excel spreadsheet:

T.6.4 - Formative and Summative Evaluation of the Pilots (Questionnaire for Pilot Designers/Leaders)
Workplan/Time schedule as stated in the Proposal:
M18 (April 2022)-M24 (November 2022): teacher recruitment, students' recruitment, validation of prior learning and other activities preliminary to the actual implementation
M25 (December 2022) - M32 (June 2023) : Pilot implementation

Questions	Pilot in Belgium (T5.1)	Pilot in Portugal (T5.2)	Pilot in Austria (T5.3)	Pilot in Liguria (T5.4)	Pilot in Campania (T5.5)
Basic information					
Organisers	ODISEE, VITALIS GROUP, ILVO, TANTELOUISE, ZORGWAARD, Center of Gastrology, Primary VZW and The Copenhagen Professionshøjskole	Santa Casa da Misericordia de Albufeira (SMCA)	Medical University of Graz (MUG) in collaboration with the Styrian Chamber of Commerce (STYCC)	Marco Polo (MP) in collaboration with the institutional regulatory body of Liguria Region	ITS BACT in collaboration with the institutional regulatory body Campania Region
Resulting Qualification Level	EQF5	EQF4 (specialization of the chef)	EQF4 (specialization of the chef); 30 ECTS	EQF4 (specialization of the chef)	EQF5
Duration of the training	1000-1200 hours (60 ECVET points)	1200 hours	750 hours	1.000 hours (8 months)	Min. 1.000 hours
Planned number of (possible) participants = students (as written in the proposal)	20-30	15-30	about 30	25-40	25-40
Will the planned number of participants be reachable? If not, how many participants will be feasible?	We can't be sure, but we hope to reach 20 participants	Probably only 15	Probably only 10	We can't be sure, but we hope to reach about 20 partecipants	
Who is the target group for the pilots (potential students)?	Working chefs/cooks who already attended specialized training Gastro Engineering (GE) for chefs in healthcare. Entry level at least 3 or 4 modules of CGE at Odisee (of the preliminary courses of Center of Gastrology).	Candidates who got secondary school diploma and intend to carry out a professional retraining or specialization in the kitchen area. Priority to those who have qualification, training or duly proven experience in the kitchen area	Chefs who successfully completed their apprenticeship or graduated from vocational secondary school and have several years of job experience (entry level EQF4). Build on dietetic cook and kitchen master of STYCC students.	Students with a diploma awarded by a vocational hospitality institute (EQF Level 4), in the fields "Food & Wine" and "Hall & Sales Services"; Professional cooks who have received an award for the professional qualification as described in the Liguria Regional Qualification System (EQF4). Or students with a certificate of validation of prior learning by ALFA with long working experience as cook.	People endowed with a: - Diploma of "Foodservice Technician Industry" (EQF 4) - Diploma of "Eno-gastronomy and Hotel Hospitality" (EQF 4); - Diploma of "Liceo del Gusto Campano" ("Campania-Taste Lyceum") (EQF 4) - A Professional qualification "Foodservice Technician - Chef" (EQF 4) or equivalent qualification issued by other Regions
Recruitment Process of the pilot teachers					
Who is in charge of the recuitment?	Odisee	SCMA	MUG	Marco Polo	Fondazione ITS BACT
How will the pilot teachers be recruited?	Within Odisee	Trainers from SCMA will be recruited via interview and curriculum evaluation	Trainers from MUG, FH Joanneum as well as trainers appointed individually by WIFI-the VET provider who will host the course together with MUG	Trainers will be recruited within Marco Polo and among professional associations through interview and curriculum evaluation	SHORT LIST for course of ITS courses
Which competences/qualification need to be fullfilled to become a pilot teacher?	For chef-related courses: teachers with EQF4 (chefs) + co-teaching with teacher of EQF-level 6 or 7 Other courses (e.g. facility management): other teachers at Odisee with EQF 6/7 will be recruited.	In Portugal there is no specific training for teachers in the area of cooking, however there are professional training level 3 and 4 and later there are teacher training courses that allow training	Interdisciplinary teachers, different professions	Qualified teachers in the areas of chefs, bartenders (EQF4), nutrition science teachers (EQF7-8), ICT teachers (EQF4 to 7) + External experts, e.g. physicians, dieticians, chefs, ICT experts, communication experts, etc.	eqf 5

Figure 38: Excerpt from Q1 for pilot designers/VET providers

The Q1 VET Providers questionnaire was used on one hand to make the partners aware of the minimum requirements with regard to the pilots stated in the proposal, and on the other hand it should provide first input on the design of the trainings to support an implementation of

the evaluation process that was in line with the partners' needs and possibilities. For example, it was asked when the pilot training will start and end, how many students and teachers will be recruited, which teaching methods will be applied and which assessment and certification procedures are foreseen.

However, at this early stage of the pilot development the answers received from the pilot designers/VET providers were often given under question marks and some questions could not be answered at all. Therefore, the feedback had to be collected over a period of several weeks and an additional online meeting had to be set up to clarify open questions.

Also a few weeks before the start of the project, it was difficult to receive concrete and reliable information on the planned pilot trainings as piloting partners were busy with recruiting, organisational and administrative matters. The timely providence of the links to the first online questionnaire (Q1 Students), which should be answered at the very beginning of the pilots, was challenging because most of the pilot partners had to postpone the start of their pilots and it was difficult to ensure that the evaluation questionnaire links were sent to the students at the very beginning of the pilots.

The data collected on the pilot trainings based on Q1 for VET providers offered however very helpful information on the training design and the teaching methods planned, which was used to draft the student and teacher questionnaires for the different stages of the pilot training.

11.2 Q2 VET Providers

The second questionnaire for VET providers (Q2) was planned for the end of the pilot training. In total, VET providers from all 5 piloting regions completed the second VET provider questionnaire (Q2) at the end of the pilot training. Overall, 8 persons gave feedback based on the online questionnaire: 2 from Liguria, 3 from Belgium and one person each from Austria, Portugal and Campania (answers were received between 22.05.2023 and 13.06.2023).

11.2.1 Preparation of the Pilot

VET providers were asked how they would rate various aspects of the preparation phase of the pilots and provided the following answers:

Partner country	Development of localized curriculum	Organisation of training courses	Recruitment of the teachers	Recruitment of the students	Administra-tive preparation	Organisation of the certification
CA	Very good	Very good	Very good	Very good	Very good	Rather good
LI	Very good	Rather good	Very good	**Rather bad**	Rather good	Rather good
LI	Very good	Rather good	Very good	**Rather bad**	Rather good	Rather good
AT	Rather good	Very good	Very good	Very good	Very good	Rather good
PT	Rather good	Very good	Very good	Rather good	Very good	Rather good
BE	Very good	Rather good	Very good	**Rather bad**	Rather good	Rather good
BE	Very good	Very good	Very good	Rather report	Rather good	Very good
BE	Rather good	Rather good	Rather good	Rather good	Rather good	Rather good

Table 15: Answers received regarding preparational aspects of the pilot trainings

Overall, the data suggests that the localized curriculum development, the organization of the training courses, the recruitment of teachers, the administrative preparation, and the certification process were done without any major problems for all VET providers. On the other hand, a few VET providers (Belgium and Liguria) explicitly referred to problems with the recruitment of students. These answers correspond to the fact that the Belgium pilot started rather late in March 2023 so that no student feedback could be collected in January or February 2023, and that only 12 students could be recruited. In Liguria, only 19 instead of the planned 20 students participated in the pilot training.

However, based on additional information received from Austria after filling in the questionnaire, also Austria faced recruiting difficulties and could only recruit 16 students instead of the intended 20 students at the beginning of the pilot training. At a later point of the pilot additional 9 students could be recruited so that overall ,25 students were participating at the pilot training. In Portugal and Campania no recruitment problems have been reported which is in line with the fact that 22 (PT) and 20 (CA) students have participated in these pilots.

All in all, pilot designers faced no **major challenges in the preparation phase** of the pilots except the recruitment of students in some countries (see below).

11.2.2 Recruitment of Teachers

All VET providers stated that it was easy to find teachers for the pilot training.

In Belgium, Campania and Liguria **recruitment interviews** were done **with teachers**, in Austria and Portugal this was not the case, because the piloting teachers worked already previously for the VET provider or, in the case of Austria, they were directly involved in the NECTAR project.

Furthermore, VET providers were asked which **educational and didactical experience** was **required by teachers** who participated in the pilot training. Overall, the qualifications required from teachers in all piloting regions included above all training experience and expertise in the subject. An academic qualification level was required only in some countries/regions such as for example in Belgium.

VET providers were also asked, if there were **special requirements** that had to be fulfilled by teachers to undertake the exams in the pilot. While the VET providers from Belgium and Austria did not refer to any specific requirements, Campania highlighted the longstanding partnership with their teachers, indicating their proven skills and experience. In Liguria, teachers were selected through a public tender process, ensuring a fair and transparent selection. Teachers in Portugal were required to demonstrate experience and knowledge in the relevant field and willingness to work in an innovative project.

11.2.3 Recruitment of Students

VET providers were also asked how they recruited students for the pilot training. The respondents of the Q2 VET Providers referred in this context to public appeals, communication campaigns e.g., in hotel schools and kitchens of the health sector, and to social media. In addition, VET providers offered training descriptions at their websites and sent e-mails to target groups they were in contact with.

When asked, if it was easy for VET providers to recruit students for the pilot training, Campania, Austria and Portugal answered "yes", while Liguria and 2 out of 3 persons from Belgium stated "no" (one person from Belgium stated "yes").

Respondents who stated "no" were further asked which difficulties they faced. The Ligurian VET provider reported that:

- there were difficulties in understanding the meaning of this new job description,
- this profession was not included in the regional repository of professions,
- they had to deal with contractual difficulties.

The Belgian VET provider referred to a certain reluctance among the chefs to sign up for the Belgian NECTAR pilot, especially since no guarantees could be given whether the credits obtained in the NECTAR pilot would be considered as acquired and eligible for an EQF level 5 diploma: Together with their already acquired credits in the Chef Gastro Engineering course, students would have acquired 120 ECTS. If the Belgian government recognizes the Diploma Chef Gastro-Engineering in the future, they could thus obtain an EQF5 level diploma. Until the start of the pilot no guarantee could be given in this regard, and therefore many Chefs Gastro Engineering did not find it appropriate to make the effort required by the NECTAR pilot.

The Austrian partner explained in an additional statement that the answer given in the online questionnaire was dedicated to the general recruitment for such a course, since cooks and chefs can be addressed by presenting the NECTAR course as a specialization of existing course offers for cooks and chefs, such as for example the qualification for Certified Master Chef (Diplomierte/r Küchenchef/in). However, in the concrete situation, it was also difficult for the Austrian piloting partner to recruit students for the NECTAR pilot course because

- at that time and after the COVID crisis cooks and chefs were shortage occupations in Austria and faced the highest number of recruiting problems in the labour market[16],
- the number of participants in existing course offers was low and therefore only 16 students could be recruited for the NECTAR pilot training at the beginning of the pilot. Later on, further 9 students attended the first part of the pilot course, so that in total 25 students participated.

Overall, the reasons for recruitment difficulties for the pilots cover a broad range of specific national challenges, but also some general aspects as for example a proper understanding of the training for the new Chef Gastro Engineering Occupational Profile or the impact of the COVID crisis on the labour market.

11.2.4 Validation of Prior Learning

Furthermore, VET providers were asked how they validated the prior knowledge of their pilot students. Liguria and Campania stated that they validated students' prior knowledge through the assessment of the practical learning experience and Campania also referred to personal interviews. Portugal stated that they did so through other assessment standards and explained in an additional statement that the validation of prior learning was done through curricular evaluation, evaluation of professional and training experience as well as informal learning carried out by the trainees. The Belgian partner explained that the participants of their pilot had

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[16] See for example: https://www.wko.at/branchen/sbg/industrie/Arbeitskraefteradar-2023_Summary.pdf, page 2 and https://ibw.at/en/resource/download/2441/ibw-summary-fachkraeftebedarf-mangel-in-oesterreich-2022-en,pdf, page 2.

already passed previous lectures with accompanying internships and exams and therefore their educational background was already known at the beginning of the pilot (10 out of 12 participants had completed EQF level 3 as a preliminary study, and 2 had a bachelor's degree). Similarly, the Austrian partner clarified in an additional statement that the students had passed previous courses and therefore, the qualification level and the previous learning of the students who started the pilot training was already known.

11.2.5 Participation in the Pilots

When asked how many students have participated in the pilot training, VET providers responded as follows:

- Campania: 20 students
- Liguria: 19 students
- Austria: 25 students[17]
- Portugal: 22 students[18]
- Belgium: 12 students[19]

When further asked **how many students dropped out** during the pilot training, VET providers responded as follows:

- Campania: 0
- Liguria: 3
- Austria: 14[20]
- Portugal: 17[21]
- Belgium: 2[22]

This means that in Austria and Portugal a large share of the students (more than the KPI of 20 %) were not completing the course respectively the final exams. However, in separate statements and during the final Consortium Meeting in Gent it was highlighted that not all these students can be regarded as "dropped out", since for example in Austria one part of the students had started the pilot training later and therefore only passed the first part of the course when the pilot period ended (see also below). For Portugal it was also underlined that many students could not pass the final exams in June 2023 since they had to work in tourism during summer when chefs and cooks were urgently needed. Portuguese students will have the possibility to pass the exams also in autumn.

Furthermore, VET providers were asked if they knew what the reason for dropping out might have been. The Belgian pilot partner/VET provider indicated the following:

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[17] This number is based on the number of 16 participants starting with the pilot and 9 participants who joined it at a later point.

[18] In a separate statement received during the drafting of this report the Portuguese piloting partner explained that originally 25 students enrolled, but only 22 students finally started the course.

[19] This is the number received from the Belgium pilot partner after asking for clarification since the three respondents of the online questionnaire provided different answers for this question.

[20] This number is based on the number of 16 participants starting with the pilot and 9 participants who joined it at a later point.

[21] This information was received at the final Consortium meeting after the project.

[22] This is the number received from the Belgium pilot partner after asking for clarification since the three respondents of the online questionnaire provided different answers for this question.

- the combination of the NECTAR pilot with the daily work in a kitchen in the healthcare sector, and on top of that also the care for a family, turned out to be too heavy for some students.
- private family circumstances can be considered as reasons for dropouts.

The VET provider from Austria reported the following:

- Since our pilot training consists of two courses due to local conditions, many students only completed the first course and did not add the second specialization course (we wonder if this can actually be called a dropout). 1 person dropped out in the first part (Diet Cook) of the pilot course, while 13 out of the other 24 participants could not finish the whole pilot course offer by the end of June and finished only the first part. As the VET provider is anyway planning to offer the training course developed within the NECTAR project once again, these students will have the opportunity to finish the course and to receive a certificate in the context of the new course

11.2.6 Assessment

VET providers were asked about the **basis for assessing students' achievement of a learning outcome or module**. Belgium, Campania, Liguria, and Portugal referred to module exams in this context, with Belgium also referring to a final exam and Portugal also referring to e-portfolios. Austria did a final exam (including an oral, a written and a practical/skills demonstration for part 1 (diet cook), and written assignments and assessment of work-based learning (practical examination at own workplaces), e-learning courses (based on quizzes/exams and tracking data), skill demonstration and self-reflection/assessment for part 2 (specialization for diet cooks).

All VET providers stated that **teachers assessed the students for their part of the training**. Also, all VET providers agreed when asked if students had the possibility to object the results of the assessments and to repeat the exams if they did not pass them successfully.

Regarding the question, **how often students had the chance to repeat the assessment**, Campania and Austria stated it was not necessary because the students passed the exams with positive marks. Liguria, Belgium, and Portugal indicated students had one more chance.[23] Portugal stated that before the repetition of the assessment the questions that had not been validated were assessed and that the content was revised to consolidate knowledge.

When asked **how many students needed to repeat an assessment** or (parts of) the training only the VET provider from Liguria stated, that 3 students had to repeat an assessment.

11.2.7 Certification

Regarding the question **which criteria must be fulfilled to obtain a certificate** (certification criteria), the VET providers stated that in Campania a minimum of 80 % attendance and passing a test at the end of each module is required. In Liguria, students must achieve 80% of the Learning Outcomes to pass a module. In Austria, a 75 % attendance is required, and the assessments must be passed positively. In Belgium the achievement of 60% of the score is required (all exams are multiple choice exams), and in Portugal 80% of all modules must be positively assessed to receive a certificate.

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[23] This is the information received from the Belgium pilot partner after asking for clarification since the three respondents of the online questionnaire provided different answers for this question. Also, the Portuguese VET provider provided the information stated here in a separate statement.

The question **how many students were certified so far** was answered as follows:

- Campania: 20
- Liguria: 16
- Austria: 11[24]
- Portugal: 5[25]
- Belgium: 10[26]

In a separate statement the Belgium pilot partner explained that 12 students were registered as participants of the pilot, and 10 took part in the exams. All 10 students passed the exams and were certified.

The Austrian piloting partner explained in a separate statement that at the time when the questionnaire was answered the final assessment had not taken place, but by the end of June 11 students passed the assessment procedure and were certified. One person dropped out during the course, and further 13 students had only passed the first part of the pilot by the end of June 2023. They will have the opportunity to be certified when the second specialization part is offered again (this is planned for next year).

Portugal explained in a separate information that 5 students passed 80 % of all modules by the time when this report was drafted (beginning of September), and that the other students will have the opportunity to be certified at a later stage.

When asked if they faced any **major challenges regarding the assessment and certification process**, all VET providers answered "no".

11.2.8 Accreditation of VET providers

All VET providers are **accredited** and all except Liguria, a professional college, **are certified by a national or international certifier**.

VET providers who stated "yes" were further asked what kind of certification they have, and answered the following:

VET Provider	Accreditation and type of certification
Campania	ITS BACT issues a diploma recognized by the Ministry of Education and V EQF level recognized at European level
Austria	- ISO (29993:2017, 9001:2015) - ÖCERT - Quality framework for adult education in Austria
Portugal	DGERT certification
Belgium	… The Dutch-Flemish Accreditation Organization (NVAO) is a quality assurance organization that guarantees the quality of higher education in the Netherlands and Flanders in an expert and independent manner and that promotes the quality culture within higher education institutions in the

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[24] This information was received from the Austrian pilot partner after the online questionnaire since the certification process had not started when the Q2 for VET providers was answered.

[25] This information was received from the Portuguese pilot partner after the online questionnaire since the certification process had not started when the Q2 for VET providers was answered.

[26] This is the information received from the Belgium pilot partner after asking for clarification since the three respondents of the online questionnaire provided different answers for this question.

	Netherlands and Flanders, including Odisee University of Applied Sciences. It accredits existing and new programs and assesses the quality assurance of higher education institutions. This makes NVAO the guardian of the quality of higher education. NVAO's decisions lead to the recognition of diplomas and titles and, where applicable, to the funding of study programmes. NVAO bases its assessment on advice from recognized experts. NVAO's tasks are laid down in legislation. The agency is located in The Hague. NVAO exchanges views and cooperates with stakeholders such as governments, universities of applied sciences (including Odisee), universities and representatives of student and umbrella organizations in the Netherlands, Flanders, Europe and beyond. NVAO wants to contribute to the quality of higher education in Flanders and the Netherlands being recognized as internationally relevant, socially relevant and trusted by students, employers and society. Within the task assigned to NVAO in the accreditation treaty between the Netherlands and Flanders, it wants to guarantee the quality of higher education, stimulate improvements and promote a culture of quality.[27]

Table 16: Type of certification of the VET providers

11.2.9 Quality Assurance applied by the VET providers

VET providers apply different types of **internal Quality Assurance Systems** to ensure high-quality of their VET offer:

VET Provider	Internal Quality Assurance System to ensure high-quality of the VET offer
Campania	ITS BACT is certified with this specific standard UNI EN ISO 9001:2015 - Certificato IAF/JAS-ANZ/TLC/17032
Liguria	Working group for the revision of the RAV[28]
Austria	Quality assurance according to ISO specifications (various measures included). Important quality control system for the VET courses offered is the internal feedback system - all courses are evaluated by anonymous survey of participants
Portugal	Compliance with the training requirements applied in Portugal
Belgium	Since the academic year 2019-2020, the Odisee University of Applied Sciences, in particular the "Education and Quality Department" (EQD), uses the quality assurance cycle called VARiOSO. They conduct annual oral and online surveys among both students and teachers. These surveys concern quality criteria regarding courses, teaching materials and learning context.

Table 17: Internal Quality Assurance Systems of VET providers

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[27] This is the information received from the Belgium pilot partner after asking for clarification since the different respondents of the online questionnaire provided different answers for this question.

[28] RAV refers to an online self-evaluation systems for schools that is applied in Italy.

It can be summarized that all VET providers have quality assurance systems in place, ranging from ISO and other standards to online self-evaluations and annual oral and online surveys addressing students and teachers.

When asked if they **gathered feedback by the students** during and/or after the training and on a regularly basis, all VET providers agreed.

VET providers were also asked **how they collect feedback from students** and how they use it to improve their VET offer. Overall, feedback is collected through personal contact and conversations with students, through evaluation questionnaires, e-mails or through regular surveys during and/or after the course.

All VET providers gather also **feedback from teachers** during and/or after the training on a regular basis.

Also, VET providers were asked **how they gather feedback from teachers** and how they use it for improving their VET offer. Overall, feedback from teachers is gathered through questionnaires, regular oral exchanges, and individual discussions. The feedback is sometimes collectively discussed and implemented afterwards. In Belgium annual surveys provide further insights, which are used to guide continuous quality improvements.

VET providers also apply external Quality Assurance Methods to review their VET offers. These methods include accreditation renewal every three years (Campania), quality assurance by the Ministry of Education (Liguria), inspection visits and external audits conducted within the ISO program (Austria), monitoring by the NVAO (Nederlands-Vlaamse Accreditatieorganisatie, a quality assurance institution for Higher Education in Flanders) and monitoring by the national certifying body DGERT (Portugal).

11.2.10   Stay in Contact with the Target Groups

The VET providers utilize various methodologies **to assess the relevance of their vocational training provision in relation to current and future labour market needs**. These include monitoring graduate students one year after graduation to track employment rates and the relevance of their work to their educational path (CA), Ministerial and regional controls to ensure compliance and relevance (LI), regular research on industry and labour market needs by product managers, and insights into current industry requirements provided by external trainers with practical experience (AT), own experience in social response (PT) and contacts with suppliers, the health sector and other stakeholders, live and online meetings with relevant national and international stakeholders gathering information in collaboration with the Center for Gastrology (BE).

VET providers were also asked **with which stakeholders they are in (regular) contact** and provided the following answers:

VET Provider	With which of the following stakeholders are you in (regular) contact?
Campania	Food delivery services, Universities, Chef/cook associations, Health policy planners, Ministries
Liguria	Health and care providers, Universities, Chef/cook associations, Family associations

Austria	Health and care providers, Food providers, Food delivery services, Universities, Chef/cook associations
Portugal	Health and care providers, Food providers, Food delivery services, Chef/cook associations, Family associations, Health policy planners
Belgium	Health and care providers, Universities

Table 18: Regular contact with stakeholders

Most of the VET providers are in contact with Health and care providers (4 out of 5), Universities (4 out of 5) and Chef/Cook Associations (4 out of 5) as well as food delivery services (3 out of 5).

VET providers were also asked if they are **planning to collect any feedback from the before mentioned stakeholders** regarding the NECTAR training. VET providers from Campania, Liguria, Belgium, and Portugal answered with "yes", while Austria stated "no". In a separate statement, the Austrian partner explained that no additional feedback from stakeholders will be collected since several pilot teachers were stakeholders themselves and provided feedback throughout the project.

VET providers, who answered "yes" were further asked **how they will collect feedback**. Liguria indicated collecting feedback by mail while Campania, Portugal and Belgium reported they will collect feedback via personal meetings, via expert/stakeholder interviews and on conferences. In addition, Portugal and Belgium stated collecting feedback from VET and labour market based on research and conference visits.

When asked if VET providers will **stay in contact with the pilot students** after the end of the training, Campania, Liguria, Portugal and Austria stated they will stay in contact by mail while Belgium indicated that they keep in touch via alumni meetings.

Regarding the question, if VET providers **received any feedback from the companies they were cooperating with for work-based learning** during the NECTAR training, only the VET provider from Campania agreed and indicated the following as the most important inputs from the companies:

- dedication to work
- availability to flexible working hours
- commitment
- ability to perform the assigned tasks

11.2.11 Future perspectives of the NECTAR training

VET providers were asked **how input by students and stakeholders** or their own research **will be used to improve the NECTAR training**. Overall, VET providers stated that continuous communication and feedback with students and stakeholders is used to consolidate best practices and improve the NECTAR training in the future. Evaluation results are taken into consideration for optimization if feasible and considered relevant. This is considered as an ongoing process, and input from the students is valued to enhance the educational experience. Feedback forms are provided throughout the courses, and curriculum stability is maintained while considering input.

After the NECTAR pilot, VET providers will **promote the training** through events, targeted communication campaigns, alumni, and various channels such as websites, print and social

media, as well as trade magazines. In Austria, it is planned an implementation within the WIFI Austria programme that will ensure the Austrian wide implementation of the training.

All VET providers are planning to **offer the NECTAR training on a regularly basis** in the future.

12 Evaluation Results for Stakeholders

12.1.1 Statistical Data

In total, 17 stakeholders completed the Questionnaire. Overall, stakeholders from 5 countries provided feedback: 5 from Liguria, 5 from Campania, 3 from Belgium, 3 from Austria and one from Slovenia. No input was received from stakeholders from Portugal. All stakeholders used the English version of the online questionnaire (answers were received between 09.05.2023 and 05.06.2023).

12.1.1.1 Professional context

In terms of their professional context, 4 stakeholders each identified themselves as belonging to "Public Institutions" and being "Higher Education Providers", while 3 stakeholders reported to be a "Health and Care Provider". 2 stakeholders each indicated being part of an "Umbrella Organization" or being a "Vocational Education and Training Provider". One stakeholder stated to be an "Enterprise Corporate", and another indicated to be a "Private Institution". None of the stakeholders identified themselves as "Social Care Providers," "Accrediting/Certifying Bodies", or "Policy Makers".
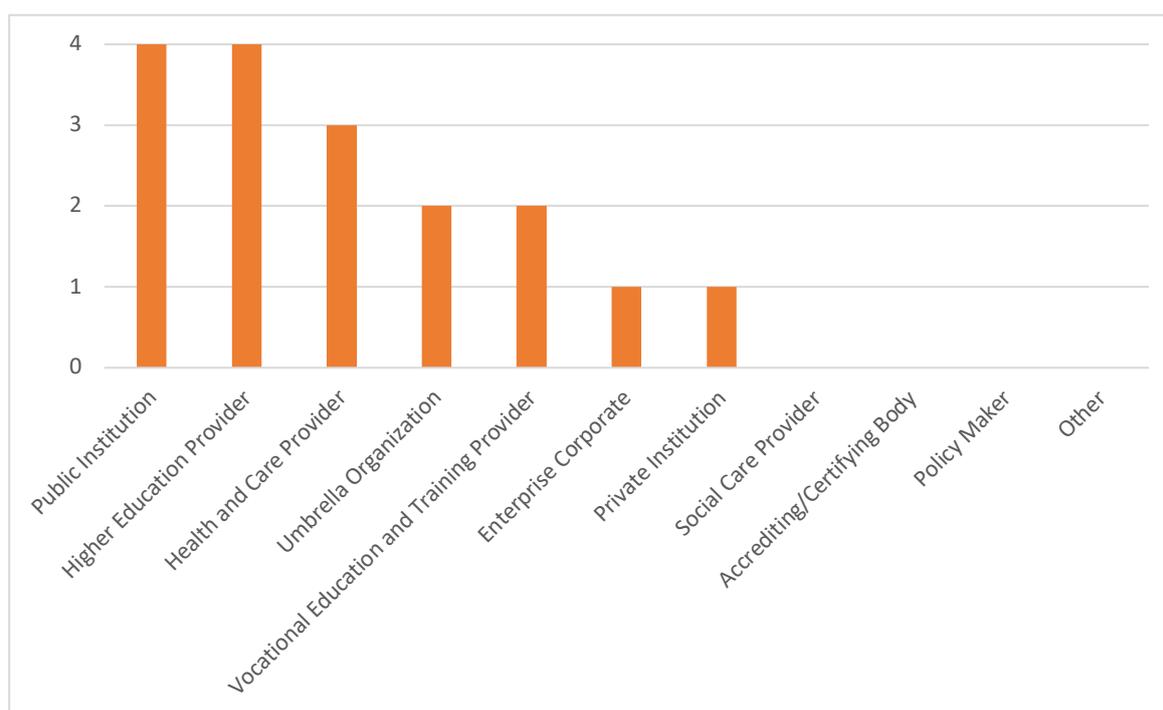

Figure 39: Professional context of stakeholders (n=17)

Overall, most stakeholders belong to "Higher Education Providers" (4) or VET Providers (2), followed by "Public Institutions" (4) and "Health and Care Providers" (3) and Umbrella Organisations (2). None of the stakeholders identified themselves as "Social Care Providers," "Accrediting/Certifying Bodies", or "Policy Makers".

12.1.1.2 Would care providers favour chefs with a NECTAR training?

Respondents who chose "Health and Care Provider" or "Social Care Provider" were asked if they would favour chefs with a NECTAR training when searching for new kitchen staff. Two stakeholders answered this question with a clear "yes", one even stated "Yes, I would highly value such a training".

12.1.1.3 NECTAR pilot program

Stakeholders were asked **how they learned about the NECTAR pilot program** (multiple choices possible).

Out of 17 stakeholders, 9 stated that they learned about it from the NECTAR project partner, 5 from VET providers, 2 from the NECTAR website, and 2 from the iMooX learning platform. One stakeholder mentioned learning about it from an Employment Agency, while another Stakeholder chose "other" and indicated learning from international partners about the pilot program. None of the stakeholders indicated having learned about the NECTAR pilot program from social media, conventional media, information leaflet or health and care providers.
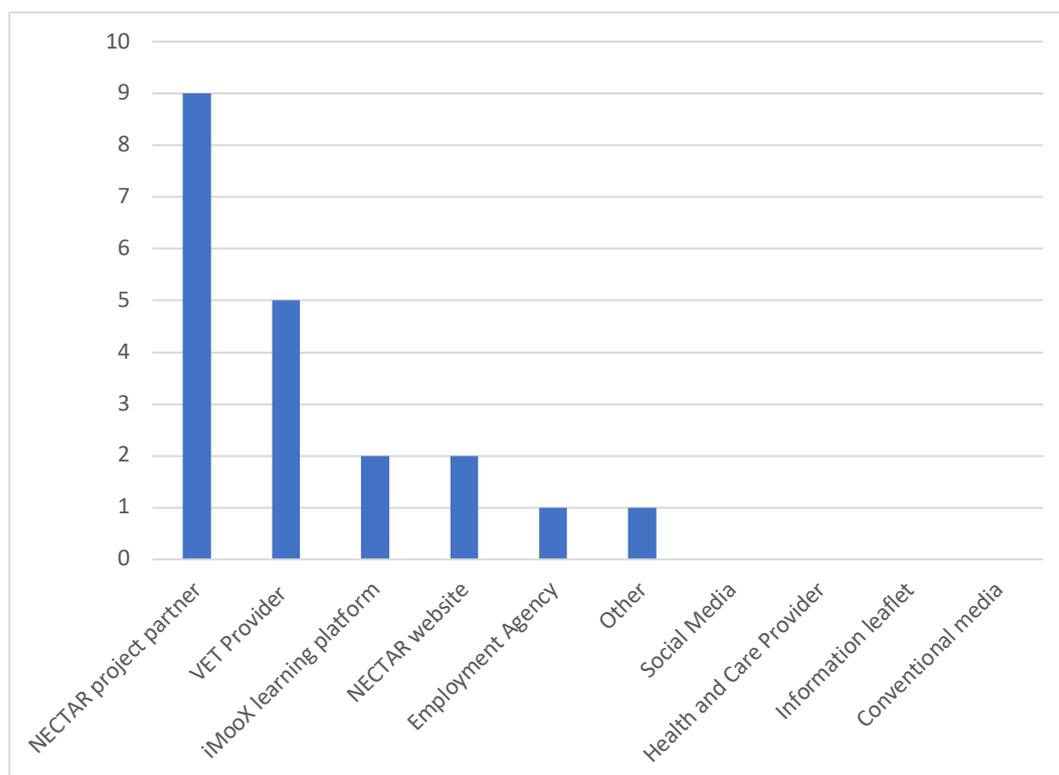

Figure 40: Information sources of Stakeholders (n=17, multiple choice)

In conclusion, most stakeholders (9 out of 17) learned about the NECTAR pilot program from a NECTAR project partner. VET providers were the second most common source of information (5 stakeholders), followed by the NECTAR website and iMooX learning platform (2 stakeholders each). One stakeholder each also received information from Employment Agencies or international partner. Other sources, such as social media, conventional media, information leaflets, and health and care providers, did not play any role in stakeholders' awareness of the program.

12.1.2 Participation and interest in NECTAR

12.1.2.1 Specific interest

Stakeholders were also asked to indicate their **specific interest in the NECTAR products and results**.

6 stakeholders showed interest in utilizing the new Occupational Profile for chefs. 5 stakeholders each expressed interest in finding trained staff capable of ensuring personalized food and nutrition provision for people with specific nutrition needs and another 5 stakeholders each expressed interest in certification and/or accreditation or in installing multidisciplinary teams in Health- and Social Care. 4 stakeholders indicated being interested in scaling-up NECTAR activities and results and another 4 stakeholders expressed an interest in assessing and monitoring end user needs.

2 stakeholders showed interest in utilizing the web-based designers kit to support them in the implementation of key content of the NECTAR Curriculum. Another 2 stakeholders expressed interest in utilizing open access educational resources. Another 2 respondents mentioned having specific interests not listed in the provided options and chose the option "other" with one stakeholder indicating having interest in training new chefs who are interested in the themes proposed by the NECTAR project, while the other one reported being a teacher involved in the training of students.

Only one stakeholder expressed interest in using the online educational toolkit.

Overall, the following statements received the most agreement:

- Utilizing the new Occupational Profile for chefs in integrated health and social care settings (6 out of 17 stakeholders)
- Finding trained staff that is able to ensure personalized food and nutrition provision for people with specific nutrition needs (5 out of 17 stakeholders)
- Installing multidisciplinary teams in Health- and Social Care (5 out of 17 stakeholders)
- Certification and/or accreditation (5 out of 17 stakeholders)
- Scaling-up NECTAR activities and results (4 out of 17 stakeholders)
- Assessing and monitoring end-user needs (4 out of 17 stakeholders)

On the other hand, the following statements received less agreement:

- Using the online educational toolkit to train their own staff (1 out of 17 stakeholders)
- Using the web-based designers kit to support the implementation of key content of the NECTAR Curriculum (2 out of 17 stakeholders)
- Open Access Educational Resources (2 out of 17 stakeholders)
- Interest in the training of chefs on NECTAR themes (2 out of 17 stakeholders)
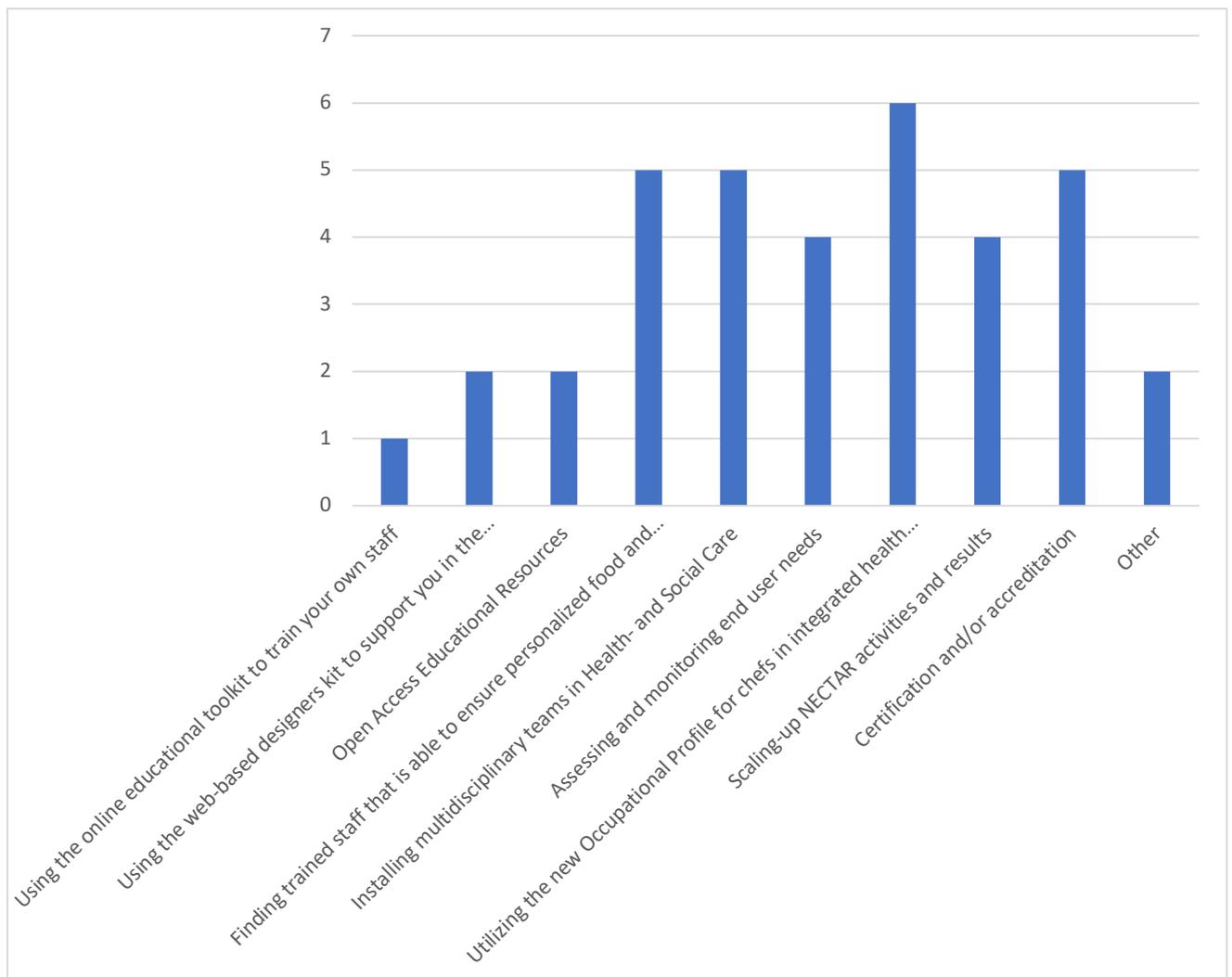
Figure 41: Specific interests of stakeholders in NECTAR products (n=17, multiple choice)

In conclusion, the data indicates that most stakeholders are interested in utilizing the new Occupational Profile for chefs in integrated health care (6), in finding trained staff for integrated health care (5), installing multidisciplinary teams in Health and Social Care (5) and in Certification and accreditation (5). Additionally, several stakeholders showed interest in scaling-up NECTAR activities and results (4), and in assessing and monitoring end-user needs (4). Less interest was shown for using the online educational toolkit to train their own staff or using the web-based designers kit as well as for open Access Education Resources.

The answers received must be seen in the context of the professional background of the respondents. As there have been only few enterprises and more education providers, it makes sense that only one person answered to be interested in using the online education toolkit to train their own staff, while a high share of 5 stakeholders is interested in certification and accreditation. Overall, the data demonstrates the broad range of interest among stakeholders in different aspects of the NECTAR project with a clear focus of interest in the Occupational Profile, trained staff and multidisciplinary team installation in Health and Social Care.

12.1.2.2 Involvement in NECTAR pilot program

When asked if they were involved in the NECTAR pilot program, a majority of 11 out of 17 stakeholders agreed, while 6 indicated "no".
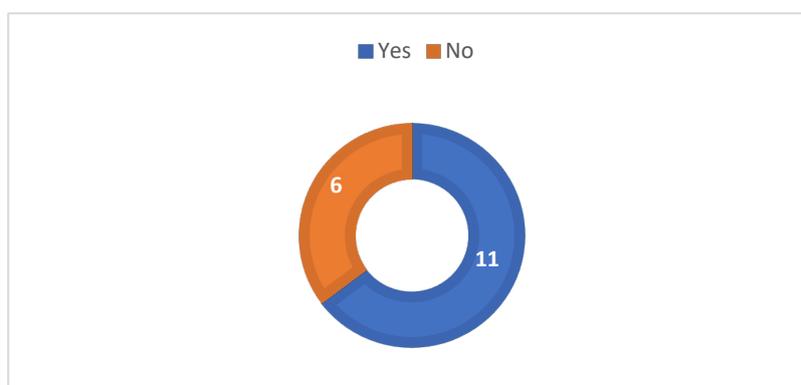

Figure 42: Involvement of stakeholders (n=17)

Stakeholders who agreed were asked to specify their role in the NECTAR pilot program.

Out of the 11 stakeholders, a majority of 6 reported participating as teachers. One stakeholder stated an involvement in providing feedback on the skills set, while another one mentioned being involved in the work-based learning phase. Additionally, one stakeholder indicated a participation as a culinary advisor and trainer in cooking methods for future chefs, while another respondent stated to be a cooperation partner. One stakeholder specified his/her role as a VET provider.

Please specify your role in the NECTAR pilot program:	Participants
Participation as teacher / I'm a teacher / Teacher / I am a teacher involved in the training phase of the students and I teach food science / Chef teacher / Teacher	6
Gave feed-back on the skills set	1
Involved in working based learning phase	1
Culinary adviser and trainer in cooking methods for future chef	1
Cooperation partner	1
VET provider	1

Table 19: Stakeholders who already participated in the NECTAR pilot program (n=11)

The stakeholders who were not involved in the NECTAR pilot so far came from Italy (3 respondents), Belgium (2 respondents) and Slovenia (1 respondent).

Furthermore, stakeholders who reported their involvement in the NECTAR pilot program were asked to rate the **effectiveness of the course in terms of acquiring important skills** on a scale from 1 (very effective) to 5 (ineffective). Out of the 11 stakeholders, a majority of 9 rated the course as very effective while 2 stakeholders rated it as rather effective.
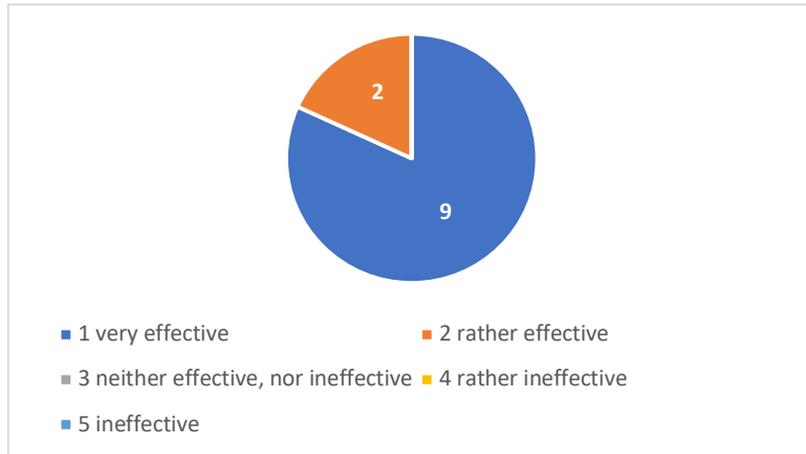
Figure 43: Effectiveness of the course in terms of acquiring important skills (n=11)

Overall, this suggests that the NECTAR program has been quite successful in effectively delivering valuable skills from the point of view of most stakeholders.

12.1.2.3 Suggestions

When asked for suggestions that could increase the effectiveness of the program, 3 respondents proposed something: one stakeholder reported that it might be interesting to have interviews or questionnaires from students and a score for the various teachers and teachings. Another suggests cooperation's with hospitals and other health care institutes and the third stakeholder thinks that it is very important to have a knowledge of local food products.

12.1.3 Feedback on the NECTAR pilot program

12.1.3.1 Importance of the NECTAR pilot program

Next, stakeholders were asked to rate the importance of the NECTAR pilot program for their working field on a scale from 1 (very important) to 4 (not important).

A majority of 9 out of 17 stakeholders rated the pilot program as very important, while 7 rated it as important. Additionally, one stakeholder expressed uncertainty and responded with "don't know."
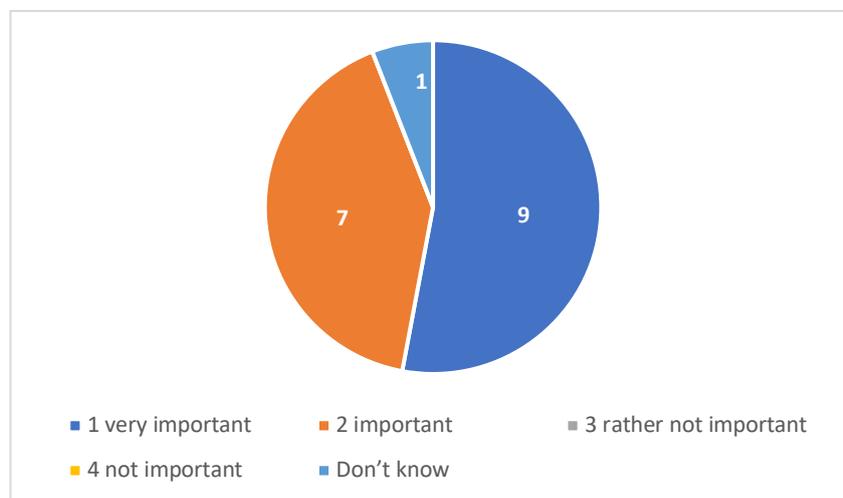

Figure 44: Importance of the pilot program (n=17)

In conclusion, most stakeholders perceive the NECTAR pilot program as very important for their working fields.

12.1.3.2 Importance of competences

Furthermore, stakeholders were asked to rate the importance of various statements about competences for chefs working in health and social care field to ensure personalized food and nutrition provisions for people with specific nutrition needs.

When it comes to "managing the supply and purchase of food ingredients", 9 stakeholders rated it as very important, 7 considered it important, while one stakeholder expressed uncertainty with a "don't know" response. "Screening, assessing, and monitoring specific nutrition needs and effects on a client-level" was rated as very important by 9 stakeholders, as important by 7 and as rather not important by one stakeholder. A clear majority of 16 out of 17 stakeholders rated "creating recipes for a general population and for people with specific needs, complying with recommendations of health professionals" as very important, while only one rated it as important. "Managing the kitchen and coordinating personnel" was considered very important by 9 stakeholders and important by 7 stakeholders while one responded with don't know. A majority of 13 out of 17 stakeholders rated "ensuring the quality of food and following safety regulations garnered a high level of importance", as very important, while 4 indicated it as important. "Using and adapting cooking techniques to specific care settings and clients" was regarded as very important by 13 stakeholders and as important by 4 stakeholders. Finally, when it comes to "communicating, interacting, and collaborating with clients and interprofessional teams", 9 stakeholders rated it as very important, 7 found it important, while one stakeholder expressed uncertainty with a "don't know" response.
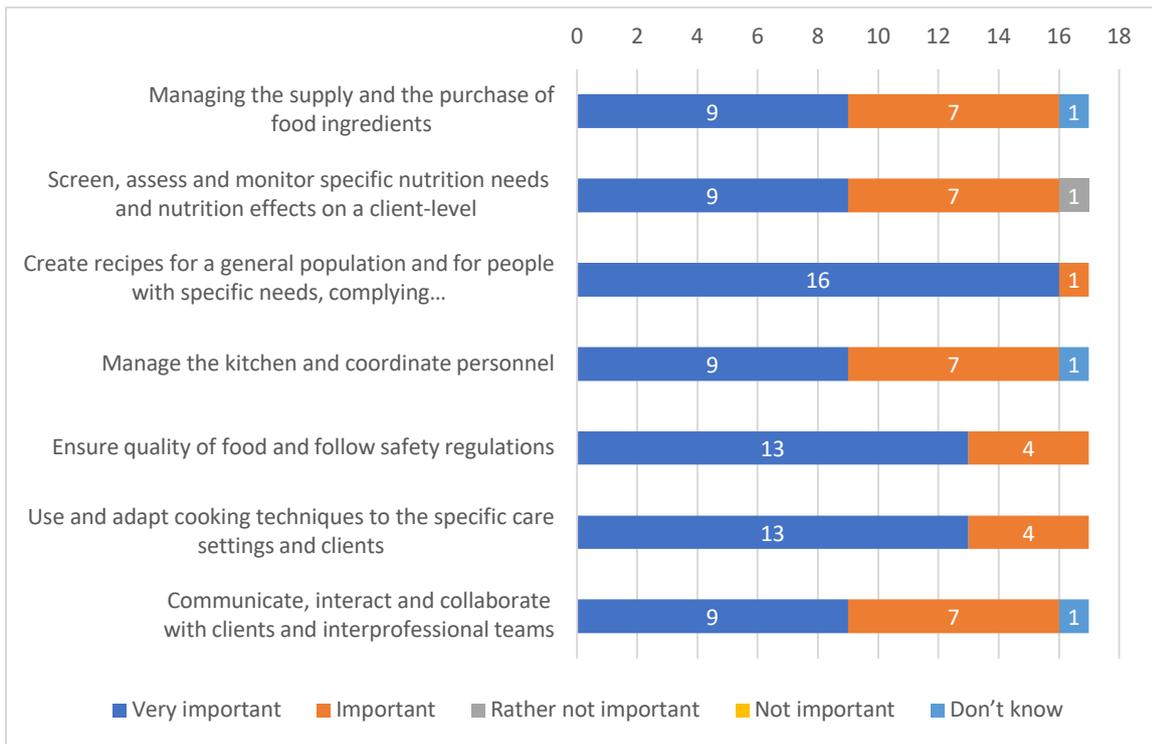
Figure 45: Importance of the trained competences (n=17)

The stakeholders' ratings demonstrate a high level of importance placed on various competences covered by the NECTAR training, above all nutrition screening, creating recipes for a general population and for people with specific needs, complying with recommendations of health professionals, ensuring the quality of food, follow safety regulations, and to use and adapt cooking techniques to specific care settings and clients.

12.1.3.3 Relevance of the NECTAR pilot program

Next, stakeholders were asked to rate the relevance of the NECTAR course in preparing chefs for addressing specific nutrition needs of the end users on a scale from 1 (very important) to 4 (not important).

A clear majority of 12 out of 17 stakeholders rated the relevance of the NECTAR course as very important, while 4 rated it as important. Additionally, one stakeholder expressed uncertainty and responded with "don't know."
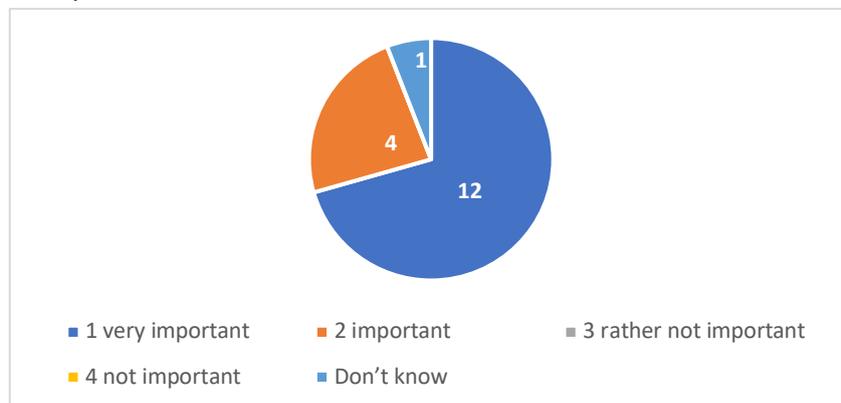

Figure 46: Relevance of the NECTAR pilot program (n=17)

The data demonstrates a strong consensus among the respondents regarding the significance of the course.

12.1.3.4 Labour market need for chefs specialized in integrated health care

Stakeholders were asked to rate their opinion on the current labour market need for chefs who are specialized in food care delivery on a scale from 1 (totally agree) to 5 (totally disagree).

A clear majority of 12 out of 17 stakeholders totally agreed with this statement, while 4 agreed. Only one stakeholder neither agreed, nor disagreed.
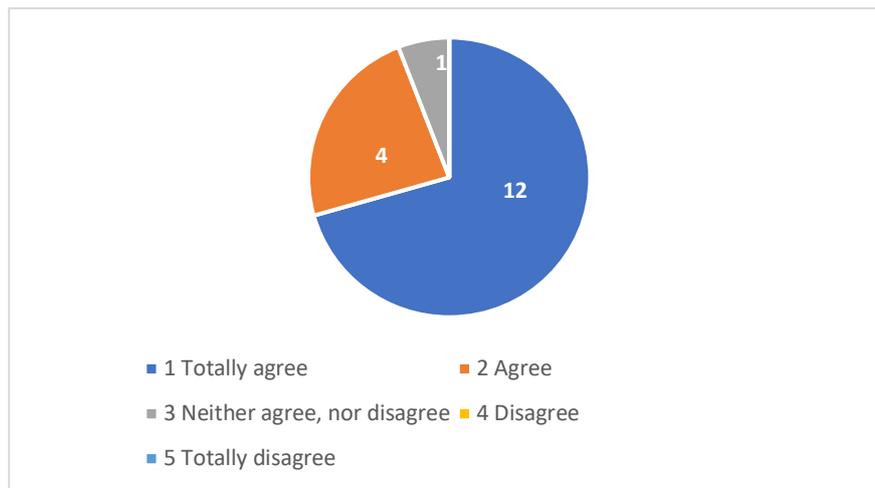
Figure 47: Relevance of the NECTAR pilot program (n=17)

In conclusion, the data indicates a strong consensus among stakeholders regarding the need for chefs who specialize in integrated health care in the current labour market.

12.1.3.5 Impact of the NECTAR pilot program

When asked how they would rate the impact of the NECTAR pilot program on the performance of chefs in daily working life on a scale from 1 (very high impact) to 5 (no impact), 8 out of 17 stakeholders rated it as very hight, 5 stakeholders rated the impact as rather high, while 2 voted for a moderate impact. Additionally, 2 stakeholders expressed uncertainty and responded with "don't know".
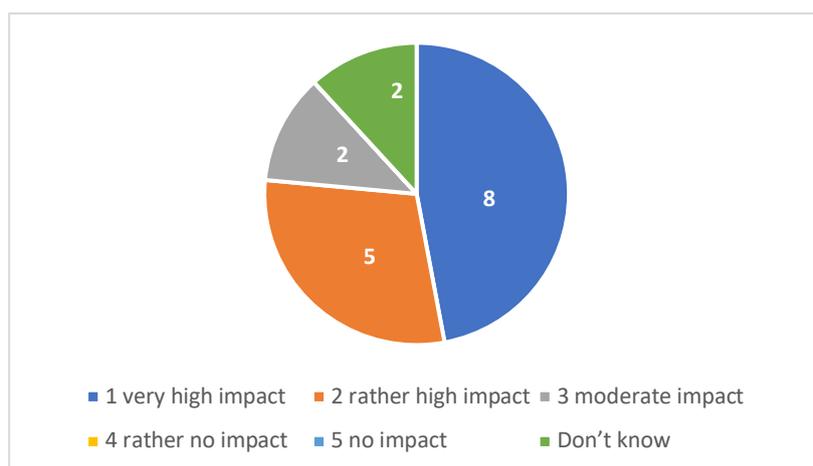
Figure 48: Impact of the NECTAR training on the performance of chefs in working life (n=17)

This means that a majority of 13 stakeholders observed a very high or high impact of the training on the performance in daily working life.

In addition, stakeholders were asked to specify the reason for their rating. 2 stakeholders did not provide further information while 15 offered the following explanations:

| Reasons for the rating: |
| --- |
| Often many things are done without logic or are out of habit. Knowing well what they do also from a scientific point of view is the basis. |
| A trained chef could be a great driver for healthy and sustainable nutrition in the general population. |
| Based on my professional experience having awareness of the health of food and their handling to produce dishes and recipes realized on customer needs is of fundamental importance in all fields of work (restaurants, catering establishments, etc.). The real challenge is to draw attention to public stakeholders in order to include the new professional figure of Chef di cucina salutistica, in Campania Region, in public health care. |
| Nectar provides new competences essential in our society that is getting older. |
| Having knowledge of the chemistry of food, of their combination, of the methods of preparation allows the chef to make dishes and recipes more responsive to the real needs of customers. |
| Food intake is one of the major determinants of health outcomes and emergency of frailty risk factors especially in older adults, but also in other populations during the entire life course. Chefs specialized in food care delivery would strengthen the customization and sustainability of primary nutritional interventions while improving QoL. NECTAR pilot program provides comprehensive training content on several key elements related to the performance of chefs in daily working. |
| Success of the introduction of NECTAR trained staff and compliance with the innovation in existing teams will be crucial. Readiness? Implementation challenges. Adherence? |
| Didn't participate or do not know of anybody attending a training and |
| Modularity, flexible study mode, up to date topic. |
| It is necessary that in the social care sector, in the hospital and in general in the collective catering it is important that there are chefs who have a high training not only in terms of the realization of recipes but that especially the dishes are responsive to the needs of the various targets based on their specific needs. |
| Surely would recommend Nectar to the others chefs. |
| There are numerous contextual factors that help determine the quality of the impact of the knowledge and skills of a chef gastro-engineering. |

The training gives you also a close look in the work of doctors and dietologists so you can work closer with them and understand better the needs of the costumers. As more you can increase your knowledge and understanding as easier it is to apply to changes.
Not assessable for the role of the institution where I work.
The importance of the subject is already widely known in this country. However, the technical implementation is still lacking.

Table 20: Reason of stakeholders' ratings (n=15)

Overall, 6 stakeholders referred to the important role of the chefs in creating customer-centred recopies and menus: 4 other stakeholders mentioned that trained chef are great drivers for healthy and sustainable nutrition in the general population, that chefs specialized in food care delivery would strengthen the customization and sustainability of primary nutritional interventions and that knowledge of the health of food and their handling in order to produce dishes and recipes based on customer needs is important in many different fields, e.g. in the social care sector, in the hospital, in restaurants and in catering etc. 2 respondents referred to the importance of scientific knowledge (e.g. the chemistry of food) to enable chefs to make dishes and recipes more responsive to the needs of customers.

3 respondents underlined the importance of the content covered by the NECTAR program and refer either to "several key elements related to the performance of chefs in daily working", to "new competences" that are essential for an ageing society or to insights provided into the work of doctors and dietologists to be able to better communicate with them and to understand the needs of the costumers.

4 stakeholders referred to concrete challenges, such as the dependency on numerous contextual factors or the importance of drawing attention to public stakeholders to include the new professional figure in public health care. The challenge of successfully introducing NECTAR trained staff in existing teams and the challenge to implement this important subject finally also technically at national level were also mentioned.

One stakeholder referred to modularity, a flexible study mode and up-to-date topics as important factors. And another stakeholder just stated that he/she would surely recommend NECTAR to other chefs.

2 respondents stated that the question is not applicable for them.

12.1.3.6 Recommendation of the training

When asked if they would recommend the NECTAR pilot training to other stakeholders, chefs and cooks, all 17 stakeholders agreed.

12.1.3.7 Updates on NECTAR

When asked if they are interested in receiving updates on the NECTAR project and pilot training in the future, a clear majority of 15 out of 17 stakeholders responded with "yes", while only 2 indicated "no".

Stakeholders, who answered "yes" were further asked which information channels they prefer (multiple choice answers were possible).

A majority of 9 out of 15 stakeholders expressed a preference for receiving information by mail. 4 stakeholders indicated a preference for newsletters, while 5 stakeholders favoured social

media platforms. Only 2 stakeholders preferred personal contact as information channel, while 4 would prefer workshops. Additionally, 3 stakeholders indicated a preference for obtaining information through conferences and other information events.
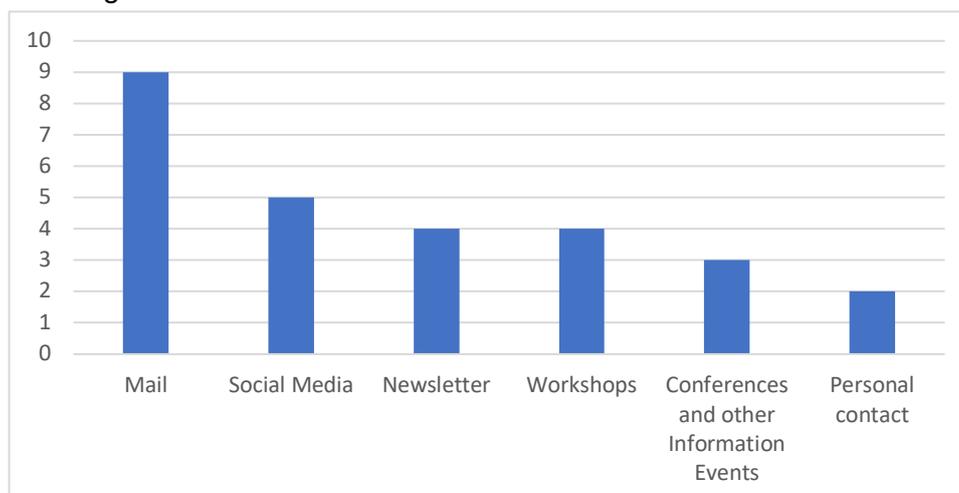

Figure 49: Preferred information channel for NECTAR updates (n=15, multiple choice)

Overall, most stakeholders expressed a preference for receiving information by mail, followed by social media, newsletters, and workshops. Personal contact and conferences were mentioned less often.

12.1.3.8 Additional comments

In the final question stakeholders were asked if they would like to share any additional comments on the NECTAR project, their experience with the pilot program or the training needs for chefs in integrated health and social care. 4 stakeholders provided the following feedback:

Additional comments on NECTAR, the experience with the pilot program or the training needs for chefs in food care delivery within health and social care settings?
The new profile of CGE should open up to Silver Economy sector, in particular to the world of Hospitality.
The pilot program is also raising interest in other professional figures of the health field, such as nurses and nutritionists.
The NECTAR project is a commendable initiative. The role of food in healthcare and social care cannot be underestimated, as it plays a crucial part in the well-being and recovery of individuals. The success of the program is greatly dependent on the attention paid to the innovation challenges at hand (how will existing kitchen(teams) deal with this new approach to food preparation?). Addressing these innovation challenges plays a crucial role in achieving the program's success. The program's outcome and effectiveness are directly influenced by the level of focus and consideration given to the specific obstacles and opportunities presented by the innovation challenges. These challenges could include factors such as resistance to change of the existing teams, resource constraints, technical difficulties, or the need to adapt to evolving market demands. By acknowledging the significance of these challenges and dedicating attention to them, the program can navigate potential obstacles more effectively and maximise its chances of success. Paying attention to innovation and implementation challenges involves thorough understanding of the challenges themselves and their potential impact on the program's success.
The challenge was to translate the theoretical learning objectives into hands-on training.

Table 21: Additional comments of stakeholders (n=4)

The feedback received referred on one hand to the possibility to implement the new occupational profile also in the Silver Economy and in Hospitality and on the other hand it was mentioned that the pilot program raised interest as well of other health care professions such as nurses and nutritionists. Another stakeholder referred to the project as a "commendable initiative" as it plays a crucial part in the well-being and recovery of individuals. The respondent underlines that the success of the program will greatly depend on the attention paid to it by existing kitchen teams and recommends paying attention to the obstacles and opportunities related to innovation challenges. Another respondent highlighted that it was quite challenging to translate the theoretical learning objectives into practical hands-on training.

13 Executive Summary

13.1 Conclusions

The NECTAR pilot training has been implemented very successfully and received a lot of positive feedback from students, teachers and involved stakeholders. Overall, the evaluation feedback received from these three target groups and the pilot designers respectively VET providers showed that the trainings met almost all evaluation criteria defined in advance. When evaluation criteria could not be met, piloting partners provided explanation for the specific situations and reasons.

In terms of **usability**, the trainings were designed user-friendly and target group-oriented in terms of the learning material provided: 50 out of 53 respondents of Q3 Students totally agreed or agreed that the provided learning materials were comprehensive and useful, and 47 out of 53 students (Q3) agreed or totally agreed that the learning materials helped them in learning and understanding the content. In addition, all respondents of Q1 Teachers and all 42 respondents of Q2 Teachers found the learning materials to be user-friendly. In addition, 40 teachers stated in Q2 that the learning materials supported the students effectively in understanding the learning content.

The pilot trainings also offered different learning/teaching methods such as face-to-face, work-based learning and online learning in all pilots with Portugal and Belgium standing out with a dedicated focus on online learning, while work-based learning was most appreciated in Liguria, but also received positive feedback from students in Campania and Austria.

The **attractiveness** of the pilot training was measured based on several criteria: Positive evaluation feedback was received for example directly from the students by the end of the pilots (Q3), when almost all students across all pilot regions/countries (48 out of 51 respondents) reported that they really liked the NECTAR pilot training[29]. Besides, teachers were asked about the active participation and performance of the learners during the pilot course. 36 out of 37 respondents of Q1 Teachers were very satisfied with the active participation and performance of the students during the pilot course. Also, most teachers who answered the Q2 Teachers questionnaire were satisfied. Only two respondents of the Q2 Teachers from Liguria found that the engagement and active participation of the students in their classes was too low.

48 out of 51 respondents of the Q3 Students questionnaire, and all 46 respondents of the Q4 Students questionnaire agreed or fully agreed that they would recommend the training to their colleagues or other cooks and chefs.[30] This shows a very high degree of satisfaction of the respondents and a high attractiveness of the course for the foreseen target group.

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[29] Only 3 persons highlighted dislikes, e.g., one student from Liguria reported that some of the participants lacked background knowledge to understand science and chemistry, another Ligurian student did not like the part of the cooking workshop about serving food, and a student from Portugal pointed out that there was a lack of organization in the presentation of the study materials.

[30] For Q3 only 2 persons from Portugal and one student from Campania indicated that they would not recommend the training. The statements from Portugal must be related to the fact that only 4 students answered Q3 and no students participated in Q4, which can be regarded as an expression of some dissatisfaction with the training.

The participation of students also represented a criterium for the attractiveness of the pilot training. 20 students per pilot training were envisaged and could be reached or overfulfilled in Austria, Campania, and Portugal, and in Liguria 19 instead of 20 students participated. In Belgium, only 12 students participated in the pilot, which is clearly less than foreseen. The Belgian pilot partner explained the low participation with a certain reluctance among the chefs to sign up for the NECTAR pilot, since it was unclear whether the credits obtained for this training would be considered as eligible for an EQF level 5 diploma in Belgium. Liguria reported that there were difficulties in understanding the meaning of this new job description and that this profession was not included in the regional repository of professions.

Also, the dropout rate is considered as an indicator for the attractiveness of a training. While in three (Belgium, Campania, Liguria) of the five pilot countries/regions the dropout was less than 20 %, in Austria and Portugal specific national circumstances led to a higher rate. In Portugal, students could not pass the exams in June, because they had to work in tourism where chefs and cooks were urgently needed. It is however foreseen that the students will have the opportunity pass the exams at a later stage. In Austria, several students could only finish the first part of the course by the end of June 2023. Also in Austria, a certification at a later point is foreseen.

Regarding the attractiveness criteria "share of pilot designers applying internal quality assurance systems and/or are accredited VET providers", all pilot partners fulfilled this criterium since all VET providers have internal quality assurance systems in place, ranging from ISO and other standards to online self-evaluations and annual oral and online surveys addressing students and teachers. VET providers also applied external quality assurance methods to review their VET offers. These methods included accreditation renewal every three years (Campania), quality assurance by the Ministry of Education (Liguria), inspection visits and external audits conducted within the ISO program (Austria), monitoring by the NVAO (Nederlands-Vlaamse Accreditatieorganisatie, a quality assurance institution for Higher Education in Flanders) and monitoring by the national certifying body DGERT (Portugal).

The **effectiveness** of the pilot trainings in regard to the competence of the teachers was measured for example by: in Q2 Students 68 out of 72 participants and in Q3 Students 51 out of 52 participants totally agreed or agreed that the teachers of the pilot training were competent. Furthermore, a high satisfaction with the acquired skills and a high degree of the application of the acquired skills at work was indicated in Q4 by the students: 2 months after the end of the pilot more than half of the students said they already applied the acquired skills at their daily work. In addition, a majority of 13 out of 17 stakeholders observed a very high or high impact of the training on the performance of students in daily working life, 2 stakeholders voted for a moderate impact and 2 stakeholders expressed uncertainty about this topic. All this refers to a high degree of effectiveness of the pilot training and the high relevance of the trained skills for the labour market.

Students also felt that the program clearly helped them to create healthier, more appealing meals, to understand specific dietary needs and nutrition requirements of people with specific diseases or needs, and to foster creativity in recipe design. Many students also reported having more confidence in their job, a stronger focus on sustainable aspects of cooking, and receiving positive feedback from the clients on their meals.

Most of the respondents of the Q3 Students questionnaire across all piloting countries/regions expressed a positive view on the impact of the training and referred in concrete on improved employment opportunities and the knowledge gained in specific areas, such as cooking for

special nutrition needs and creating healthier menus. Less but still a lot of agreement on the achievement of the learning outcomes related to communication with health and care professionals, to the applicability of the acquired skills in the present job, or to the ability to work in kitchens of the health and care sector was received. The lower agreement rate has primarily to be related to the working context of respondents, as e.g., in Campania a high share of unemployed students participated in the training, while in Austria and Belgium the participant chefs and cooks had already experience in creating healthy menus (participants were Diet Cooks and Chef Gastro Engineers).

Furthermore 50 out of 53 students totally agreed or agreed that they had no problems to understand and capture the content of the training, and an overwhelming majority of the respondents (with only a few exceptions) found the degree of difficulty of the modules to be "just right".

The pilot training was also successful in terms of **representativeness** as the achievement level of learning outcomes has been defined according to ECVET and EQF standards and the criteria for certification and the certification process of successful students have been defined in advance. Also, different learning and teaching methods have been offered to the students, and the validation of prior learning was based mainly on personal interviews and the assessments of professional and training experience.

Overall, a lot of very positive feedback has been received by the students during and after the pilot: for example, students expressed a wish to study further and delve deeper into the subject or referred to the relevance of the course also for other chefs and cooks or just expressed their high satisfaction. A few students also highlighted that they would have appreciated more hours dedicated to practical work, or if more companies were available for the internships and if a transnational exchange between pilot students would have been encouraged.

All respondents (46 persons from AT, BE, CA, and LI[31]) of the last student questionnaire agreed that the NECTAR training provides a good basis for cooks and chefs who want to specialize in the field of cooking in the health and care sector.

Regarding the organizational structure, students from all pilots gave consistently positive answers. Only 6 out of 53 persons stated that they would have needed more information on the training beforehand. This feedback should be taken into consideration regarding the recruitment of students for future courses and an improvement of information material could be envisaged.

Also, the teachers of the NECTAR pilot courses, who are sometimes also practitioners in the field, are convinced about the importance of the training and its relevance for the health and care sector as well as for the labour market. A majority of 35 out of 37 persons agreed that the competences covered in the localized Curriculum of their pilot trainings are currently needed in the labour market. Furthermore, 35 teachers agreed that the program will be useful and applicable in the daily work of cooks and chefs working in health and care settings, and that that the skills covered by the pilot program are very important.

In the stakeholder questionnaire done in May 2023, stakeholders who were involved in the NECTAR pilot program were asked to rate the effectiveness of the course in terms of acquiring important skills on a scale from 1 (very effective) to 5 (ineffective). Out of the 11 stakeholders, a majority of 9 rated the course as very effective, and 2 stakeholders rated it as rather effective.

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[31] No answers were received from Portugal.

Furthermore, 16 out of 17 stakeholders rated the NECTAR pilot program as very important, or important, while one stakeholder expressed uncertainty about this topic.

Stakeholders were also asked to rate various competences covered by the NECTAR curriculum and training program such as creating recipes for a general population and for people with specific needs, complying with recommendations of health professionals, ensuring the quality of food and follow safety regulations, and to use and adapt cooking techniques to the specific care settings and clients. All listed competences of the program were rated as very important or important by at least 16 out of 17 stakeholders. Also, a clear majority of 12 out of 17 stakeholders rated the relevance of the NECTAR course for chefs and cooks as very important, while 4 rated it as important. Additionally, one stakeholder expressed uncertainty and responded with "don't know." In addition, a majority of 13 out of 17 stakeholders observed a very high or high impact of the training on the performance of students in daily working life, 2 stakeholders voted for a moderate impact and 2 stakeholders expressed uncertainty about this topic.

When asked if they would recommend the NECTAR pilot training to other stakeholders, chefs and cooks, all 17 stakeholders agreed, and 2 stakeholders even showed an interest in utilizing the web-based designers kit to implement the key content of the NECTAR Curriculum.

Additional feedback received from stakeholders referred on one hand to the possibility to implement the new CGE Occupational Profile also in the Silver Economy and in Hospitality, and on the other hand it was mentioned that the NECTAR pilot program raised interest as well of other health care professions such a nurses and nutritionists. Another stakeholder referred to the project as a "commendable initiative" as it plays a crucial part in the well-being and recovery of individuals. The respondent underlines that the success of the program will greatly depend on the attention paid to it by existing kitchen teams and recommends paying attention to the obstacles and opportunities related to innovation challenges.

13.2 Recommendations

Overall, the implementation of the pilot training was well received and turned out to be very positively perceived by the students, teachers and involved stakeholders. Only a few proposals for improvement were mentioned during the evaluation process:

- A need for better and more information on the training beforehand. This could possibly also refer to a need for better information material.
- Some students and teachers from Liguria referred to challenges that had to be overcome due to different educational backgrounds and/or qualification levels of students in a pilot course. For the implementation in other countries or in the future, it is therefore recommended to pay specific attention to this aspect and to ensure a similar educational background of the students in one class.
- For Austria, a teacher proposed to provide more explanations of the whole process and reduce complexity (time management).
- Another teacher from Liguria proposed to award training credits to those who can prove that they have already acquired certain knowledge, skills, and competences.
- It was also proposed to improve the exchange of information among teachers and between teachers and learners and to foster the integrated development of certain topics among the teachers.

- For Portugal, students' feedback referred to an improvement possibility with regard to the organisation of the pilot training, the support provided by the VET provider for students, and a need for more practical and face-to-face learning.
- For many students it was important that the time schedule of the courses and the practical learning was in line with their working hours. In this context it was also proposed to foresee more time for the pilot course, to dedicate more hours for studying special, broad-spectrum diets and to restructure the course to make it easier for participants to complete all training parts in a stressless way.
- Several students expressed an interest/need for more practical training e.g., in Campania and Liguria, while in Portugal more face-to-face and synchronous teaching would have been needed to enable a better monitoring of the students in addition to the online lessons.
- For future implementations of the pilot training more attention should be paid to work-based learning. In concrete, more time could be dedicated to practical learning and more companies could be involved. Also, coordinators for the work-based learning at companies could be nominated to ensure the interaction of theory and practice. Last but not least, the EQAVET indicators for work-based learning should be considered already in the conception phase of the practical training.

ANNEX 1 – QUALITY CONTROL CHECK LIST

Quality Control Check	
Generic Minimum Quality Standards	
Document Summary provided (with adequate synopsis of contents)	YES
Compliant with NECTAR format standards (including all relevant Logos and EU-disclaimer)	YES
Language, grammar and spelling acceptable	YES
Objectives of the application form covered	YES
Work deliverable relates to adequately covered	YES
Quality of text is acceptable (organisation and structure, diagrams, readability)	YES
Comprehensiveness is acceptable (no missing sections, missing references, unexplained arguments)	YES
Usability is acceptable (deliverable provides clear information in a form that is useful to the reader)	YES
Deliverable specific quality criteria	
Deliverable meets the 'acceptance Criteria' set out in the Quality Register:	YES
Checklist completed and deliverable approved by Name: Lucia Schifano Date: 31/10/2023	

ANNEX 2 – QUESTIONNAIRE LINKS AND FILES

A2.1 Evaluation Questionnaires for Q1 Students

Link to Word File with translations on Microsoft Teams (for Portugal the English version was used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NECTAR_T6.4_Evaluation_Questionnaire_Students_Q1_Austrian_CH_SA_JS_SA_JS_final.docx?d=w4ba304ca3ee84b2d828298f78bbe6511&csf=1&web=1&e=HSfc7s

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECTAR_T6.4_Evaluation%20Questionnaire_Students_Q1_Belgian_nl_SA.docx?d=wfa996e20b8b0414aa08c1126e0427f0e&csf=1&web=1&e=Ep5doU

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/mp1_NECTAR_T6.4_Evaluation%20Questionnaire_Students_Q1_Italian_SA.docx?d=wa93c38a34e6d4d74855c44644a354868&csf=1&web=1&e=C6CiPQ

A2.2 Evaluation Questionnaires for Q2 Students

Link to Word File with translations on Microsoft Teams (for Portugal the English version was used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NECTAR_T6.4_Evaluation%20Questionnaire_Students_Q2_Austrian.docx_JS_SA.docx?d=w9d3c2b0f35f74111bd662d871d3028ae&csf=1&web=1&e=24fVXE

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECT

AR_T6.4_Evaluation%20Questionnaire_Students_Q2_Belgian_nl_SA.docx?d=w75016dde173
f44dd84cf69e085e1a568&csf=1&web=1&e=GKm3WF

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/mp2_N
ECTAR_T6.4_Evaluation%20Questionnaire_Students_Q2_Italian_SA.docx?d=w3739654f05a2
437187b4ca397a7df7c1&csf=1&web=1&e=SkTgFO

A2.3 Evaluation Questionnaires for Q3 Students

Link to Word File with translations on Microsoft Teams (for Portugal the English version was
used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NEC
TAR_T6.4_Evaluation%20Questionnaire_Students_Q3_Austrian.docx_JS_SA_JS.docx?d=wd8c
860cd44164e9a969e29673f3d5c9c&csf=1&web=1&e=zDWuil

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECT
AR_T6.4_Evaluation%20Questionnaire_Students_Q3_Belgian_nl_SA.docx?d=w40c003ae736
142648fa5bbd23b38bf9d&csf=1&web=1&e=cbicq2

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/mp3_N
ECTAR_T6.4_Evaluation%20Questionnaire_Students_Q3_Italian_SA.docx?d=w6a1e5a7e366d
4476ad69656b87b97355&csf=1&web=1&e=gScgha

A2.4 Evaluation Questionnaires for Q4 Students

Link to Word File with translations on Microsoft Teams (for Portugal the English version was
used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NEC

TAR_T6.5_Evaluation%20Questionnaire_Students_Q4_Austrian.docx_JS_SA.docx?d=w53b0a
c0bec0942b3b420d0cd45bd0c05&csf=1&web=1&e=ZkyIIe

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECT
AR_T6.5_Evaluation%20Questionnaire_Students_Q4_Belgian_nl_SA.docx?d=we557e8e4f48c
41e59b02bc17c1475fe5&csf=1&web=1&e=Knvc4Q

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/NECTA
R_T6.5_Evaluation%20Questionnaire_Students_Q4_Italian%20tradotto_SA.docx?d=wf2c89b
91bbb14e43bd2653467db316f8&csf=1&web=1&e=0nh0b7

A3.1 Evaluation Questionnaires for Q1 Teachers

Link to Word File with translations on Microsoft Teams (for Portugal the English version was
used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NEC
TAR_T6.4_Evaluation%20Questionnaire_Teachers_Q1_Austrian_JS_SA_JS.docx?d=w8174e4d
6730548aa8779d7aa463a65b1&csf=1&web=1&e=lktTKK

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECT
AR_T6.4_Evaluation%20Questionnaire_Teachers_Q1_Belgian_nl_SA.docx?d=we96db7fcce41
41d9ac6ec3dfd2c60fdb&csf=1&web=1&e=iw9uOu

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/W
orkpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%
20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/NECTA
R_T6.4_Evaluation%20Questionnaire_Teachers_Q1_Italian%20tradotto_SA.docx?d=w428f98
13b71c405fa74d2043b18a8406&csf=1&web=1&e=Q9Knlz

A3.2 Evaluation Questionnaires for Q2 Teachers

Link to Word File with translations on Microsoft Teams (for Portugal the English version was used):

Austria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_AUSTRIAN/NECTAR_T6.4_Evaluation%20Questionnaire_Teachers_Q2_Austrian_JS_SA_JS.docx?d=w22b16f8d835443bb8da794886f4ea0fa&csf=1&web=1&e=fcRxKM

Belgium:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_BELGIAN/NECTAR_T6.4_Evaluation%20Questionnaire_Teachers_Q2_Belgian_nl_SA.docx?d=w4ce7d4a9d7f34cc48735045408809be4&csf=1&web=1&e=ZSfJ0M

Campania/Liguria:
https://hubkaho.sharepoint.com/:w:/r/sites/NECTAR/Gedeelde%20documenten/General/Workpackages/WP6%20Evaluation/T6.4%20Formative%20and%20Summative%20evaluation%20of%20Pilots/Evaluation%20Questionnaires/Evaluation%20Questionnaires_ITALIAN/NECTAR_T6.4_Evaluation%20Questionnaire_Teachers_Q2_Italian%20tradotto_SA.docx?d=we6fb2514371c448cb9ac44a890fa126f&csf=1&web=1&e=BaUzJT

A4.1 Evaluation Questionnaires for Q1 VET Providers

Link to Excel File on Microsoft Teams:

NECTAR_T6.4_VETProvider_Evaluation_Questionnaire_Q1_Feb2022.xlsx

A4.2 Evaluation Questionnaires for Q2 VET Providers

Link to Word File on Microsoft Teams:

NECTAR_T6.4_Evaluation Questionnaire_VET Designers_Q2_Version 2.docx

ANNEX 5 – NECTAR Stakeholder Online-Questionnaire (EN)

See also: NECTAR_T6.5_Stakeholder_Questionnaire_May2023_FINAL.docx

Part A – Statistical Data

A1 Please, indicate your regional background:

- o Austria
- o Belgium
- o Italy/Campania
- o Italy/Liguria
- o Portugal
- o Other

A1a) Follow-up Question: If you chose the option "Other", please specify:

_____

A2 Please, indicate your professional context:

- o Health and Care Provider
- o Social Care Provider
- o Enterprise Corporate
- o Umbrella Organization
- o Vocational Education and Training Provider
- o Higher Education Provider
- o Accrediting/Certifying Body
- o Public Institution
- o Private Institution
- o Policy Maker
- o Other

A2a) Follow-up Question: If you chose the option "Health and Care Provider" or "Social Care Provider", please let us know if you would favour chefs with a NECTAR training when searching for new kitchen staff?

_____

A2b) Follow-up Question: If you chose the option "Other", please specify:

_____

A3 How did you learn about the NECTAR pilot program (multiple choice possible)?

- ☐ Conventional media (e.g., Newspaper, radio, etc.)
- ☐ Social Media
- ☐ NECTAR website

☐ iMooX learning platform
☐ Information leaflet
☐ VET Provider (e.g., schools, universities, etc.)
☐ Health and Care Provider
☐ Employment Agency
☐ NECTAR project partner
☐ Other

A3a) Follow-up Question: If you chose the option "Other", please specify:

PART B – Participation and interest in NECTAR
B1 Please let us know more about your specific interest in the NECTAR project and results.
Are you interested in (multiple choices possible):

☐ Using the online educational toolkit to train your own staff
☐ Using the web-based designers kit to support you in the implementation of key content of the NECTAR Curriculum
☐ Open Access Educational Resources
☐ Collaboration with the NECTAR pilot sites
☐ Finding trained staff that is able to ensure personalized food and nutrition provision for people with specific nutrition needs
☐ Assessing and monitoring end user needs
☐ Utilizing the new Occupational Profile for chefs in integrated health and social care settings (Chefs Gastro Engineering)
☐ Scaling-up NECTAR activities and results (e.g., within an umbrella organization)
☐ Certification and/or accreditation
☐ Other

B1a) Follow-up Question: If you chose the option "Other", please specify:

B2 Please let us know if you were involved in the NECTAR pilot program:

o Yes
o No

B2a) Follow-up Question 1: If you chose the option "Yes", please specify your role in the NECTAR pilot program (e.g., cooperation partner of the VET provider, participation in the training with our staff, participation with our practitioners/teachers):

B2b) Follow-up Question 2: If you chose "Yes" and your staff participated in the NECTAR pilot program: how would you rate the effectiveness of the course in terms of acquiring necessary skills on a scale from 1 (very effective) to 4 (ineffective)?

- ☐ 1 very effective
- ☐ 2 effective
- ☐ 3 rather ineffective
- ☐ 4 ineffective
- ☐ Don't know

B2c) Follow-up Question 3: Do you have any suggestions that would increase the effectiveness of the program?

>
>

PART C – Feedback on the NECTAR pilot program

C1 On a scale from 1 (very important) to 4 (not important) how would you rate the importance of the NECTAR pilot program for your working field?

- ☐ 1 very important
- ☐ 2 important
- ☐ 3 rather not important
- ☐ 4 not important
- ☐ Don't know

C2 Please rate the importance of the following competences for chefs working in health and social care aiming to ensure personalized food and nutrition provisions for people with specific nutrition needs:

	Very important	Important	Rather not important	Not important	Don't know
Managing the supply and the purchase of food ingredients (e.g., identify most sustainable and high-quality suppliers and plan and manage the supply process)					
Screen, assess and monitor on a client-level (e.g., Assess clients' needs with respect to taste deterioration; adapt screening, monitor activities on the base of the proper level of care and use ICT tools to support this)					
Create recipes for a general population and for people with specific needs, complying with recommendations of health professionals (e.g., create or compile recipes targeted to the general population considering cultural					

choices or religious ones and put them in a balanced and tasteful menu)					
Manage the kitchen and coordinate personnel (e.g., manage the kitchen budget with respect to food and utilities)					
Ensure quality of food and follow safety regulations (e.g., assure that the work of the kitchen staff is compliant with food safety and hygienic standards and maintain a secure working environment)					
Use and adapt cooking techniques to the specific care settings and clients (e.g., adapt food consistency and taste according to the needs of the client)					
Communicate, interact and collaborate with clients and interprofessional teams (e.g., collaborate with healthcare professionals to educate and promote healthy behaviours among clients)					

C3 On a scale from 1 (very important) to 4 (not important) how would you rate the relevance of the NECTAR course in preparing chefs for addressing specific nutrition needs of the end users e.g. in health and social care settings?

- ☐ 1 very important
- ☐ 2 important
- ☐ 3 rather not important
- ☐ 4 not important
- ☐ Don't know

C4 The current labour market needs chefs specialized in food care delivery, e.g. for ageing societies and pre-frail and frail adults. Please express your opinion on a scale from 1 (I totally agree) to 5 (I totally disagree).

- ☐ 1 Totally agree
- ☐ 2 Agree
- ☐ 3 Neither agree, nor disagree
- ☐ 4 Disagree
- ☐ 5 Totally disagree

C5 On a scale from 1 (very high impact) to 5 (no impact) how would rate the impact of the NECTAR pilot program on the performance of chefs in daily working life:

- ☐ 1 very high impact
- ☐ 2 rather high impact
- ☐ 3 moderate impact
- ☐ 4 rather no impact

☐ 5 no impact
☐ Don't know

C5a) Follow-up Question: Please let us know the reason for your rating:

C6 Would you like to share any additional comments on the NECTAR project, your experience with the pilot program or the training needs for chefs in food care delivery within the health and social care settings?