**EVALUATION REPORT**

**INTRODUCTORY INFORMATION FOR THE TRAINER**

The evaluation report is a summary of the results of evaluations planned for a given projecT or training. It should contain both quantitative and qualitative data. IT SHOULD Recognise all the results collected during a given training. The value of the report is influenced not only by the factual and indicative part, but also by the graphs that illustrate the results and recommendations for the future. The trainer adjusts the layout of the report to the needs of the order and the planned training effects.

REPORT INCLUDES:

* Achieved indicators after the second edition of training
* Indicator assessment of the second edition of training

DEVELOPED BY:

………………………………..

Krakow, October 2018

**Introduction**

The report presents the results of the evaluation study summarising:

…………………………………………………………………………………………………………………………………

THE REPORT CONSISTS OF THE FOLLOWING PARTS

TABLE OF CONTENTS

[INTRODUCTORY INFORMATION FOR THE TRAINER 3](#_Toc4600925)

[a) pre i post knowledge tests 3](#_Toc4600926)

[b) Self-assessment questionnaire along with evaluation of the training 4](#_Toc4600927)

[c) Master chef report 5](#_Toc4600928)

[d) Evaluation questionnaire- trainer and training rating 5](#_Toc4600929)

[ASSESSMENT OF UP'S WORK SKILLS WITH THE TEAM AND EMPLOYER 5](#_Toc4600930)

[1. ANALYSIS OF ACTIVITIES COMPLEMENTED WITHIN THE II EDITION OF TRAINING 6](#_Toc4600931)

[1.1. EVALUATION OF MODULES 1-9 (9 KITCHEN THEMES) 6](#_Toc4600932)

[1.1.1. EVALUATION OF KNOWLEDGE AND SKILLS OF PROJECT PARTICIPANTS - based on pre and post tests of knowledge, self-assessment questionnaires, trainers' reports 6](#_Toc4600933)

[1.1.2. EVALUATION OF THE TRAINER - based on trainer's questionnaires 18](#_Toc4600934)

[1.1.3. TRAINING ORGANISATION - based on questionnaires at the end of the training 20](#_Toc4600935)

[1.2. Evaluation-conclusions and recommendations 21](#_Toc4600936)

[ATTACHEMENTS 22](#_Toc4600937)

# INTRODUCTORY INFORMATION FOR THE TRAINER

Monitoring and evaluation tools were used to collect the data used in this report.

The adopted project evaluation methodology did not include self-assessment questionnaires as well as pre and post-named tests, in order to ensure comfort for participants. At the same time, the coding system of the above evaluation documents allowed for verification of the indicators achieved in relation to each person. The project designers experience of the projects carried out shows that the use of personal surveys and pre and post-tests among the target group of the project is not the right choice and introduces unnecessary stress

At the same time, the system of assigning a number to each is sufficient to examine the achievements of each participant (eg number 1.1 - group 1, person 1, the project provider knows the name and surname).

The adopted evaluation tools are in line with the ethics of conducting evaluation studies (Polish Evaluation Society, Evaluation Standards, 2011).

The ethics are as follows:

1. Providing the respondent with the anonymity of the speech, excluding the possibility of its identification by the research commissioners, recipients of results and any other third parties. Anonymity should be provided not only at the time of conducting the study but also at the moment of collecting the questionnaires,
2. Information on the purpose of the research and applied research methods and techniques,
3. Ensure full voluntary participation in research at every stage
4. Respecting the respondent's right to refuse to participate in the research or to resign from further participation in it). Such rules are also in force in the ESF, because in fact the ESF evaluation is based on the methods of social sciences and hence derives from it.

### a) pre i post knowledge tests

Comparison of pre and post test results consisting of 30 closed questions, one-time selection on 6 thematic positions (five questions from each cuisine) allows to assess the degree of knowledge increase regarding individual positions in the main principles, products and dishes of participants taking part in project.

Pre tests were carried out at the beginning of the 1st meeting in each group, while the post tests were carried out at the end of the 5th meeting in each group.

Additionally, in each obligatory module: Food cost (5 questions), Team management - the role of the chef (5 questions), Organisation of work and planning in the kitchen of everyday life (6 questions) separate pre and post tests were conducted on the day of the training. This allowed to assess the degree of knowledge increase after the completed training module. The designer set up the tests on the day of the training, in order to not accumulate too many questions on the last day of the training.

### b) Self-assessment questionnaire along with evaluation of the training

In the self-assessment questionnaire, participants assessed their competence growth on a nine-point scale (from 20% to 100%). The scale of growth every 10% starting from 20% because it is the smallest level that can be obtained from a given area. A smaller increase in the case of participation in training and participation in the practical part is not possible. Participants assessed their competences: theoretical knowledge, practical skills, soft skills, knowledge of food cost, knowledge of procedures.

**Questions in the self-assessment questionnaire:**

|  |
| --- |
| * Increase in practical skills in hotel breakfast
* Increase in practical skills in spicy cuisine
* Increase of practical skills in the field of soups
* Increase in practical skills in the field of fish and seafood
* Increase in practical skills in the areas of meat, venison, and poultry
* Increase in practical skills in the field of desserts
* Increased work organisation skills
* Increased planning skills in the kitchen of everyday life
* Increased knowledge about procedures / guidelines that support the organisation of work in the kitchen
* Increased team management skills
* Increased knowledge about roles in the team
* Increased knowledge about the competencies needed by the chef
* Increased knowledge on the gastronomic valuation of meals
* Increased knowledge about inventory in gastronomy
* Increased knowledge about food cost programs and methods
 |

In addition to the survey, a part of the training implementation evaluation was added, which included questions regarding the organisation of training. The project promoter combined both surveys due to the date of their completion, ie the last day of training. The survey was evaluated on a five-point scale (where 1 means - very low, 2 - low, 3 - sufficient, 4 - high, 5 - very high).

The survey also included open questions:

1. What was the biggest advantage of the training? Why?
2. What would you change/add to the training? Why?

### c) Master chef report

In the trainer - Master Chef reports, trainers at the end of a given practical training module described what content and practical skills were presented during the training, expressed their opinion on the increase of knowledge about a given position or block of subjects and an opinion on the increase of practical skills of participants for a given position. At the end of the report, the trainers entered a percentage increase (from 25% to 100%) of competences of the participants in the area of the training block - taking the average over the entire training group.

### d) Evaluation questionnaire- trainer and training rating

In the evaluation questionnaire participants assessed the trainer and training on a five-point scale (where 1 means - very low, 2 - low, 3 - sufficient, 4 - high, 5 - very high) ie contact with the trainer group, approachability and accuracy in explaining how to prepare dishes, enthusiasm of the trainer, usefulness of given recipes in their professional work. They also determined, what they would be interested in if they took part for the second time in a workshop conducted by a given trainer. In addition, the participants assessed the training itself in the scope of: the training program of its coherence and logic, meeting the substantive expectations in terms of presented content, and the usefulness of knowledge acquired during the training at the workplace. The third part included questions about training materials: useful information, quality and consistency with the presented content. At the end of the survey, there was space for additional comments from participants.

e) INTERVIEWS WITH EMPLOYERS ON THE QUALIFICATIONS OF PARTICIPANTS

Interviews with employers consist of four closed questions (YES or NO), conducted one month after the end of practical training, allowing to assess:

1. increased skills in the use of kitchen appliances / tools / techniques used in everyday work after training employees who participated in the training;
2. increase in the practical skills of employees in the organisation of work in the kitchen observed by the employer at the workplace;
3. increase in team work skills among employees: contact with colleagues, relationships in a team;
4. increase of skills related to food cost among employees.

# ASSESSMENT OF UP'S WORK SKILLS WITH THE TEAM AND EMPLOYER

Assessment of UP's work skills in a cooking team takes place twice: before and after training. The survey was evaluated on a five-point scale (where 1 means - very low, 2 - low, 3 - sufficient, 4 - high, 5 - very high). Evaluation among employers and associates in the field of 10 questions:

1. Ability to communicate in a team;
2. Ability to make decisions;
3. Team work skills;
4. Ability to create relationships in a team;
5. Ability to resolve conflicts;
6. Ability to cooperate with the employer;
7. Ability to organise work in the kitchen;
8. The ability to maintain work balance between costs and maintaining high quality dishes and portion sizes;
9. Ability to manage the goods in the premises;
10. The ability to plan food cost.

# ANALYSIS OF ACTIVITIES COMPLEMENTED WITHIN THE II EDITION OF TRAINING

The analysis of the activities carried out as part of the second edition of the training have been divided into three main parts:

1. Evaluation of station modules (9 thematic positions) - divided into three elements: assessment of knowledge growth and skills of the project participants , evaluation of trainers conducting training, evaluation of training organisation.
2. Evaluation of obligatory modules (3 thematic modules).
3. A comprehensive assessment of the activities carried out.

The quantitative data used in the analysis will be presented as a percentage to illustrate the results in more detail. In order to maintain the transparency of the presented data, the results will be rounded. Therefore, deviations of 1% may occur due to rounding and addition of individual data.

## EVALUATION OF MODULES 1-9 (9 KITCHEN THEMES)

### EVALUATION OF KNOWLEDGE AND SKILLS OF PROJECT PARTICIPANTS - based on pre and post tests of knowledge, self-assessment questionnaires, trainers' reports

TOOLS MEETING THE DETAILED TRAINING OBJECTIVES

The project assumed the following substantive results:

* Increasing the practical skills in the preparation of dishes in selected cuisines (spicy cuisines, soups, sauces, desserts, etc.) by 70% on 120 UP by 31/01/2018.
* Increased knowledge about main principles, products and dishes in the kitchen by 70% up by 31.01.2018.
* A 60% increase in the skills of working in a team of cooks, organisation of work in the kitchen and food cost at 120 UP by 31/01/2018.
* An increase of 40% in the ability to use modern kitchen equipment for work at 120 UP by 31/01/2018.

The analysis of the above tools (results presented in the tables) allows to determine the achievement of the assumed results, specific objectives by participants in the second edition of the project.

All Participants have observed a general increase in their knowledge and skills related to the preparation of dishes, cooking, knowledge of the theoretical part of selected positions or soft skills.

***PRE I POST KNOWLEDGE TESTS***

Comparison of the results of pre-tests and post-tests conducted in 4 groups allows to conclude that due to the participation in the trainings, the Participants have broadened their knowledge at the planned level in the scope of particular positions.

With respect to obligatory modules, the Participants have also broadened their knowledge at the planned level in the field of knowledge on the skills of working in a cooking team, organisation of work in the kitchen and food cost.

The range of results obtained by the Participants of the second edition:

* Workstation modules between 70% to 100% of both tests (30 questions in each);
* Mandatory modules between 60% to 100% of both tests (in each module).
* **Below are the detailed results divided into Participants in particular groups.**

**GROUP 1**

|  |
| --- |
| **WORK ORGANISATION AND PLANNING IN THE DAY TO DAY KITCHEN**  |
| pre test | post test | Increase  |
|  | no. | Sex | Obtained points |  | no. | Sex | Obtained points |
| 1 | 1.1 | F | 1 | 1 | 1.1 | F | 5 | 67% |
| 2 | 1.2 | F | 1 | 2 | 1.2 | F | 6 | 83% |
| 3 | 1.3 | M | 1 | 3 | 1.3 | M | 6 | 83% |
| 4 | 1.4 | M | 1 | 4 | 1.4 | M | 6 | 83% |
| 5 | 1.5 | M | 0 | 5 | 1.5 | M | 6 | 100% |
| 6 | 1.6 | M | 0 | 6 | 1.6 | M | 4 | 67% |
| 7 | 1.7 | F | 1 | 7 | 1.7 | F | 5 | 67% |
| 8 | 1.8 | M | 0 | 8 | 1.8 | M | 6 | 100% |
| 9 | 1.9 | F | 0 | 9 | 1.9 | F | 4 | 67% |
| 10 | 1.10 | F | 1 | 10 | 1.10 | F | 5 | 67% |

|  |
| --- |
| **TEAM MANAGEMENT- THE ROLE OF A CHEF**  |
| pre test | post test | Increase  |
|  | no. | Sex | Obtained points |  | no. | Sex |  Obtained points |
| 1 | 1.1 | F | 2 | 1 | 1.1 | F | 6 | 80% |
| 2 | 1.2 | F | 1 | 2 | 1.2 | F | 4 | 60% |
| 3 | 1.3 | M | 1 | 3 | 1.3 | M | 5 | 80% |
| 4 | 1.4 | M | 0 | 4 | 1.4 | M | 5 | 100% |
| 5 | 1.5 | M | 1 | 5 | 1.5 | M | 5 | 80% |
| 6 | 1.6 | M | 2 | 6 | 1.6 | M | 5 | 60% |
| 7 | 1.7 | F | 0 | 7 | 1.7 | F | 5 | 100% |
| 8 | 1.8 | M | 1 | 8 | 1.8 | M | 5 | 100% |
| 9 | 1.9 | F | 1 | 9 | 1.9 | F | 5 | 80% |
| 10 | 1.10 | F | 1 | 10 | 1.10 | F | 6 | 100% |
|  |  |  |  |  |  |  |  |  |
| **FOOD COST** |
| pre test | post test | Increase  |
|  | no. | Sex | Obtained points |  | no. | Sex | Obtained points |
| 1 | 1.1 | F | 2 | 1 | 1.1 | F | 5 | 60% |
| 2 | 1.2 | F | 0 | 2 | 1.2 | F | 3 | 60% |
| 3 | 1.3 | m | 2 | 3 | 1.3 | m | 5 | 60% |
| 4 | 1.4 | m | 0 | 4 | 1.4 | m | 4 | 80% |
| 5 | 1.5 | m | 2 | 5 | 1.5 | m | 5 | 60% |
| 6 | 1.6 | m | 2 | 6 | 1.6 | m | 5 | 60% |
| 7 | 1.7 | F | 2 | 7 | 1.7 | F | 5 | 60% |
| 8 | 1.8 | m | 1 | 8 | 1.8 | m | 5 | 80% |
| 9 | 1.9 | F | 0 | 9 | 1.9 | F | 4 | 80% |
| 10 | 1.10 | F | 0 | 10 | 1.10 | F | 5 | 100% |
|  |  |  |  |  |  |  |  |  |
| **COOKING MODULES**  |
| pre test | post test | Increase  |
|  | no. | Sex  | Obtained points  |  | no. | Sex  | Obtained points |
| 1 | 1.1 | F | 0 | 1 | 1.1 | F | 30 | 100% |
| 2 | 1.2 | F | 2 | 2 | 1.2 | F | 28 | 93% |
| 3 | 1.3 | m | 4 | 3 | 1.3 | m | 29 | 83% |
| 4 | 1.4 | m | 7 | 4 | 1.4 | m | 30 | 77% |
| 5 | 1.5 | m | 0 | 5 | 1.5 | m | 30 | 100% |
| 6 | 1.6 | m | 2 | 6 | 1.6 | m | 25 | 77% |
| 7 | 1.7 | F | 4 | 7 | 1.7 | F | 28 | 80% |
| 8 | 1.8 | m | 0 | 8 | 1.8 | m | 28 | 93% |
| 9 | 1.9 | F | 1 | 9 | 1.9 | F | 28 | 90% |
| 10 | 1.10 | F | 2 | 10 | 1.10 | F | 29 | 90% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **FOOD COST** |
| pre test | post test | Increase |
|  | no. | Sex | Obtained points |  | no. | Sex  | Obtained points  |
| 1 | 4.1 | F | 0 | 1 | 4.1 | k | 4 | 80% |
| 2 | 4.2 | m | 0 | 2 | 4.2 | m | 4 | 80% |
| 3 | 4.3 | m | 1 |  | 4.3 | m | 4 | 60% |
| 4 | 4.4 | m | 0 | 4 | 4.4 | m | 4 | 80% |
| 5 | 4.5 | m | 0 | 5 | 4.5 | m | 4 | 80% |
| 6 | 4.6 | m | 1 | 6 | 4.6 | m | 4 | 60% |
| 7 | 4.7 | m | 1 | 7 | 4.7 | m | 4 | 60% |
| 8 | 4.8 | m | 1 | 8 | 4.8 | m | 5 | 80% |

SELF-ASSESSMENT UPON EXIT

The results of self-assessments for the exit carried out in a total of 39 UP (allows to conclude that due to the participation in the trainings, the Participants have significantly improved their practical skills in relation to individual thematic modules).

The final result obtained by the Participants is in the range from 70.00% to 100.00%. All self-assessments meet specific values for specific purposes and the assumed level of knowledge and skills. The final result is the average of the results from 16 individual questions.

Below are detailed results divided into Participants in particular groups.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |  |
|   | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | **AVERAGE** |
| 1.1 | 80% | 80% | 80% | 80% | 80% | 60% | 60% | 60% | 60% | 60% | 60% | 80% | 80% | 80% | 80% | 72,00% |
| 1.2 | 80% | 60% | 70% | 80% | 80% | 80% | 80% | 60% | 80% | 80% | 80% | 70% | 80% | 50% | 80% | 74,00% |
| 1.3 | 90% | 80% | 70% | 90% | 90% | 90% | 100% | 90% | 90% | 90% | 70% | 100% | 90% | 90% | 90% | 88,00% |
| 1.4 | 90% | 90% | 80% | 90% | 80% | 90% | 90% | 90% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 84,00% |
| 1.5 | 100% | 70% | 60% | 70% | 70% | 100% | 70% | 70% | 80% | 70% | 70% | 90% | 60% | 70% | 70% | 74,67% |
| 1.6 | 70% | 60% | 80% | 80% | 40% | 80% | 80% | 70% | 70% | 70% | 70% | 70% | 80% | 70% | 80% | 71,33% |
| 1.7 | 30% | 50% | 0% | 30% | 80% | 90% | 100% | 50% | 80% | 80% | 80% | 90% | 100% | 100% | 100% | 70,67% |
| 1.8 | 70% | 70% | 80% | 70% | 90% | 100% | 100% | 90% | 100% | 90% | 100% | 80% | 70% | 60% | 60% | 82,00% |
| 1.9 | 80% | 80% | 80% | 60% | 60% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70,67% |
| 1.10 | 90% | 90% | 20% | 90% | 30% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 70% | 80,00% |
| 2.1 | 90% | 90% | 90% | 80% | 80% | 40% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 60% | 83,33% |
| 2.2 | 90% | 90% | 80% | 80% | 80% | 70% | 70% | 70% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 79,33% |
| 2.3 | 90% | 20% | 20% | 80% | 100% | 80% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 86,00% |
| 2.4 | 70% | 70% | 80% | 70% | 60% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 80% | 70% | 70,67% |
| 2.5 | 70% | 70% | 90% | 70% | 70% | 70% | 80% | 70% | 70% | 50% | 60% | 70% | 70% | 70% | 70% | 70,00% |
| 2.6 | 70% | 90% | 70% | 90% | 80% | 90% | 90% | 90% | 50% | 50% | 90% | 90% | 90% | 90% | 50% | 78,67% |
| 2.7 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100,00% |
| 2.8 | 100% | 100% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 91,33% |
| 2.9 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100,00% |
| 2.10 | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100,00% |
| 3.1 | 80% | 80% | 70% | 70% | 70% | 80% | 50% | 50% | 50% | 70% | 70% | 80% | 80% | 80% | 80% | 70,67% |
| 3.2 | 80% | 70% | 80% | 70% | 80% | 90% | 90% | 90% | 90% | 80% | 90% | 0% | 50% | 80% | 50% | 72,67% |
| 3.3 | 70% | 90% | 70% | 70% | 90% | 90% | 90% | 90% | 90% | 90% | 50% | 60% | 90% | 50% | 50% | 76,00% |
| 3.4 | 40% | 70% | 80% | 50% | 80% | 60% | 90% | 90% | 90% | 80% | 90% | 90% | 90% | 90% | 90% | 78,67% |
| 3.5 | 60% | 60% | 50% | 50% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 50% | 90% | 70% | 76,67% |
| 3.6 | 50% | 60% | 80% | 50% | 70% | 70% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 80% | 73,33% |
| 3.7 | 50% | 60% | 80% | 70% | 80% | 60% | 80% | 80% | 80% | 90% | 90% | 50% | 80% | 60% | 90% | 73,33% |
| 3.8 | 90% | 60% | 90% | 90% | 50% | 90% | 90% | 90% | 50% | 90% | 50% | 90% | 90% | 90% | 90% | 80,00% |
| 3.9 | 70% | 80% | 80% | 80% | 80% | 80% | 100% | 0% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 84,67% |
| 3.10 | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70,00% |
| 3.11 | 80% | 80% | 80% | 90% | 90% | 90% | 80% | 90% | 80% | 90% | 100% | 100% | 70% | 70% | 70% | 84,00% |
| 4.1 | 90% | 80% | 80% | 70% | 50% | 90% | 80% | 90% | 60% | 80% | 80% | 90% | 90% | 90% | 70% | 79,33% |
| 4.2 | 80% | 80% | 80% | 70% | 80% | 70% | 80% | 80% | 60% | 60% | 60% | 60% | 80% | 80% | 60% | 72,00% |
| 4.3 | 90% | 50% | 50% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 100% | 90% | 80% | 90% | 84,67% |
| 4.4 | 90% | 90% | 50% | 70% | 90% | 90% | 100% | 100% | 80% | 80% | 90% | 90% | 80% | 80% | 80% | 84,00% |
| 4.5 | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70,00% |
| 4.6 | 60% | 70% | 80% | 80% | 80% | 80% | 90% | 90% | 90% | 90% | 90% | 90% | 80% | 80% | 70% | 81,33% |
| 4.7 | 70% | 70% | 60% | 60% | 70% | 90% | 90% | 90% | 90% | 90% | 80% | 80% | 70% | 70% | 70% | 76,67% |
| 4.8 | 70% | 70% | 70% | 70% | 90% | 90% | 90% | 90% | 90% | 80% | 80% | 80% | 80% | 80% | 80% | 80,67% |

TABLE:

**First row: question number.**

**Second row: selected percentage of increase by ... by UP.**

INTERVIEW ABOUT QUALIFICATION UP AMONG EMPLOYERS

Telephone interviews with employers of companies that participated in the second edition of training confirmed the assumed results. Interviews took place up to a month after the UP training from a given group. Employers emphasised the high quality of the training and showed a positive opinion on the value of participation in the project both for their employees and for the company itself.

TRAINER REPORTS

After each training the trainers evaluated increases of the knowledge and skills of the training group. In the second edition, the average increase of knowledge and skills of the UP of 4 groups was at the level of approx. 77.75%

The trainer's opinion was more subjective than Participants' opinion. The trainer met with the group for one training day and during this time had to average the value of the increase in competences for the whole group. The biggest difficulty for the trainer was a different degree of skills and knowledge of a particular thematic cuisine among the UP. Each of the UPs had different experiences, was at different levels and worked in various facilities / restaurants serving various cuisines.

The trainers rated between the whole group increase between 25% and 100%.

The value of the indicator indicated by the trainers, however, is similar to the self-determined level of the UP.

**Summary of results - the average from individual groups**

|  |  |  |  |
| --- | --- | --- | --- |
| **GROUP 1** | **GROUP 2** | **GROUP 3** | **GROUP 4** |
| **76%** | **77%** | **78%** | **80%** |

Sample opinions of trainers conducting training in the report:

|  |
| --- |
| GROUP 1 |
| SOUPS | Trainer's opinion on the increase of knowledge among participants: Intermediate group. She asked questions, interested in the topic.Trainer's opinion on the increase of practical skills for participants: A group interested in new products. Increase in culinary skills.The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the skills of participants, etc.: Interest in the subject. Interest in new recipes and methods of thickening soups and sauces. |
| THE ORGANIZATION OF WORK AND PLANNING IN THE KITCHEN OF EVERYDAY LIFE | Trainer's opinion on the participants' knowledge increase: Low knowledge of the need for staff cooperation. P*articipants realised the relationship between individual employees.*Trainer's opinion on the increase of practical skills of the Participants : Significant increase in the organisation and preparation of meals as well as the assessment of newly admitted employees. The most important traits of the participants 'character, which distinguished the group, strengths and weaknesses of participants, most often identified gaps in the participants' skills, etc.: Participants exchanged opinions and exchanged experiences trying to solve their own problems in the company. |
| COOKING TEAM MANAGEMENT - THE ROLE OF THE CHEF | • Trainer's opinion on the increase of knowledge of the Participants: The group is active, open to new knowledge, willingly sharing experience.• Trainer's opinion on the increase of practical skills of the Participants: Participants corrected their approach to the work stages of the manager - the chef. They learned the mechanisms of motivating and evaluating the employee.• The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, the most frequently identified deficiencies in the participants' skills, etc.: Part of the group performing the functions of the chef distinguished itself with knowledge about management. |

|  |
| --- |
| GROUP 2 |
| FOOD COST | Opinion of the trainer on the increase of knowledge among participants: active participation, constructive exchange of experiences, calculations.Opinion of the trainer on the increase of practical skills of participants:- practical application of price calculation, - food cost, - increase of practical knowledge, which the participants did not have,The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the skills of participants, etc.: activity, willingness to share experiences. |
| FISH AND SEAFOOD | Trainer's opinion on the participants' knowledge increase: The participants of the training expanded and clarified their knowledge about fish and seafood.Trainer's opinion on the increase of practical skills for Participants: Participants practiced the processing and recognition of org traits. numerous fish and seafood.The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the skills of participants, etc.: The interest and efficiency of performing the work. Poor knowledge of the seafood and fish assortment and dishes. |
| SPICY CUSINE | Trainer's opinion on the increase of knowledge of the Participants: All participants interested in the subject. Increasing organisational and practical knowledge.The opinion of the trainer on the increase of practical skills of the participants: A big increase in practical skills in the subject of spicy cusine.The most important characteristics of the participants 'character, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the participants' skills, etc.: A disciplined group, eager to learn, interested in the subject. Lacks in the use of the convection oven. |

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| GROUP 3 |
| FISH AND SEAFOOD | Trainer's opinion on the participants' knowledge increase: The participants of the training extended and organised knowledge on fish and seafood.Trainer's opinion on the increase of practical skills of the Participants: Participants practiced the processing and filleting, recognition of organoleptic characteristics of fish and seafood.The most important character traits of the participants, which distinguished the group, strengths and weaknesses of participants, most often identified deficiencies in the skills of participants, etc.: The interest in new products for participants. Poor knowledge of fish and seafood processing techniques. |
| SOUPS | The opinion of the trainer on the increase of knowledge among participant: Intermediate group, asked questions, interested in the subject.Trainer's opinion on the increase of practical skills for Participants: A group interested in new techniques. Increase in culinary skills.The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, the most frequently identified deficiencies in the participants' skills, etc.: Interest in the topics. Interest in new recipes and methods of thickening soups. |
| HOTEL BREAKFASTS | Trainer's opinion on the increase of knowledge among participants: Advanced group level.Opinion of the trainer on the increase of practical skills for participants : The group is working on a high level of focus, wants to improve their skills.They show commitment.The most important characteristics of the participants' character, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the participants' skills, etc.: A group which focused on work, active, works clean participants' weaknesses. |

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| GROUP 4 |
| DESSERTS | The opinion of the trainer on the increase of knowledge among participants: The group was hardworking, showed great interest in the topic. The participants had basic knowledge about confectionery.The opinion of the trainer on the increase of practical skills of the participants: the group was hard-working, committed and willing.The most important characteristics of the participants 'character, which distinguished the group, strengths and weaknesses of the participants, the most frequently identified deficiencies in the participants' skills, etc.: similar level. |
| SPICY CUSINE | The opinion of the trainer on the increase of knowledge among participants: the group willingly executed the order, carefully performed the task recommended to them, effectively able to repeat the presented dishes.Due to the great involvement in the training, the group significantly improved their skills in spicy cusine.The most important character traits of the participants, which distinguished the group, strengths and weaknesses of participants, most often identified deficiencies in the skills of participants, etc.: A strong group,wanting to expand their knowledge and practical skills. |
| MEAT, VENISON, BIRDS | Trainer's opinion on the participants' knowledge increase: Good approach to raw materials, skillful division of production elements. Accurate matching of ingredients.Trainer's opinion on the increase of practical skills of the Participants: Improving the skills of decorative dishes. A good arrangement of dishes in a modern style. Matching additives at a satisfactory level. The most important character traits of the participants, which distinguished the group, strengths and weaknesses of the participants, most often identified deficiencies in the participants' skills, etc.: Good organisation of individual work. General organisational rules at a high level. |

**ASSESSMENT OF SKILLS USED IN KITCHEN TEAMWORK**

Assessment of UP's work skills in the cooking team takes place twice: before starting the training and after finishing the training. “Teamwork in the kitchen". Evaluation among employers and associates in the field of 10 questions for 39 respondents (result after comparing the pre and post tests):

* Ability to communicate in a team: 5 companies 60% growth, 25 companies 80%, 9 companies 100%.
* Ability to make decisions: 10 companies 60% growth, 18 companies 80%, 11 companies 100%.
* Teamwork skills: 33 companies 80%, 6 companies 100%.
* Ability to create relationships in a team: 20 companies 60% growth, 18 companies 80%.
* Ability to resolve conflicts: 20 companies 60% growth, 16 companies 80%, 2 companies 100%.
* Ability to cooperate with the employer: 16 companies 80%, 20 companies 100%.
* The ability to organise work in the kitchen: 6 companies 60%, 20 companies 80%, 13 companies 100%.
* The ability to maintain a balance between costs and maintaining high quality dishes and portion sizes: 6 companies 60%, 20 companies 80%, 13 companies 100%.
* Ability to manage goods on the premises: 6 companies 60%, 25 companies 80%, 8 companies 100%.
* Ability to plan food cost: 33 companies 80%, 6 companies 100%.

All results in 10 areas indicate the achievement of the specific objective in relation to the second edition of training.

### EVALUATION OF THE TRAINER - based on trainer's questionnaires

The analysis of the questionnaires with the division into trainers allows to formulate the conclusion that the level of participants' satisfaction from individual trainings was high or even very high. The variety of responses depended primarily on the subject of the training and the trainer. All results obtained are above 80%.

Detailed results broken down by trainers are included in the charts below.

**MODULE: DESSERTS**

Training materials: desserts

### TRAINING ORGANISATION - based on questionnaires at the end of the training

ORGANISATION OF THE TRAINING

The organisation of the training was assessed very highly by the participants. The vast majority of participants was very satisfied with the organisational part of the training and ongoing service by the project team.

Evaluation: deserts

##  Evaluation-conclusions and recommendations

The practical side of the training is the element most emphasised by the Participants and the possibility of individual and group work in their own work environment. An important element turned out to be the visual representation of skills by the trainers and access to modern knowledge and cuisine as well as contact with the chefs' environment.

Participants emphasised that practical vocational trainings give them a chance to verify their rich knowledge and a unique opportunity to try various cooking techniques, get to know another professional environment, and other catering equipment.

Training materials, case study - additional materials received during the course turned out to be an important element. A large number of recipes and professional tips, solutions in the industry.

Participants assumed very much that this is the last training opportunity under the ESF, exceptionally interested in continuing training and improving competences. They were asking for additional training - hence the project designer based on his own research among the UP, proposed additional modules.

# ATTACHEMENTS

* ATTACHMENT 1. Pre i post knowledge tests
* ATTACHMENT 2. Self-assessment questionnaire
* ATTACHMENT 3. Trainer report
* ATTACHMENT 4.Evaluation questionnaire- evaluation of the trainer and training