



18-22 JUNE 2018
Ankara/TURKEY

Prepared by Uluslararası Hayat Boyu Öğrenme Derneği

LTTA EVALUATION
REPORT

2016-2-TR01-KA205-036086

EXECUTIVE SUMMARY

Background

The curriculum for training FFS was developed by the

- IPR Institute /PORTUGAL,
- Maribor Universty/SLOVENIA,
- Assipian Sicilia/ITALY
- IFO/ITALY under the coordination of ÖZ GIDA İŞ TRADE UNION from Turkey within the scope of “Floury Food Safety Training from Virtual to Reality for Youth-FFS ” project that has been funded by European Commision and Turkish National Agency with the ID of “2016-2-TR01-KA205-0036086” in order the youth working/want to work in the floury food production sector, however, who couldn’t complete their training due to any reason, can learn safe floury food production, and in order the sector can switch onto a more dynamic and innovative structure by developing their qualifications.

Food assurance and safety; take place recently among priority subjects in all countries and it is being worked on various measures which would ensure this safety at every level of the sector. Floury food which is one of the cheapest foodstuffs which can be obtained easily; occupies a significant place among eating and drinking habits whereas, it is also directly correlated with public health. However, major part of those working in such a sector so closely related with public health are applying what they learn at work by method of “Master-Apprentice” procedure which is the traditional way of training; and, learning about the developments occurring in the sector and about the changing supply-demand equilibrium remains limited just with the information received from the master. According to researches made; the employers and employees exercising activity in the floury food production sector are not aware of hazard analysis and critical control points (HACCP) practice for food safety control.

Training being made as ICT based in the information era where technology is being used in every aspect of life is a recognized reality that it is the most effective tool to reach at larger masses in a much shorter time. Nevertheless, these tools are indispensable parts of the youth’s life.



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LTТА ID

Project name : *Floury Food Safety Training from Virtual to Reality for Youth*

ID	: 2016-2-TR01-KA205-036086
Programme	: <i>Key Action 2-Cooperation for Innovation and the Exchange of Good Practices</i>
Reporting Period	: 18-22 June 2018
Training duration	40 hours
Lead partner	: <i>ÖZ GIDA İŞ TRADE UNION</i>
Venue	: <i>Ankara/TURKEY</i>
Participated partners	<input type="checkbox"/> <i>IPR Institute /PORTUGAL,</i> <input type="checkbox"/> <i>Maribor Universty/SLOVENIA,</i> <input type="checkbox"/> <i>Assipian Sicilia/ITALY</i> <input type="checkbox"/> <i>IFO/ITALY</i>

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CONTENT OF THE REPORT

This report contains the results of the monitoring -evaluation of the short-term course activity (LTТА) carried out under the project "**Floury Food Safety Training from Virtual to Reality for Youth/FFS**". The report consists of 3 sections.

1. The methodology used in LTТА
2. Pre-test and Post-test comparative evaluation results,
3. LTТА Quality-Impact evaluation results.
4. Suggestions from tutors
5. Conclusion



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1. Rationale for The Training/LTTA

Learning/Training/Teaching Activity has been organized in order to bring together youth of different cultures having different feeding behaviors and to help in developing knowledge, skills, and qualifications through the exchange of good practices. The validation-reliability and quality assurance of the training instrument prepared will be done through the feedbacks received from LTTA. This will support the learning, career targets of the youth of different cultures for the future, in harmony with their personal and professional developments.

2. Limitation of the study

This study has been organized to perform the validity and reliability studies of the modules prepared in order to improve the vocational qualifications of young people who want to work/work in the flour food production sector within the scope of FFS project. A total of 24 young people participated in the study.

- IPR Institute /PORTUGAL,
- Maribor Universty/SLOVENIA,
- Assipian Sicilia/ITALY
- IFO/ITALY
- Öz Gıda İş/TURKEY

24 participants

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3. Methodology

a. Used methodology in LTTA;

LTTA has been realized with the participants of 24 youth in Turkey under the responsibilities of OZ GIDA IS UNION. Theoretical and practical methods have been intertwined in the activity. The activity carried out by using combined learning management allowed the youth to put into practice what they learned. The theoretical lessons were given total 20 hours at Anatolian Zeynep Salih Alp Vocational High School by tutors; “**Prof.Dr. Nevzat ARTIK**” and “**Prof.Dr. U.Tansel ŞİRELİ**”.

Practical lessons have been made at Anatolian Zeynep Salih Alp Vocational High School “12” hours by “12” with the participating of all participants. During the practical training,



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participants learned traditional bread making, cookie, and pastry production and reinforced what they learned with practical exercises with the support of trainers. The sectoral visits, social-cultural activities were realized besides the theoretical-practical training in order to raise awareness on respect social-cultural differences, to recognize the sectoral differences among countries and to see the best practices in the area.

b. Used methodology in the evaluation process;

The pre-test and post-test were created by Uluslararası Hayat Boyu Öğrenme Derneği FFS project management team before the starting of the LTTA. Additionally, the quality and impact evaluation form created in order to evaluate the quality and impact of the training course on participants and trainee evaluation form in order to receive the tutors opinions and suggestions about the nature of the training modules that prepared under the FFS project and implemented within the scope of the short-term training activity (LTTA).

The post-test form consisting of the same questions as the pre-test forms applied at the beginning of the training was applied to the participants at the end of the training. At the end of the training, self-evaluations were taken to determine the difference between the beginning and the result of the achievement. The main aim of pre-test and post-test;

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The obtained results from pre-test and post-test used as an evaluation tool;

- In order to design a friendly user platform,
- As an indicator of FFS modules applicability,
- To identify the achievements of participants,
- To obtain the high-quality output,
- For measuring the preparedness and performance of participants. In addition to measuring how much participants have improved in the training activity.

c. Expected impact of LTTA

LTTA will make the contribution to accomplishing the European Commission’s target of youth in circulation, it helped to break the prejudice in the youth of different cultures, ensured intercultural vocational interaction. It is expected to support the learning, career targets of the youth of different cultures for the future, in harmony with their personal and professional developments.



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On the other side; In order to support the professional development as well as social and cultural interaction the LTTA organizer focused on social-cultural visits as a multiplier effect on the relevant environments;

- to change their cultural awareness into intercultural awareness to break down prejudices,
- to have a better understanding and appreciation for the nation’s people and history,
- to enable the participants to get to know a different culture,
- to introduce Turkish nutrition culture,
- to give the chance to experience different styles of education about Food Safety training, research & development, test/analysis, counseling in terms of food science and technology in Turkey.

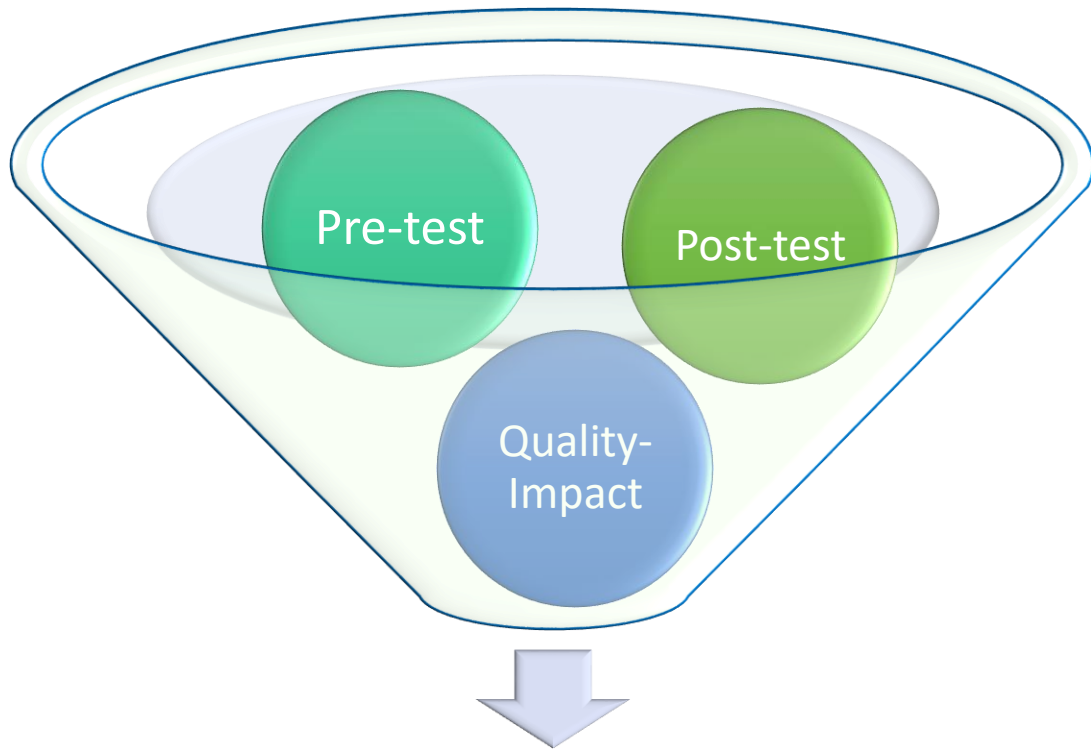
d. Methodology for the Cross-cultural benefit and Technical visits

- Sectoral visits were organized to the Ankara Halk Ekmek production factory to ensure that the participants see good practices in place and get to know the sector closely,
- Cookie and pastry production was done by the participants as practical training,
- Ankara University Institute of Food Safety was visited to monitor food safety training and for reviewing the conducted studies on the area. The major target of the Institute is education, research & development, test/analysis, counseling in terms of food science and technology due to providing a contribution to the development of food industry and technology,
- Under the cultural activities, the participants visited the Anıtkabir, Ankara castle and lunch in Kınacızade Konağı (restored historical building). The socio-cultural activities have enabled the participants to get to know a different culture.
- Museum of Anatolian Civilization and Grand National Assembly of Turkey was visited,



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LTTA Evaluation



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PART-I: PERSONAL INFORMATION

	<i>Gender</i>	<i>Female-13</i>	<i>Male-11</i>
<i>What is your age</i>		16-20/10	21-25/9 26-29/5
<i>Status</i>		<i>a-Want to work in FF sector/3</i>	<i>b-Still in training/21</i>
<i>Vocational course</i>		<i>Gastronomy, School of Tourism and Hotel, Biotechnics and Tourism vocational college,</i>	
<i>VET situated in a</i>		<i>City-17</i>	<i>Town-7</i>
<i>Graduate program</i>		<i>Professional- 1</i>	<i>Undergraduate-14 Graduate-9</i>

The LTTA has been organized with 24 participants and all participants joined to the evaluation process. But, only “-1-one” participant couldn’t attend the activity due to visa problem. The selection criteria were taken into account by each partner. In LTTA the gender equality supported to access the education and active participation in socio-cultural activities. Moreover, positive discrimination appears to be with “13” female proportions.



PRE-TEST AND POST-TEST COMPARATIVE EVALUATION RESULTS

PART-II: PROFESSIONAL KNOWLEDGE

M1. ASPECTS OF SUSTAINABILITY				
<i>M1.1. I am aware of the importance of sustainability aspects in Floury Food sector.</i>				
	Answers	Pretest %	Post-test %	Variance %
	Yes	67	96	29
	Partly	33	4	67
	No	0	0	0
<i>M1.2. I know what sustainable development is</i>				
	Yes	42	92	50
	Partly	25	4	21
	No	33	4	29
<i>M1.3. I am aware of the importance to have an ecosystem approach and an integrity and prosperity dimension.</i>				
	Yes	83	96	13
	Partly	17	0	17
	No	0	0	0
<i>M1.4. I am aware of the importance to respect the ecosystem and have a food safety approach.</i>				
	Yes	88	96	6
	Partly	8	0	8
	No	4	4	-
M2. HACCP- HAZARD ANALYSIS CRITICAL CONTROL POINT				
<i>M2.1. I am aware of the legal position related to Food Safety.</i>				
	Yes	27	91	64
	Partly	64	9	55
	No	9	0	9
<i>M2.2. I know how to prepare a hazard analysis and risk assessment.</i>				
	Yes	21	96	75
	Partly	29	0	29
	No	50	4	46
<i>M2.3. I am aware of the requirements of the HACCP system.</i>				
	Yes	50	92	42
	Partly	25	4	21
	No	25	4	21
<i>M2.4. I know the principles and methodology of implementing the HACCP system.</i>				
	Yes	58	92	34
	Partly	17	4	13
	No	25	4	21
<i>M2.5. I know how to draw up a HACCP plan.</i>				
	Yes	33	96	63
	Partly	17	0	17
	No	50	4	46



M2.6. I know how to prepare the necessary documentation for the operation of the HACCP system.				
	Yes	25	92	67
	Partly	29	4	25
	No	46	4	42
M2.7. I am aware of the benefits of implementing the HACCP system.				
	Yes	54	96	42
	Partly	17	0	17
	No	29	4	25
M3. RAW MATERIALS				
M3.1. I know the origin of yeast.				
	Yes	58	96	38
	Partly	29	0	29
	No	13	4	11
M3.2. I know the fermenting agents of bread.				
	Yes	71	100	29
	Partly	29	0	29
	No	0	0	0
M3.3. I know the function of yeast in the dough.				
	Yes	79	100	21
	Partly	17	0	17
	No	4	0	4
M3.4. I can differentiate the types of yeast and additives, their functions in the bread dough.				
	Yes	54	96	42
	Partly	42	4	38
	No	4	0	4
M3.5. I can identify the main ingredients of bread.				
	Yes	54	100	46
	Partly	21	0	21
	No	25	0	25
M3.6. I can differentiate the stages of bread processing.				
	Yes	71	100	29
	Partly	13	0	13
	No	17	0	17
M3.7. I can identify the importance of dough mixing.				
	Yes	54	96	42
	Partly	42	4	38
	No	4	0	4
M3.8. I can evaluate care during and after fermentation.				
	Yes	33	92	59
	Partly	54	4	50
	No	13	4	11
M3.9. I can differentiate the changes during and after the baking of bread.				
	Yes	50	96	44
	Partly	38	4	34
	No	13	0	13



Pos-test thoughts

1. What did you find most useful information in the modules?

All the information was important. The part of the HACCP measures that guarantee us a quality product and food safety. Gatare us also a system thought so that all the steps within the chain of production proceed of the best form. The part of the bread is important to know the chemical processes, the technique generates the production of bread in order to remove the maximum of the productions.

2. What did you find least useful information the modules?

Every part is necessary to have a good preparation of foods.

3. Do you have any additional information that you would like to be included in the modules or you want to learn? If YES, please write.

- A participant request information related to food safety and food security, relationship with food.
- A participants' desire to know the correct way to made cookies, and go deep into chocolate history and processing, by the bean to cocoa powder, including workshop lessons,
- A participant requests the documents (Powerpoint) of the HACCP module that was not delivered.
- This experience has served a lot and I hope one day to get this chance back.



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QUALITY-IMPACT OF LTTA EVALUATION

According to the average of the obtained results from the LTTA participants;

No	Quality criteria	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
1	Hosting capability skills of the co-coordinator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Overall, how satisfied were you with this training?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Clear definition of the objectives of the training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did you find the content of the LTTA entertaining and informative?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The training room and facilities adequate and comfortable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The training content satisfactory level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The quality of ICT equipment and internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The quality of practical training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Appropriateness of training method and technique in terms of understanding the subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The immediate solution to problems arising during training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Contribution to LTTA participants’ professional knowledge is very much. They have found an opportunity to improve their English language skills through interactive communication during the short-term training and participants had the opportunity to establish a lasting friendship bridge between cultures.
- The major knowledge they have gained on Flourey Food (FF) Professional skills are making bread and hazard analysis, HACCP plan.
- LTTA influence/improved their personality on Reliability, Responsibility, Punctuality, Self-confidence, Respect to different cultures/lifestyles, Team working and Manners,
- Besides the increasing the Professional qualifications of the participants the most important achievement from the LTTA is the participants had an opportunity to meet their peers from different cultures and raised their awareness about floury food safety in the human lives as well as in the community health, respect to the ecosystem through the training.



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Thoughts of the tutors

The data obtained from both tutors are given below;

- The general framework of the modules is very interesting and very useful to increase the qualification for the youth who wants to work/working in the floury food sector. The each module addresses summary but important issues to increase the professional qualifications and awareness of young people.
- Module description language is simple, easy to understand by the trainee,
- The content is accurate and up-to-date according to the General Food Law Regulation ensures a high level of protection of human life and consumers' interests in relation to food, while ensuring the effective functioning of the internal market.
- The contents of modules match the project goals and Participating participants were in line with the target group.

*****The objective of the project with respect to the problems specified: This is to ensure protection of public health through quality assurance and safety in the food production sector by means of developing the professional qualifications in media fit to technological developments of the youth working/who want to work in the floury food production sector, however who couldn't complete their education.***

*****Expected impacts after implementation of training modules; By developing their Professional qualifications this will meet the qualified staff need of the floury food production sector and it will increase the quality feature in the floury food production sector. It will ensure the sector to switch onto a more dynamic and innovative structure by increasing the attraction of youth to join the floury food production sector.***

- The modules contents are in the line of the EU2020 strategy with the adaptation of the youth involved in the sector must be ensured towards increasing productivity by making them acquire new skills which would make it easier for them to get adapted to the developing technology base and the global transformations of manpower.



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Conclusion

The LTTA was completed without any problems.

- The activity carried out by using combined learning management allowed the youth to put into practice what they learned. LTTA will make the contribution to accomplishing the European Commission’s target of youth in circulation, it helped to break the prejudice in the youth of different cultures, ensured intercultural vocational interaction. It is expected to support the learning, career targets of the youth of different cultures for the future, in harmony with their personal and professional developments.
- In general, all participants were satisfied with the training, but only **-1-** participant in all sections unfortunately reacted negatively to the evaluation process and responded negatively to all questions. The only one “NO”ratio is the indicator of this result.
- In general, when looking at the data obtained from the pre-test and post-test, there seems no problem in the content of the training modules and the gains are high.
- On the other side; the 3 modules will be more effective in improving the qualifications of individuals who want to work in the floury food sector but who do not have any professional knowledge but it is strongly suggested that the theoretical training should be supported through practical training in order to increase the attractiveness of the floury food industry and to ensure that the learning is permanent. Therefore the organizations which will use the platform for increasing their Professional knowledge of their staffs in the process of employment should support their prospective workers with practical learning and surround them with it for increasing their performances.
- When looking at the readiness of the participants at the beginning of training via pre-test, the most of the participants seem to have a very low level of awareness about HACCP. It is important that the HACCP system, which is the main artery of the food production sector and is the transition key to the dynamic structure in the floury food sector, should be taught to the youth who are working / want to work in the sector and employers,
- In additional information part “A participant desire to know the correct way to made cookies, and go deep into chocolate history and processing, by the bean to cocoa powder, including workshop lessons”. But unfortunately, the FFS Project topic and objectives are related to the floury food sector therefore due to the Project nature it is



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impossible to include additional information about chocolate and related products with the chocolate.

- As the feedback to the obtained results from the second question “*I know what sustainable development is*” and regarding the importance of the topic, we strongly suggest putting more information about the Sustainable Development goals to strengthen the awareness on the participants.

At a time when the Earth’s resources are being depleted faster than they can be replenished, adopting and promoting more sustainable ways of living that are in harmony with our communities and nature has never been more crucial. Youth mobility supports participants to become advocates and agents of change for sustainable lifestyles in their respective communities around the world. On the other side, we strongly suggest the adding more information about the global “Sustainable Development Goals” because each target is related to each other and SDGs, cover all nations for escaping poverty, human development, the environment, and social justice. (*17 outline targets*). Therefore our duty as a citizen and project coordination team we should ensure effort to involve everybody that governments, businesses, communities, education-everyone has a role to play in making the SDGs a reality.

- The ecosystem approach provides the framework that draws together federal, state, local, and tribal governments, and the public, to achieve the ultimate goal of healthy, sustainable ecosystems that provide us with food, shelter, clean air and water, and a multitude of other goods and services. In the light of the importance of the topic the module that named “Aspects of sustainability” will support to increase the awareness of the participants as well as beside the increasing professional qualifications of young people. On the other side, one of the FFS project’s aim is to protect the human health through food safety and of course with the way of education/training. Therefore, the global framework and FFS project module content are parallel to the same goal.
- The high success ratio is one of the most important things in the HACCP module because it prioritizes and controls potential hazards in food production. By controlling major food risks, such as microbiological, chemical and physical contaminants, the industry can better assure consumers that its products are as safe as good science and technology allows to protect public health. Therefore one of the main aims of the FFS Project is to protect public health through ensuring the food safety in the sector and



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raising the awareness about the importance of the topic. So, the effectiveness of the module section content seems that it's enough to train young people through the E-learning Platform. From another framework side; The food business is responsible for developing and implementing a HACCP plan for the food its processes or manufactures. A specific HACCP plan is needed for each food and for each processing system employed by a food business because every food and every processing system poses different risks and requires different risk management practices.

- For a successful HACCP program to be properly implemented, management must be committed to a HACCP approach. This depends largely on regularly scheduled verification activities. The HACCP plan should be updated and revised as needed. An important aspect of maintaining the HACCP system is to assure that all individuals involved are properly trained so they understand their role and can effectively fulfill their responsibilities. Therefore the ability of drawing HACCP plan by the project target group is containing the very large frame in the FFS project and has gained this ability to target group through the modules by the team is the major importance for FFS team.
- Implementing the HACCP system in workplaces through training of the workers/want to work in FF sector is the direct goal of the FFS project to establish a more dynamic system in FF sector. Raising awareness of youth workers/want to work in FF sector on benefits of implementing the HACCP system ensure to avoids poisoning to the customers (to prtect public health) Food safety standards increase, Food quality standards increase, Organises the process to produce safe food, Organises the staff promoting teamwork and efficiency.



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ANNEXES

<p>AGENDA</p>  	<p>Key action: Cooperation for innovation and the exchange of good practices Field: Strategic partnership for youth</p> <p>FLOURY FOOD SAFETY TRAINING from VIRTUAL to REALITY for YOUTH – FFS</p> <p>Project No. 2016-2-TR01-KA205-036086</p> <p style="text-align: right;">ANKARA</p>	
<p>LTTA Contacts; Aybuke Bengu OZMUTAF + 90 534 890 40 97 Tutors; Prof.Dr. Nevzat ARTIK Prof.Dr. U.Tansel ŞİRELİ</p>		
<p>Host: ÖZ GIDA-İŞ</p>	<p>Responsible</p>	
<p>Transfer from Airport to the hotel</p>	<p>ÖZ GIDA-İŞ</p>	
<p>Hotel Check-in Eyüboğlu Hotel</p>	<p>Individually (Approximaely 32 Euros;room+breakfast)(All rooms are booked single) (Lunchs will be covered by Öz Gıda-İş, Dinners will be covered by participants.)</p>	
<p>Transfer from the hotel to training place and from the training place to hotel</p>	<p>ÖZ GIDA-İŞ</p>	
<p>18.06.2018</p>		
<p>Training Day 1</p>		
<p>Place</p>	<p>Time</p>	<p>Subject</p>
<p>Zeynep Salih Alp Mesleki ve Teknik Anadolu Lisesi</p>	<p>09:30-10:30 10:30-11:30 11:30-12:30 12:30-13:30</p>	<p>-Legal position related to Food Safety -Hazard analysis and risk assessment -Principles and methodology of implementing the HACCP system -How to draw up a HACCP plan Lunch</p>



	13:30-14:30	-Benefits of implementing the HACCP system
	14:30-15:30	-Sustainability aspects in Flouy Food sector
	15:30-16:30	-Sustainable development
19.06.2018	Training Day 2	
Place	Time	Subject
Zeynep Salih Alp Mesleki ve Teknik Anadolu Lisesi	09:30-12:30	-Yeast and Ingredients
	12:30-13:30	Lunch
	13:30-16:30	-Bread Processing Steps
20.06.2018	Training Day 3	
Place	Time	Subject
Zeynep Salih Alp Mesleki ve Teknik Anadolu Lisesi	09:30-12:30	Workshop(Bread Production)
	12:30-13:30	Lunch
	13:30-16:30	Workshop(Cookie/Pastry Production)
21.06.2018	Training Day 4	
Place	Time	Subject
Ankara Halk Ekmek	09:30-12:30	Factory Visit
Zeynep Salih Alp Mesleki ve Teknik Anadolu Lisesi	12:30-13:30	Lunch
	13:30-16:30	Workshop(Chocolate Production)
22.06.2018	Training Day 5	
Place	Time	Subject
Ankara University-Food Safety Institute	09:30-12:30	Factory Visit
Lunch in Ankara Castle Anatolian Civilizations Museum Rahmi Koc Industrial Museum Anıtkabir	12:30-16:30	Lunch/Cultural Activities
Evaluation and Closing of The Training		
23.06.2018	Day 6	
Transfer from the hotel to airport	ÖZ GIDA-İŞ	

Annex.1. LTTA Agenda



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LTTA PARTICIPANT LIST



FLOURY FOOD SAFETY TRAINING FROM VIRTUAL TO REALITY FOR YOUTH PROJECT
 LTTA TRAINING
 18.06.2018

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MELINA VALENTINA DUPASSUAL	ASSIPAN (ITALY)	MELINADIPASSUAL@GMAIL.COM	+393663363513	Melina Valentina Dupassual



**FLOURY FOOD SAFETY TRAINING FROM VIRTUAL TO REALITY FOR YOUTH PROJECT
LT TA TRAINING
18.06.2018**

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**FLOURY FOOD SAFETY TRAINING FROM VIRTUAL TO REALITY FOR YOUTH PROJECT
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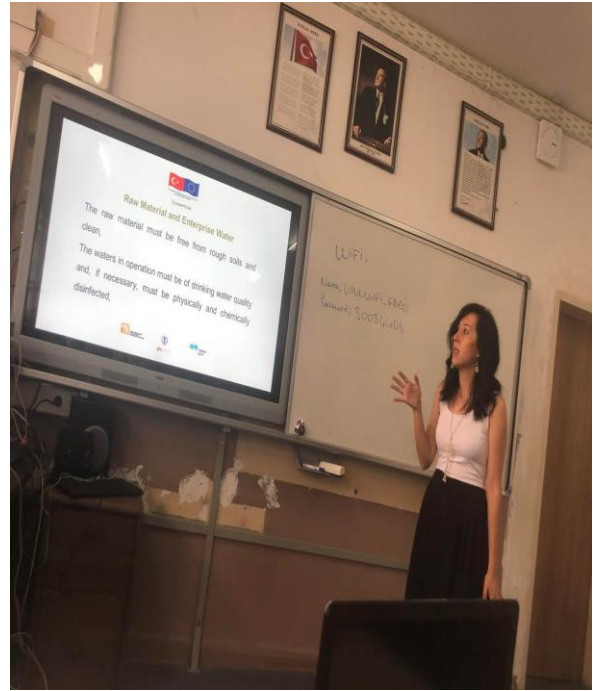
NAME	INSTUTION	E-MAIL	TELEPHONE	SIGNITURE
Jesim KARAKAS	ZSA	ysmucardos123@prodi	0312-305429	Mhandog

Annex.2. Participant list



“Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein”

LTTA PHOTOS





FFS PROJECT LTTA PRE-TEST

Dear participant,

This form has been prepared in order to evaluate what knowledge you have about FF sector. This is not an exam. It is only designed to assess the functionality of the modules. The form includes two sections. The first section is about your personal information. The second section is about your professional knowledge.

Thank you for taking the time to fill out the pre-test form.

FFS ILLA Team

PART-I: PERSONAL INFORMATION

- I. Gender: Female Male
- II. What is your age? 16-20 21-25 26-29
- III. What is your status? Persons who want to work in floury food production sector. Persons who are still in training.
If you are a person who is current in training, which vocational education course do you have? Please write:
- IV. VET center situated in a? City Town
- V. Please write your vocational education centre name?
- VI. What is your graduate program? Please write. (Faculty, undergraduate, graduate)

PART-II: PROFESSIONAL KNOWLEDGE

No	Questions	Yes	Partly	No
1	I am aware of the importance of sustainability aspects in Floury Food sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know what sustainable development is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am aware of the importance to have an ecosystem approach and an integrity and prosperity dimension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I am aware of the importance to respect the ecosystem and have a food safety approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I am aware of the legal position related to Food Safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I know how to prepare a hazard analysis and risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am aware of the requirements of the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know the principles and methodology of implementing the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I know how to draw up a HACCP plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I know how to prepare the necessary documentation for the operation of the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am aware of the benefits of implementing the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I know the origin of yeast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I know the fermenting agents of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I know the function of yeast in the dough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I can differentiate the types of yeast and additives, their functions in the bread dough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I can identify the main ingredients of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I can differentiate the stages of bread processing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I can identify the importance of dough mixing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I can evaluate care during and after fermentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I can differentiate the changes during and after the baking of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



AnnexIV: QUALITY-IMPACT EVALUATION FORM LTTA

Annex-II



FLOURY FOOD SAFETY TRAINING FROM VIRTUAL TO REALITY FOR YOUTH
2016-2-TR01-KA205-036086

QUALITY-IMPACT OF LTTA EVALUATION FORM

Dear participant,

This form has been prepared in order to evaluate the quality and impact of the training course. The form includes three sections. The first section is about your personal information. The second section is about the quality of LTTA organization. The third section deals with the effects of educational effectiveness on professional and personal development.

Thank you for taking the time to fill out the evaluation form.

FFS ILLA Team

PART I: PERSONAL INFORMATION

- I. Gender: Female Male
- II. What is your age? 16-20 21-25 26-29
- III. What is your status? Person who wants to work in floury food production sector. Person who is still in training.
If you are a person who is still in training, which vocational education course do you have? Please write:
- IV. VET center situated in a... City Town
- V. Please write your vocational education center name?
- VI. What is your graduate program? Please write: (Faculty, undergraduate, graduate)

PART II: THE QUALITY OF LTTA ORGANIZATION

No	Quality criteria	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
1	Hosting capability skills of the co-coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Overall, how satisfied were you with this training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Clear definition of the objectives of the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Did you find the content of the LTTA entertaining and informative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The training room and facilities adequate and comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The training content satisfactory level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The quality of ICT equipment and internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The quality of practical training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Appropriateness of training method and technique in terms of understanding the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The immediate solution to problems arising during training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART III: IMPACT OF THE FFS PROJECT LTTA ON INVOLVED PARTICIPANTS

1. Contribution to your professional knowledge.

- Very much Average Not much



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2. Improvement of your language skills

- a- Improvement in English Very much Avarage Not much
b- Improvement in Turkish Very much Avarage Not much

Words/sentences you have learned in Turkish

.....

3. Have the LTTA motivated you to self-studies?

- Very much Avarage Not much

4. What knowledge have you gained on your own? (please refer your Floury Food (FF) Professional skills, ICT skills, E-Learning)

- a.
b.
c.
d.
e.
f.
g.

5. Has the LTTA influence/improved your personality?

<u>Personal features</u>	<u>A lot</u>	<u>Avarage</u>	<u>Not much</u>
<u>Reliability</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Responsibility</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Punctuality</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Self confidence</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Respect to different cultures/life styles</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Team working</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Manners</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Communication skills</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Other, please specify</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



AnnexV: POST-TEST FFS



FFS PROJECT LTTA POST-TEST

Dear participant,

This form has been prepared in order to evaluate what skill you earned from the LTTA of FFS project. The form includes three sections. The first section is about your personal info. The second section is about your professional achievements level. The third part is about your thoughts.

Thank you for taking the time to fill out the evaluation form.

FFS ILLLA Team

PART-I. PERSONAL INFORMATION

- I. Gender Female Male
- II. What is your age? 16-20 21-25 26-29
- III. What is your status? Person who wants to work in floury food production sector, Person who is still in training.
If you are a person who is still in training which vocational education course do you have? Please write:
- IV. VET center situated in a? City Town
- V. Please write the your vocational education centre name?
- VI. What is your graduate program? Please write (Faculty, undergraduate, graduate)

PART-II: PROFESSIONAL ACHIEVEMENTS LEVEL

No	Questions	Yes	Partly	No
1	I am aware of the importance of sustainability aspects in Floury Food sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know what sustainable development is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am aware of the importance to have an ecosystem approach and an integrity and prosperity dimension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I am aware of the importance to respect the ecosystem and have a food safety approach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I am aware of the legal position related to Food Safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I know how to prepare a hazard analysis and risk assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am aware of the requirements of the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I know the principles and methodology of implementing the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I know how to draw up a HACCP plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I know how to prepare the necessary documentation for the operation of the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am aware of the benefits of implementing the HACCP system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I know the origin of yeast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I know the fermenting agents of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I know the function of yeast in the dough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I can differentiate the types of yeast and additives, their functions in the bread dough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex I





16	I can identify the main ingredients of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I can differentiate the stages of bread processing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I can identify the importance of dough mixing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I can evaluate care during and after fermentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I can differentiate the changes during and after the baking of bread.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART-III: THOUGHTS

1. What did you find most useful information in the modules?

2. What did you find least useful information the modules?

3. Do you have any additional information that you would like to be included in the modules or you want to learn? If YES, please write.



AnnexVI: TRAINEER EVALUATION FORM



FFS PROJECT TRAINER OPINIONS AND RECOMMENDATIONS FORM for LTTA MODULES

Dear trainers,

This form has been prepared in order to receive your opinions and suggestions about the nature of the training modules that prepared under the FFS project and implemented within the scope of the short-term training activity (LTTA). Your views and recommendations are very important to us in order to improve the content of the training modules, to obtain qualified output and to achieve the expected effects from the project.

Thank you very much for your time and for your collaboration.

FFS project team

Project Information

The objective of the project with respect to the problems specified: This is to ensure protection of public health through quality assurance and safety in the food production sector by means of developing the professional qualifications in media fit to technological developments of the youth working/who want to work in the floury food production sector, however who couldn't complete their education.

Expected impacts after implementation of training modules: By developing their Professional qualifications this will meet the qualified staff need of the floury food production sector and it will increase the quality feature in the floury food production sector. It will ensure the sector to switch onto a more dynamic and innovative structure by increasing the attraction of youth to join the floury food production sector.

Target groups of the project: the youth working / who want to work / in the floury food production sector but who couldn't complete their education due to any reason.

Module content evaluation /

1. What are the strengths and weaknesses of the modules?

2. Are there any lacking elements in the content of the training modules that you find? If YES; Where were you see the lacking elements in the content of modules?

3. What is your suggestions to improve the lacking elements in the modules?



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What are your thoughts about the organization quality of the short-term training/LTTA?

Structural Features of Modules

		LEVEL OF CONFORMITY			
		Very good	Acceptable	Weak	Explanation
1	The content matches the project goals				
2	The content is accurate and up-to-date				
3	The content contains enough detail				
4	No detailed and unnecessary information is included in the material				
5	The content of the material attracts attention, continue to do				
6	Using the fluent and clear language				
7	Whether the teaching content is correctly ordered in the material				

Suggestions

