



Research Report

Green Apron – Training module for catering schools/vocational centers/institutes for students in plant-based diet

Research Report of the Catering/Hospitality Training system

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Objective

Inventory of the Catering curricula and practices in trainings, already existing, in each participant countries.

In this survey, we have elaborated a research questionnaire to detect the vocational training system in the different countries with a special focused on the hotel/cuisine training education.

It describes the criteria and objects that the curriculum of a "plant-based cuisine/vegetarian profile" should obtain.

The research report description will then be based on the analysis of the current catering vocational training situation in each partner country with regards to its structure and contents and in the training leading to become a professional chef. The research will be carry out on document analyses, semi-structured interviews and quantitative online surveys.

This form will try to describe the Catering/Hospitality training system in each partner country of the project and focused above all on the situation and activities as well as curriculum currently existing in the various countries regarding the catering training.

The final research report will be the result of 5 researches carried out in each country.

Vocational education

1. Generally, how is the Catering/Hospitality vocational education delivered in your country? (private, public)

France: In France vocational education is delivered by both public and private providers: Vocational high schools, Lycées Professionels, either public or private. It has to be noticed that in any case most of Private high schools have an agreement with the ministry of education and are controlled by ministry of education inspectors. Apprenticeship centers, private entities receiving public funding, most of the time connected with the chambers of commerce and industry, are mainly funded by the Region. Apprenticeship delivery, which is highly developed in hospitality, belongs to the Region's competence. It is nevertheless controlled by ministry of education's inspectors. Several ongoing training providers, private or public (f.i. GRETA¹) deliver upskilling courses on various topics required by the trade or other pathways leading to mainstream qualification for the unemployed. Most of the courses are funded by a state registered tax collecting organization called an OPCA², run by both employers and employees' trade representatives (employers and employees unions). For the

¹ GRETA (*GRoupements d'ETAbissements*) is a national network of public and adult education centres. There is at least one *GRETA* branch in each county.

² OPCA - Organisme paritaire collecteur agréé (by State)

hospitality trade, this OPCA is called the FAFIH³ which is in charge of collecting a specific training tax from businesses and arranging training schemes for the employees of the trade. Adult education is delivered by various private entities, the GRETA network of the ministry of education, the AFPA⁴ (private not for profit association delivering qualification from the ministry of labor exclusively).

Italy: In Italy the vocational education is delivered by both public and private providers.

Since the 1st September 2010, for the first time in our country, a comprehensive reform of both the second cycle of education and training enters into force. The upper secondary school changes its face, completely reorganized to give a clearer overview for the choices of families (6 high schools, technical institutes divided into 2 sectors with 11 addresses; vocational schools divided into two sectors and 6 addresses). The system of vocational education and training at regional level (FP) will have a sort of national qualification which provides three-year and four-year diplomas already defined at national level in the technical headquarters of the State-Regions Conference. There are more opportunities for young people, called to exercise their right and duty to education and training up to the attainment of a degree, or at least a three-year qualification within 18 years.

Technical high schools are rearranged and strengthened by the reform with a new identity based on the axis of science and technology, which enhances the role of schools as a permanent innovation. The current fragmentation of paths (204 courses, including experimentation) is overcome with the identification of two major sectors and 11 courses of study: the economic sector includes two areas, the technological profile 9 areas. The general education and specific profiles of the courses are set up in order to respond effectively to the demands of the labour market, even the freelance. It will be easier for students and their families to choose the paths that lead to the diploma of technical education. This qualification enables the rapid integration into the labour market (the diploma will indicate the course of study attended and skills acquired) and/or the continuation of studies at any university faculty, as well as in vocational education and higher technical education, especially in those that focus on more requested specializations in high tech areas, activated at new technical colleges. Among the changes, the centrality of the workshop in the learning process and the development of internships, apprenticeships and school-work to learn in application contexts.

Vocational schools with the reform acquire a new identity, based on the culture of economic and productive sectors of national importance that characterize the two key areas, Services and Industry and Handicrafts, in which 6 courses of study are included. All training courses last five years and are divided into two two-year periods and a fifth year, after which students take the state examination for the high school diploma of vocational education.

³ FAFIH - OPCA for hospitality, catering and leisure activities

⁴ AFPA - L'Association nationale pour la formation professionnelle des adultes

The new vocational schools have a very flexible set of rules to interact with local production systems and respond to the needs of the labor market and the jobs in a "Global" dimension, open to a permanent innovation. The diploma gives you instant access to employment and/or further study at any university faculty, as well as in vocational education and higher technical education, even at the technical high schools. Vocational schools can also play a role to complement and integrate the system of vocational education and training at regional level and continue to organize, under the subsidiarity, in the framework of agreements with the regions, paths for the achievement of three-year qualifications and professional four-year degrees.

The tourism experience is provided through personal interaction. The availability of staff with specific skills and competencies for each product and tourism experience is vital. Tourism manager and employees must be able to adapt to technological requirements, have language skills, and the flexibility to respond to quickly changing demands from clients. To maximize the potential of tourism over the long term, it is critical for Italy to develop and improve its education and training offer in the field of tourism in a way that will explicitly meet the needs of the Italian tourism industry stakeholders. At present there is both a quality and quantity gap in the education and training available in Italy. Despite the fact that the number of tourism university courses has rapidly increased in recent years, the number of students has declined. The demand for higher education skills from the sector is also very weak, with the orientation of the courses not sufficiently market-oriented and tourism businesses not playing an active role in the definition of content or course development. There is a need to enhance the transfer of knowledge from the education sector to the industry and develop an integrated approach closely associating the regions, the private sector and the education and training organizations.

To enhance the language skills of students in **high schools and technical high schools** is planned to teach a curricular subject in a foreign language among those provided by the curriculum (CLIL, Content and Language Integrated Learning).

Course of study "Tourism"

Profile

The student in Tourism has specific expertise in the corporate sector of the tourism industry and general competence in the field of national and international economic macro-phenomena, civil and tax legislation, corporate systems. This profile intervenes in the integrated and sustainable exploitation of cultural heritage, arts, crafts, food and wine, landscape and environment. It integrates the skills in the specific professional field with the language and computer skills to operate in the company's information system and contribute both to innovation and to the improvement of the tourism organization and technology included in the international context.

With this qualification they will be able to:

- Manage services and/or tourism products with a specific focus on enhancing the landscape, art, culture, crafts, food and wine of the territory;
- Collaborate to define the public and private tourist image of the area and qualification plans for the development of an integrated offer;
- Use information systems, nationally and internationally available, to offer tourism services that are also innovative;
- Promote integrated tourism by making use of integrated multimedia communication techniques;
- Intervene in the company management for the organizational, administrative, accounting and business aspects.

At the end of the five-year course, the graduated in Tourism follows the learning outcomes specified below in terms of skills.

1. Recognize and interpret:

- Trends in local, national and global markets in order to understand the implications in the context of tourism;
- Socio-economic global Macro-phenomena in general and specific terms of the tourism industry;
- Changes in economic systems in diachronic dimension by comparing periods and synchronic dimension by comparing different geographical and cultural areas.

2. Identify and have access to legislation related to journalism, civil law, tax, with particular reference to tourism sector.

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3. Interpret business systems in their models, management processes and information flows.

4. Recognize the organizational peculiarities of tourism businesses and contribute to find functional solutions to the different types of tourism companies.

5. Manage the system of business surveys using accounting programs built specifically for Tourism companies.

6. Analyze the image at local level to recognize the specificity of its cultural heritage and to identify strategies for an integrated and sustainable development of tourism.

7. Contribute to implement marketing plans referring to specific types of businesses or tourism products.

8. Design, document and present tourism products or services.

9. Identify the characteristics of the labour market and collaborate in the management of the staff of the tourism company.

10. Use the communication system and the relations among tourism businesses.

Course of study "Services for food and wine and hospitality"

Profile

The high school diploma of vocational education in the course study of services for food and wine and hospitality has specific technical, economic and regulatory skills in hotel hospitality, food and wine sectors, where he/she intervenes in the whole cycle of organization and management services.

With this qualification they will be able to:

- use the techniques for the management of services for food and wine and the organization of the marketing, reception services, catering and hospitality;
- organize activities of relevance, relating to facilities, equipment and human resources;
- apply the rules concerning the service management, the quality certifications, safety and health in the workplace;
- use the communication techniques and relationship in the professional customer-oriented field and designed to optimize the quality of service;
- communicate in at least two foreign languages;
- find and process data relating to the sale, production and delivery of services with the use of computer tools and application programs;
- activate synergies among hospitality-reception services and wine and food services;
- taking care of the design and event programming to enhance the value of environmental, artistic, cultural, manufacturing resources at local level and its typical products.

The course of study is divided into: "Food and Wine", " Restaurant and sales Services" and "Reception", in which the profile is oriented and declined.

In the course of "**Wine and food**", the graduated is able to intervene in the exploitation, production, processing, storage and presentation of food and wine; operate in the production system by promoting local, national and international traditions, and identifying new culinary trends.

In the course "**Restaurant and sales Services**", the graduated can perform operational and management activities relating to administration, production,

organization, delivery and sale of products and food and wine services; interpret the development of supply chains for food and wine to adapt production and sales to the demand of markets and customers, enhancing local products.

At the conclusion of the five-year course, graduates in the two courses "Food and Wine" and "Restaurant and sales services", achieve the learning outcomes specified below in terms of skills.

1. Check and use food and drinks from an organoleptic, commodity-related, chemical-physical, nutritional and culinary point of view.

2. Arrange menus consistent with the context and the needs of customers, even in relation to specific dietary needs.

3. Adapt and organize production and sales in relation to the demands of markets, enhancing local products.

In the course "**Reception**", the graduated can intervene in the various areas of reception, management and organizing services in relation to the seasonal demand and the needs of customers; to promote the tourist-hotel hospitality services also through the design of tourism products that enhance the local resources.

At the end of the five-year course, the graduated in "Reception" course achieves the learning outcomes specified below in terms of skills.

1. Use the techniques of promotion, sales, marketing, service, information and intermediation tourist-hotel.

2. Adapt the production and sale of hospitality services in relation to the demands of markets and customers.

3. Promote and manage tourist-hotel reception services also through the design of tourist services to enhance the environmental, historical, artistic, cultural and gastronomic local resources.

4. Oversee the organization of hospitality and reception facilities, by applying the techniques of economic and financial management of tourist and hotel companies.

At the end of the five-year course, graduates in this course achieve the learning outcomes specified below in terms of skills.

1. Act in the quality system on the production chain of interest.

2. Use techniques and management tools in the production of services and food and wine products, restaurant and tourist-hotel reception services.

3. Integrate customer-oriented professional skills with language skills, using the techniques of communication and relationship to optimize the quality of service and coordination with colleagues.

4. Enhance and promote the local, national and international traditions, identifying new trends of the industry.

5. Apply the current national and international regulations, in terms of safety, transparency and traceability of products.

6. Implement planning, compensation, monitoring strategies, to optimize the production of goods and services in relation to the context.

Romania: In Romania, vocational education is provided by schools which may be public or private. Highly topical are Schools of Arts and Crafts. In Romania, the share of young people enrolled in technical and vocational education is 61,9 percent of all pupils from upper secondary education, more than the EU average of 50,4 percent, according to the project on the strategy for education and vocational training in Romania for the period 2014-2020.

Existing professional education at the moment in Romania aimed at different groups. More specifically, vocational education lasting two years is aimed at graduates of class IX, vocational education with duration of three years is aimed at graduates of class VIII, while dual education is aimed for the graduates of compulsory education, so for graduates of the class X.

The new type of dual professional education is different because it is organized only at the request of businesses. Educational authorities are responsible for the provision of human and financial resources and organizes theoretical technical training in school (1-2 days of learning per week), and the employer must provide human and financial resources and organize practical training in the workplace (3-4 days). A novelty in the case of dual education is that it is carried out on the basis of a contract of employment concluded between the trader and student. The form and content of the contract of employment have to be defined in the methodology of organization. Thus, this latest form of professional education is intended for students who have completed compulsory education, in order to obtain the skills necessary for entry into the labour market, thus giving them an alternative to training. In some ways resembles the post-high schools forming professionals specifically for the labour market, only that instead of a diploma of graduation 12 classes must prove a diploma for graduation of 10 classes (compulsory education). Basically, dual education offers graduates the opportunity to enter into the labour market and, at the same time, continuing vocational training to a higher level of skill.

Also, at the dual education have access graduates from the previous series that left the education system after graduating compulsory education, without finishing their preparation with a qualification or without skills that provides them employment opportunities.

Scotland: In Scotland the vocational education is delivered by both public and private providers.

Spain: There are public centres, as well as private centres that provide vocational education (VE) of level 1, 2 and 3 with official degrees:

Level 1: Basic degree in cooking and restaurant industry (título básico de cocina y restauración): 63 centres (11% private)

Level 2: Technician in cooking and gastronomy (técnico de cocina y gastronomía): 180 centres (21,7% private)

Level 3: Senior technician in kitchen management (técnico superior de dirección de cocina): 93 centres (29% private)

The official degrees are awarded both in public and in private centres previously accredited by the educational authorities.

This medium level vocational education cycle takes place in centres that can be: public or private VE centres, secondary education institutes or specialized centres.

Here are some relevant details regarding the official degrees:

Level 1: Basic degree in cooking and restaurant industry

Title: Cooking and restaurant industry.

Level: Basic vocational education.

Duration: 2.000 hours (2 academic years)

Occupational Area: Hospitality and Tourism.

European Reference: CINE-3.5.3. (Clasificación Internacional Normalizada de la Educación).

Competencies and Training Modules: see Royal Decree 127/2014, Annex V (pag. 272-274, pag. 278).⁵

Level 2: Technician in cooking and gastronomy

Title: Cooking and Gastronomy.

Level: Middle Level Vocational Education.

Duration: 2.000 hours

Occupational Area: Hospitality and Tourism.

European Reference: CINE-3 (Clasificación Internacional Normalizada de la Educación).

Competencies and Training Modules: see Royal Decree 1396/2007 (pag. 2-3).

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Level 3: Senior technician in kitchen management

Title: Kitchen Management.

Level: High Level Vocational Education.

Duration: 2.000 hours.

Occupational Area: Hospitality and Tourism

European Reference: CINE-5b (Clasificación Internacional Normalizada de la Educación).

Competencies and Modules: see Royal Decree 687/2010 (pag. 3, 7)⁷

⁵ <http://www.boe.es/boe/dias/2014/03/05/pdfs/BOE-A-2014-2360.pdf>

⁶ <http://www.boe.es/boe/dias/2007/11/23/pdfs/A47950-47979.pdf>

As even a higher level of education we must add a private centre at university level, the **Basque Culinary Center** of the Faculty of Gastronomical Sciences, attached to Mondragon University. The Centre is located in Donostia-San Sebastián and it has a Faculty of Gastronomic Sciences and a Centre for Research and Innovation in Food and Gastronomy, an unique project in Europe.

The Centre has its own educational offer (own degrees and official university degrees): Bachelor's degree, Master's degree, specialization programmes, training courses for professionals in the field⁸.

2. If there are private vocational catering schools, please mention what kind of vocational curriculum do they provide?

France: This question is not fully relevant since public and private vocational education providers offer courses leading to national qualification diplomas: most of the time from the ministry of education (diplômes) or also from the ministry of labour (titres professionnels). There also exist some other private qualifications registered in the RNCP (repertoire national des titres) which is a minority for very specific occupations (for example pizza or pancake catering).

Italy: The vocational training courses give young people knowledge, skills and abilities to increase their value on the labor market and are organized at all levels: post-compulsory education, post-graduate and post-university. Furthermore, with the continuing training their professional position can improve thanks to an adequate preparation that overcomes tools and models of the past, now obsolete.

Much of this type of training is planned by the Regions or other public authorities, which fund training projects presented by institutions or private companies, often with the resources of the European Social Fund (ESF).

Private catering schools provide various programmes: you can find courses designed to train professionals in the hotel industry and catering, travel agencies and tourist offices, for tour leader and organizer of pastime and sport activities for tourists but also profiles specialized in horse tourism, environmental, cultural or multipurpose tourism operators. The type of courses offered is mainly **initial training** for the achievement of a qualification aimed at young graduates, adults and now also unemployed with university degrees. In some cases it is training for employed as upskilling courses, as are those made through the tool of the voucher.

In the South vocational training, however, is uneven and very tied to projects, and in some cases it is appropriate to speak of "creativity", the organizers. In fact it is very clear the little coordinated planning at regional level and prevalence, instead, of the initiatives of individual training centers.

Among the training centres most involved in vocational training for tourism, alongside the centers or provincial regional, the most important are trade union

⁷ <http://www.boe.es/boe/dias/2010/06/12/pdfs/BOE-A-2010-9270.pdf>

⁸ More information available here: www.bculinary.com/es/oferta-formativa

training centres (IAL, ENAIP, ENFAP, ECAP), as well as Catholic institutions (e.g. CIOFS, Don Milani).

In this context we can include, even if they deserved a separate discussion, the higher technical education and training courses, so-called IFTS. They belong to the higher technical vocational training and consist of courses after high school diploma, they last on average one year, and their organization is made jointly by the school, regional vocational training, universities and businesses. This kind of training is intended to be more closely linked to the territory and its instances, with the aim of qualifying middle-high profiles in the most innovative sectors of tourism.

The professional qualification, issued after the on-the-job training, is a highly appreciated certificate at local and national level. It is a good opportunity for those who are looking for work or for those who wish to improve and develop a winning know-how.

It's clear that the first step in basic training for future employees and operators consists of the secondary education paths for tourism and for the hospitality industry.

Romania: Private schools from Romania, are offering qualification of level 1, 2 and 3 of the following areas of basic training: mechanics, electro-mechanics, electronics, automation, electric, chemical industries, construction materials, construction and public works equipment, textile and leather industry, manufacture of wooden products, printing techniques, media production, agriculture, food industry, forestry, commerce, tourism and food, hygiene and aesthetics of the human body. Example of qualification: engineer, educator, welder, mechanic, accountant, agricultural technician, electrician, builder-stoner-plasterer, carpenter-carpenter-student, teacher, civil servant in agro-tourism, hotel worker, waiter, cook, pastry chef, cobbler, barber-barber-student-podiatrist, so on.

Scotland: Private catering schools provide various catering programmes, they deliver City and Guides, Scottish Qualification Authority Certification and Modern Apprentice Programmes (MA's) at Scottish Vocational Qualifications at levels 2 and 3 (SVQ's and NVQ's). Modern Apprenticeships (MAs) offer those over 16 paid employment, along with the opportunity to train for jobs at craft and supervisory level.

They are an excellent way to obtain skills and National Vocational Qualifications (NVQs) to help further your chosen career, without having to study full time. They also offer short programmes of delivery aimed at Health and safety, REHIS, Elementary Food Hygiene (REHIS), Certificate in Advanced Food Safety (RSPH), Professional Cookery Level 2, Professional Cookery (Flexible, Prep & Cooking or Patisserie and Confectionery), etc.

Spain: The curriculum for the official degrees is established by law for each degree and each Autonomous Community adopts it according to its own circumstances. The curriculum is organized by teaching modules and it necessarily includes a module of practice in a workplace.

The education centres can have their own degrees and official degrees. Their own degrees are finalized by an internal exam, while in order to receive an official degree, the graduate person must pass the official exams.

The educational competencies and modules are detailed in the respective Royal Decrees by which the degree is established and in the Ministry Orders regarding each curriculum.

Technician in cooking and gastronomy Duration of studies: 2000 hours. ⁹	Senior technician in kitchen management Duration of studies: 2000 hours. ¹⁰
<p>Conditions of access:</p> <p><i>Direct access:</i></p> <ul style="list-style-type: none"> - Graduates of Mandatory Secondary Education or a higher education level. - Possession of a Diploma of Technician, Auxiliary Technician or equivalent. - Has passed the second cycle of the Unified Polivalent Baccalaureate (Bachillerato Unificado y Polivalente - BUP). <p><i>Access by exam</i> (for those who do not meet any of the previous conditions):</p> <ul style="list-style-type: none"> - Has passed the entry exam to secondary education cycle (it is required to have turned at least 17 years in the year of the admission exam). 	<p>Conditions of access:</p> <p><i>Direct access:</i></p> <ul style="list-style-type: none"> - Possession of Baccalaureate degree. - Has passed the second cycle of any form of the experimental Baccalaureate. - Possesses a certificate of Senior Technician, Specialist Technician or equivalent. - Has graduated the pre-university course (Curso de Orientación Universitaria - COU). - Possesses an university degree or equivalent. <p><i>Access by exam</i> (for those who do not meet any of the previous conditions):</p> <ul style="list-style-type: none"> - Has passed the entry exam to high education studies (it is required to have turned at least 19 years old in the year of the admission exam or 18 for those who possess the title of Technician)
<p>Learn and do</p> <p>Carry out activities of preprocessing, preparation, preservation, completion/presentation and service all types of culinary products in the field of kitchen production.</p> <p>This specialist will be capable to:</p>	<p>Learn and do</p> <p>Manage and organize the production and the service in the kitchen, determining the offer and the resources, controlling the supply, production and service activities, meeting the economic objectives, complying with the quality protocols and norms of hygiene, prevention of occupational hazards and environment protection.</p>

⁹ <http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/familias/hosteleria-turismo/cocina-gastronomia.html>

¹⁰ <http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/familias/hosteleria-turismo/direccion-cocina.html>

<p>Prepare culinary products. Carry out the processes of preprocessing and/or regeneration that are necessary to apply on various raw materials. Decorate/finalize the products</p> <p>Execute the processes of packing and/or conservation for each type or culinary product. Determine the needs for the production in the kitchen. Receive, store and distribute raw materials. Prepare the workplace by preparing the space, machines and tools. Follow the work and environment safety protocols, the hygiene and quality standards all along the productive process.</p> <p>These courses include the knowledge necessary to:</p> <ul style="list-style-type: none"> - ensure the basic activities of risk prevention at work. - obtain the license of food manipulator. 	<p>This specialist will be capable to:</p> <p>Define the products that the company will offer, taking into account the parameters of the strategic project. Design the production process and determine the organizational structure and the necessary resources, taking into account the objectives of the company. Develop the offer of culinary products, taking into account all the variables, in order to set prices and standardize processes. Plan activities and organize the resources, considering the production needs. Supply, store and distribution of raw materials, under ideal conditions, controlling quality and related documentation. Control the preparation of work space, machines, tools and instruments. Verify the processes of preprocessing and / or regeneration that are necessary to apply to various raw materials for their later use. Organize the production of culinary products, taking into account the standardization of processes, for its later decoration/finalization or conservation. Supervize the decoration/finalization of products according to needs and predetermined protocols, for their conservation or later serving.</p> <p>Verify the packing and/or conservation processes of culinary products, applying appropriate methods and using the appropriate equipment, in order to preserve its quality and avoid food risks.</p>
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<p>At the end of the studies <i>Work:</i> In businesses of the hotel sector and units of the restaurant sub-sector in which take place processes of preprocessing, preparation and, if the case, serving of the food; in units dedicated to the preprocessing and commercialization of raw aliments; shops specialized in processed food; businesses dedicated to storing, packing and distributing of food products and others.</p>	<p>At the end of the studies <i>Work:</i> This specialist works in large, medium and middle sized enterprises, mainly in the hotel sector and, specifically, in the subsector of restaurants, being able to act, in the small entities, simultaneously as owner and kitchen responsible.</p>
<p><i>Continue studies:</i></p> <ul style="list-style-type: none"> - Courses of specialization. - Exam preparation to accede at superior educational cycle. - Another cycle of medium level vocational education with the possibility to validate the vocational modules according to the current regulations. - the Baccaulaureate degree in any of his forms. 	<p><i>Continue studies:</i></p> <ul style="list-style-type: none"> - Courses of specialization. - Another cycle of higher level vocational education with the possibility to validate the vocational modules according to the current regulations. - Superior education with the possibility to validate the vocational modules according to the current regulations.
<p>Occupational debouches Cook. Chief of party. Employee of food and beverage production and service units.</p>	<p>Occupational debouches Director of food and beverage Kitchen director. Head of production in the kitchen. Head of kitchen. Deputy head of kitchen. Chief of catering operations. Line cook. Chef Responsible of grocery store</p>

<p>Education plan: The educational modules of the training cycle are:</p> <p>Gastronomical offers. Preprocessing and preservation of food. Culinary techniques. Basic processes of pastry and confectionery. Culinary products. Deserts in restaurants. Safety and hygiene in food handling. Vocational training and guidance. Business and entrepreneurial initiative. Practice at the workplace.</p>	<p>Education plan: The educational modules of the training cycle are:</p> <p>Controll of the supply with raw materials. Processes of preprocessing and conservation in the kitchen. Production of pastry and confectionery in the kitchen. Culinary Processes Management of kitchen production Quality, Safety and Hygiene Management of aliments. Gastronomy and nutrition. Administrative and commercial management in restaurant industry. Human resources and team management in the restaurant management. English language. Kitchen management project. Vocational training and guidance. English. Business and entrepreneurial initiative. Practice at the workplace.</p>
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3. How are private vocational catering educational schools financed? (funds, fees, donation, etc.)

France: Private vocational high schools which have an agreement with the ministry of education which the case most of the time, are funded mainly by public funding (staff is paid by the state) and by parents' fees. In France adult education is a market and training providers either public like the GRETA network or private are in competition to contracts mainly from the region or from the FAFIH (retraining staff tax).

Apprenticeship centers, private entities or departments of Lycées professionnels, are funded by the region as mentioned before and by the taxe d'apprentissage which granted by businesses to the centre they wish on a volunteering basis. It has to be noticed that public entities like vocational highschoools can also be granted this specific tax by businesses.

Italy: Much of this type of training is planned by the **Regions** or other **public authorities**, which fund training projects presented by institutions or private companies, often with the **resources of the European Social Fund (ESF)**. Registration for these courses is mostly free, indeed many of them provide for a

reimbursement of expenses. The duration of the courses is very uneven, with a range that can go from 500 hours to 1,600. Clearly this variation is related to the type of training.

Romania: Financing of private institutions is done through annual taxes charged to students, but also through various donations, sponsorships, external sources. Starting with the academic year 2015-2016, the State shall provide without discrimination in terms of the form of organization of education-State, private or confessional, on each level of structuring of pre-university education, basic funding.

Scotland: Private schools are funded through a variety of sources, through employers retraining staff, providing the necessary certification to meet statutory requirements, through the provision of short term programmes funded through Scottish Government initiative such as Modern Apprenticeship programmes, the Scottish Trade Union Congress and bidding for funds through various funders.

Spain: The private centres of initial vocational education are basically financed by tuition fees, but have sponsors and collaborators or can belong to a group of hotel or tourism enterprises that finance them.

Private schools for initial Vocational Training are funded primarily by tuition fee, but may have sponsors and partners or belong to groups of hospitality and tourism that fund them.

The private schools are co-financed by public funds, by number of students.

4. Is there a common delivery of the curricula used in both the public and private vocational schools?

France: Yes, as mentioned before.

Apprenticeship centers aim at the ministry of education diplomas much as private vocational high schools.

Italy: The private vocational schools sometimes provide more practical curricula compared to the public vocational schools (see answer question 1).

If we consider a private regional vocational school for “**Catering coordinator**” will acquire the following specific skills:

- Identify and monitor the characteristics and quality of raw and semi-finished materials
- Adopt systems of conservation of raw and semi-finished materials
- Use machinery and tools for the cleaning and preparation of raw materials

- Identify the dishes that can compose a simple menu
- Choose the raw materials to be used taking into account the dose foreseen by recipes
 - Apply the preparation techniques of different dishes: starters, first course, main course, side dish and dessert
- Keep order and hygiene in the kitchen and its equipment as provided by law
- Adopt appropriate styles and techniques of construction and refurbishment of the reception room in relation to the type of structure and events
 - Employ the appropriate communication style to the relationship with the customer in the various phases of the service
- Apply the techniques of waiting service: collecting orders, distribution of food and drinks, tables tidying up
 - Check the visual quality of the product served, its image and the functionality of the room
- Describe the characteristics of the main bar drinks (hot, cold, alcoholic and soft drinks)
 - Apply the preparation and presentation techniques of different types of drinks and snacks
- Choose equipment and glasses relating to drinks
- Choose the method of implementation of the service appropriate to the structure

Professional qualification certificate (under Regional Law 12/2003)

If we consider a private regional vocational school for “**Bakery worker**” will acquire the following specific skills:

LU 1: Design, recipes and dessert card (create traditional and innovative recipes based on the tastes of customers; compile a dessert menu including sweet pastry, salt and ice cream)

LU 2: Processing, doughs and creams (quality control)

LU 3: Leavening and semi-finished baking (semi-finished products realized in accordance with the proper process of leavening and baking and with the aid of appropriate technology)

LU 4: Stuffing and decoration of the confectionery product (finished products stuffed and decorated in a creative way and following standards of image quality set)

Certificate of competence (under Regional Law 12/2003)

If we consider a private regional vocational school for “**Chef assistant**” the course aims at teaching the participants the following skills:

- technical-professional basic skills relating to the preparation and realization of simple dishes and menus;

- ability to work in the kitchen with a keen sense of work organization, within the hygienic rules of conservation and food processing properly managing work processes related to the preparation, cooking and serving dishes.

The course will also develop knowledge /skills on the subject of seasonal work.

Course contents:

- HACCP system and safety at work
- Treat raw materials and semi-finished food
- Compose and prepare the menu of simple dishes of Italian cuisine and pastry
- Seasonal work

These are only few examples of private courses funded by the Region Emilia Romagna to be compared with the public curricula of the high schools.

Romania: There is the same structure of curricula in public and private vocational schools.

Hourly training planning of students is carried out by the educational unit, in accordance with the total number of hours per week and the total number of hours per year for each discipline/module.

As follows:

- preparation of practice can be held weekly, according to the framework plan of allocation, or during the several weeks;
- preparation hours for the specialty culture may be scheduled weekly, according to the framework plan of allocation;
- training hours allocated to each discipline can be weekly planned according to the framework plan of allocation or can be grouped according to the time schedule for preparation of practice.

Scotland: Yes, many of the programs of delivery provided are similar for both Private and Public funded organizations, the Public funded organizations tend to provide longer duration full-time programmes funded through the Scottish Funding Council, National certificate and High National Certificate courses, whereas the Private provider would tend to provide shorter more sector specific employment led courses and MA programmes. Both public and private organisations deliver the Modern Apprenticeship programmes in which funds are secured through an application process.

Spain: For the official degrees, both the public and private schools must have the same curriculum, stipulated by law. The private centres must be accredited for this purpose.

The private schools can develop courses finalized with their own degrees, programmes of specialization or courses for professionals in the field (in the field of initial vocational education or vocational training for adults).

5. Who is responsible for the examination/certification in general? Please differentiate between private and public, if necessary.

France: In general the ministry of education for diplomas and the ministry of labour for the “titres professionnels”. Most of the qualifications delivered are from the ministry of education (CAP level 3 EQF and baccalauréat professionnel level 4 and Brevet de technicien supérieur level 5 EQF). Other qualifications which are in great minority are in the hands of private or sometimes public entities: they are registered in the RNCP and represent very few deliveries. The FAFIH also delivers some qualifications called trade qualifications (“titres de branche”)

Italy: The state examination of the public course of study of secondary education (until 1997 called maturity exam and now known simply as state examination), is the final proof that concludes the course of study in Italian high school. The ones who pass it, obtain a high school diploma necessary to have access to the university and several professional fields.

This type of exam can be taken by all the students who attended any course of the secondary school of second degree of five-year.

Board of Exam

Until the year 2006, according to the provisions of financial Law no. 448 of 2001, the examination bodies were made only by all members of every class councils as internal commissioners and an external president common to all the boards working in the institute.

Under the new law, the joint boards composed half by external commissioners and half by internal members of the class and chaired by an external president. The maximum number of Commissioners is 6, except for some fields of study in which they are 4. Every two classes a president and external commissioners are appointed. The subjects entrusted to external members, as well as the subject of the second written test, are chosen by the Minister of Education.

The appointment of the chairman and external commissioners is the responsibility of the Administration, based on the applications made by the parties concerned, while the appointment of internal commissioners is made by the Class council, among the teachers in charge of subjects not assigned to the external commissioners.

At the time of appointment, the Class Councils, must take into account the need to ensure fair and weighted distribution of subjects studied last year, trying to encourage, to the possible extent, the assessment of foreign language skills studied during the year. Each Commission should include not more than thirty-five candidates.

Every Commission of the officially recognized institutes is matched to a state institute board.

First written test: This deals with the writing of a text in Italian, common to all courses of studies. The student is given a dossier with the available topics and materials useful for the writing.

Second written test: For technical and vocational institutes are chosen subjects that, in addition to characterize the different fields of study, have a technical

and practical-workshop dimension. That's why the second test can be carried out, as in the past, whether written or graphic or written-graphic or written-practice form, using, where appropriate, the laboratories of the institute.

Third written test: The last written test focuses on four or five subjects chosen among the curricula of the last year. The test can be organized in different ways:

- Concise treatment of topics;
- Single-answer questions;
- Multiple-answer questions;
- Quick solution problems;
- Practical and professional cases;
- Development of projects.

Results written tests

The three written tests are evaluated jointly by the commission and assigned each a rating from 1 to 15.

Oral examination

The session is an oral interview with all the teachers of the Board on topics of the last year of studies. In the event that the examination board has established an interdisciplinary path chosen by the student (prepared as a paper dissertation or multimedia, commonly called thesis), the examination begins with a brief discussion on the subject matter or on a topic chosen by the candidate.

The professional education diploma is a qualification having legal value that is obtained at the end of a course of secondary education lasting five-year. Starting in 1999, following the implementation of the law n. 425/1997, the diploma is accompanied by an additional certificate that specifies the characteristics of the course followed by the student.

Who issues the certification?

The diploma of secondary vocational education and its certificate, signed by the Chairman of the Board of Examiners, are issued **by the Ministry of Education, University and Research** and are delivered to graduates by the schools where the examination was held.

The diploma of vocational qualification is a qualification having legal value, and is achieved after three years of study at the State Vocational Institutes.

Who issues certification?

The diploma of professional qualification, signed by the head teacher as chairman of the examination board, is issued **by the Ministry of Education, University and Research** through school premises where the examination took place.

What is certified?

The diploma certifies that the exam was passed, stating the specific course attended, the mark obtained and the professional profile of the graduate, the duration of the course (**three years**) and the curriculum followed in the three years (subjects studied and hours overall study).

Evaluation criteria

The three-year bachelor's qualification is achieved by passing a final exam, prepared and managed by the home school. The rating is expressed in hundredth, and is determined by the sum of several components: the average scores obtained during the three years, resulted in hundredth (up to 90 points), the results of structured tests, made by students at the end of the third year (up to 10 points), the result of the tests (up to 10 points more or less than the sum of the two previous scores). The exam is passed if the candidate obtained a total score of at least 60 points.

International Classification

The vocational qualification diploma corresponds to level ISCED 2A.

Recognition of the qualification

The diploma of vocational qualification allows the continuation of the studies in the following 2 years of State vocational education Institutes in order to obtain the final secondary school diploma, the enrollment on the lists of employment services and participation in public calls in which they require the possession of this type of diploma.

	VOCATIONAL QUALIFICATION	VOCATIONAL EDUCATION
Catering and hospitality sector	Catering services operator: food	Technician of catering services
	Catering services operator: waiting and bar	Technician of catering and waiting services
	Reception services operator	Technician of tourist services

Romania: There are no differences between public or private vocational schools regarding the examination. Ministry of National Education is responsible for the examination.

The examination is legal based on The methodology for organizing and conducting the certification exams of the graduates from the technical and vocational education.

Each institution must have in the quality assurance system, the operational procedure: Certification exams for professional qualification of vocational and technical training graduates.

Organization and progress of the examination

In accordance with the methodology of organization and progress of examinations for the certification of qualifications of graduates from vocational education, pre-university and technical schools, methodological coordination of the exams is provided by the centres for examination.

The examination committees of examination centres have the following composition:

a) president- the Director/Chairman/Deputy Director of the education establishment, designated exam Centre, specialist teacher;

b) Vice President-trader's representative, a representative of the Local Committee for Social Partnership for the development of vocational training (CDLPS) or a representative of the County Agency for employment, as appropriate.

c) quality monitor;

d) assessor members:

- at the examinations of professional competence certification for obtaining certificate of vocational qualification level 3: a specialist teacher who directed the project and two external evaluators, usually a representative of an educational establishment with that has concluded conventions of practice and a representative of any other educational establishments who briefed within this qualification for students in each skill;

-at the graduation exam schools and post-secondary instructors, two appraisers for 50 candidates of whom: a specialist teacher who guided the preparation of practice or directed project for graduation exam and an external evaluator, representative of an enterprise/institution with the education establishment has concluded conventions on the preparation of a practice or other units advanced to prepare students in the qualification in question for each qualification;

e) assistants-two teachers for each room in which the written examination sample supports, for post-secondary education;

f) Secretary-Secretary of education unit in the exam center or a specialist teacher of that establishment;

The exam boards can belong only to persons who have requested in writing and were proposed by the boards of Directors of educational establishments who are graduates of vocational and technical education, the current class, and who have no relatives to the second degree inclusive, among the candidates. All members of the examination committees shall be required to give statements in the declarations that are kept together with other documents of the exam.

Scotland: Within the public sector the certification is provided through the Scottish Qualification Authority (SQA and SVQs) or the City in Guilds awarding bodies

along with private employer and statutory requirement certificates awarded through the Skills Sectors. The Private sector tend to focus more on the SVQ/NQV provision along with specific employer led and statutory led certification that can provide a specific source of income.

Spain: The centres themselves are responsible for the examination/certification. The private centres may have their own exams, but in order to obtain an official degree, one must pass the official exams that are organized in every Autonomous Community.

6. Are there specific requirements regarding the training of the teachers, in terms of theoretical formal education and practical experience within the Catering/Hospitality sector?

France: Yes, within the public and private sector which has an agreement with the ministry of education, and apprenticeship centers, teachers must be teacher trained, recruited today at master level (7 EQF). Two steps to be accredited: they have to take part in a national competitive examination, whenever passed, they become probationers for one year until they are qualified, becoming civil servants in the public sector.

Italy: Teacher/trainers must hold the appropriate trainer qualifications to assess the trainee's competencies. Teachers in this field are usually professionals with proven experience in the tourism sector that adopt a concrete teaching method on the topics covered in the various courses.

They can be professionals in tour operator and hotel chains, expert tourist guides, technical foreign language teachers (especially English, German, Spanish, French and nowadays Russian), consultant to various tourism companies, hotel owners, historians, congress managers, researchers, executive directors of travel agencies, web designers, journalists, experienced restaurant waiters, receptionists, booking agents and Front office, food and beverage managers, restaurant managers, general managers of tourism companies, executive housekeepers, revenue and reservation managers, spa managers.

Romania: In Romania, in both sectors the teacher/ trainer must hold the appropriate trainer qualifications to assess the trainee's competencies. Teachers in this field are usually professionals that adopt a concrete teaching method on the topics covered in the various courses.

Scotland: Yes, within the public sector, teachers must be teacher trained and have the appropriate educational and industrial background. In the private sector the trainers must have the appropriate industrial background. In both sectors the teacher/trainer must hold the appropriate trainer qualifications to assess the trainee's competencies.

Spain: For the official degrees, the teachers must be part of the Body of Teachers of Secondary Education (Cuerpo de Profesores de Enseñanza Secundaria), Body of Specialists in Vocational Training (Cuerpo de Técnicos de FP), Body of Titular Teachers of Secondary Education (Cuerpo de Catedráticos de Enseñanza Secundaria) or possess titles equivalent to superior education (bachelor's degree, engineer, superior technician, specialist technician etc), according to the law.

7. How does the process of updating the portfolio/educational framework of specializations in vocational catering education take place?

France: Ministry of Education diplomas are created through a complex process with trade and ministry of education representatives (see Annexes).

Vocational curricula are called "référentiels de diplômes" and are based on the analysis of the occupational performance of competencies, skills, knowledge undertaken by the employees of the trade.

Italy: The body responsible for the update of the portfolio/educational framework of **vocational catering public high schools** is a Skills Commission within the **Ministry of Education**. To become real "schools of territorial innovation", vocational high schools are called upon to make choices geared to a permanent change and, at the same time, to encourage self-learning skills, teamwork and lifelong learning. In their paths it appears essential to enhance the contribution of science and technology in the construction of knowledge, that get used to the rigor, the intellectual honesty, the freedom of thought, the creativity, the collaboration, as fundamental values for the construction of an open and democratic society. These values, together with the principles of the Constitution, are the basis of civil coexistence. In this framework, focused on the achievement of the skills required by the labor market and the professions, subjects retain their specificity and are designed to make the students learning the outcomes specified in the Regulation, but it is very important that trainers choose teaching methods consistent with the cultural setting of vocational education and capable of achieving the involvement and motivation of the students. Therefore, the use of inductive methods, of participatory methodologies, intense and diffuse teaching laboratory are very suitable to be extended also to the subjects of the general education.

In particular, it is useful the widespread use of information technology and communication, the use of design methodologies and the opportunities offered by the alternation school and work to develop the relationship with the local territory and use resources available for educational purposes.

For the **vocational training at regional level**, a Commission within the **Region** is responsible of updating the programmes.

With the concept of workshop activity, the value of work extends to the purpose of the course of study (learning to work), the preferred method that allows you to learn in an active, engaging, meaningful and effective (learning by doing) way.

Every new portfolio of studies cannot do without, finally, a vision that unites students and teachers. Vocational schools are an articulation of the technical-vocational education considered as a whole, as a workshop of innovation and building of the future, especially considering local communities, able to convey to young people's curiosity, imagination and the pleasure of researching, of building products, of projecting into their future their professional commitment for a full realization of the cultural, social and human dimension. In an increasingly complex and ever changing world, the imagination is the added value for those who want to create something new, distinctive; something that gives meaning to their own history, their own choices, to a project for a more just and supportive society.

Romania: In Romania, Ministry of National Education is the responsible body for approval of new courses for renewal portfolio of professional education schools, on the basis of the documentation filed by these educational institutions. It is practice the study of necessity for introduction of new specializations through questionnaires applied to students in their final years.

This body elaborates standards of professional training, educational framework plans and curricula.

Scotland: In Scotland/UK we have the appropriate Skill Sectors such as the Scotland Food and Drink Skills Academy and the Sector Skills Council for Hospitality, this is the sector skills for the hospitality, sport and tourism sector. It aims to provide labor market intelligence to inform the development of skills policy across the UK and covers within the definition of hospitality accommodation and the food and beverage services. Currently the workforce is also relatively low skilled. Only a fifth of the workforce are qualified to level 4 and above (compared to 37 percent across the whole economy), though this varies by subsector. A quarter of all vacancies proving hard-to-fill and 20 percent of establishments reporting skills gaps (compared to 13 percent across the whole economy), the sector requires a better skilled workforce and steps must be put in place to provide more effective training mechanisms. The sector is addressing this educational framework.

Spain: As the curriculum is stipulated by law, changes are also adopted by law. Along with the Ministry of Education, as responsible of the initial vocational education, in this process participate employers' associations from the hotel and tourism field, representatives of private education centres, trade unions.

The Law stipulates that "the vocational training centres enjoy the required pedagogical, organizational and economic autonomy for the development of the education process and its adaptation to the concrete characteristics of the social-economical, cultural and professional environment".

The competencies both in the field of education and in the field of continuous vocational training for adults have been transferred to the Autonomous Communities

which have the freedom to adapt the training contents to the real necessities of the respective communities and to the market trends.

8. Where does the practical component of vocational education take place? Do education institutions usually have a practical delivery infrastructure or they work with external companies?

France: When school based (vocational high school), any vocational education delivery is undertaken with companies through internships which is mandatory, with a specific duration of work experience fixed by the curricula. A specific process takes into account work base-learning through partnership between the vocational school and the business hosting the internship. This process is called “pédagogie de l’alternance” (alternation pedagogy) which recognizes the business as knowledge and competencies provider. The company’s mentor/tutor takes an important part in the assessment of the Internship which is taken into account in the award of the diploma. It has to be noticed that the concept is not simply theory delivered at school and practice in the company but both components are recognized entities delivering the whole learning process including soft and hard skills.

For apprentices the principle is the same: yet apprentices are part of the company staff, not with a student status. The mandatory time spent in the company is much longer than in school-based delivery: most of the time is spent in the company.

High schools and apprenticeship centers also have their specific training facilities for hospitality: very well equipped professional kitchen and their own restaurant open to the general public.

Italy: Every region has its rules concerning the internship that is in general compulsory during the vocational qualification training path.

If we consider the vocational education, so the state secondary hospitality and catering vocational schools, they follow the rules established by the minister of Education.

Both the public and private training use internships with practical catering/kitchens and work experience for trainees placed in hotels, restaurants, etc to gain real work experiences.

Romania: Practical training may be organized in both the educational and the economic operator/partner public institution. The conditions in which the internship takes place in the schools shall be established by the methodology of organization and operation of the vocational education.

Scotland: This varies across the sector; both the public and private organizations use a mix of both in-house training, practical catering/kitchens and work experience with trainees placed in hotels, restaurants, etc to gain real life training.

Spain: The centres often have their own infrastructure for the practical activities, some even have their own restaurant. Also, companies often have agreements with businesses in the sector for the extended practice at the end of the theory courses. The graduates can also search and propose other companies of the sector for the practice component.

The curriculum content is structured in two types of modules:

- Theoretical-practical modules – configured in order to develop the professional competencies required by specific workplaces.
- Practical training modules – that are conducted in an external entity, usually through practice in enterprises (also called “practice at the workplace”). This type of training requires the assignment of a tutor in the educational centre and of another one at the workplace, and also a work plan previously agreed and supervised by both tutors, with the goal of evaluating the student at the end of the training module.

The practice in enterprises has given the educational centres an impulse to open in relation with the businesses in the field, increasing the information exchange between the centres (and their teachers) and the economic sector, facilitating the vocational integration of graduates.

9. Are there vocational/employability/careers guidance services available for young people? How do they get to choose an occupation in the field of tourism/hotel/restaurants?

France: Careers guidance is provided by careers advisors at school. There is no special guidance for this trade. Young people can also be inspired into the trade by attending events which are organized by trade’s people to promote jobs. The trade suffers from a poor image (working conditions, working hours, etc). Recent TV shows promoted the Haute Cuisine cooking profession: they inspired a lot of people to join the catering gastronomy trade. High gastronomy represents only 2% of the market, therefore the confrontation to mainstream hospitality labour market could lead to a lot of disillusion.

Italy: Careers guidance services are organized in some vocational high schools during the last year but this varies from school to school.

Romania:

There are sessions in schools like:

- tools for placement;
- counselling interviews;
- programs of professional orientation (to help people to develop self-knowledge, to inform about the existing possibilities and develop career management skills);
- software testing (to test the options before they enforce);

-search programs for a job and transition services.

Providing orientation services in the educational system, particularly at the level of the school but also in the training system, will play an important role in order to ensure that occupational and educational decisions of young people have a solid foundation, and also to help them to develop effective management skills of his career. At the same time, represents a key tool for educational institutions and training institutions, in order to develop quality and providing education.

Scotland: Careers guidance is mainly through careers advisors at school who will point the young person in a particular training direction; this varies from school to school. The Skills Sector Council is currently highlighting the career through various career fayres to increase interest across the sector.

Spain: For the initial vocational education, the team of teachers advises the parents or the legal tutors regarding the enrolment of the pupil in a cycle of initial vocational education.

Onwards, the courses include a vocational guidance module and also an entrepreneurial initiative module, thus extending the range of work itineraries that a graduate can follow.

On the other hand, vocational guidance is also offered by the public employment services, the placement agencies and the Services of Vocational Guidance for Employment and Assistance for Self-employment (Servicios de Orientación Profesional para el Empleo y Asistencia para el Autoempleo - OPEAS), functioning at the level of Autonomous Communities.

10. What is the duration of the vocational education in our field of interest?

France: The typical duration of training, leading to level-4 national diplomas is 3 years. This duration can be reduced down to one year when the beneficiaries are adult people.

This was done through a process called “reform of the vocational route”. Beforehand, typical vocational pathways led to level 3 qualification through a two year course. Therefore it required two years to reach level 4, two more years after the level 3 diploma awards.

Italy: The duration will vary and can be: 3 years for vocational qualification, 5 years vocational education.

Romania: In Romania there is professional education of two or three years, which shall be held at the end of class VIII or IX, and dual professional education which is organized after completing the 10 compulsory classes.

Scotland: The duration will again vary as to the type of educational programme the person is attending, a National Certificate programme can be 1 year full-time, this would be followed by 1 year full-time on the Higher national Certificate programme. Both these programmes can be delivery part time over 2 years each. The other main programme is the Modern Apprenticeship programme which can be funded at level 2 for 1 year or level 3 for 3 years, this is dependent upon the employer's specifications and the level of employee required.

Spain: The duration of vocational education for the official degree is 2000 hours (2 academic years), which include theoretical and practice modules and one module of practice at the workplace.

The practice supposes a minimum of 12% of dedicated hours – between 300-700 hours of training at the workplace.

Vocational training

The System

1. How is the vocational catering training managed within the national educational system? (In house training, in-company training, others, etc.?)

France: The hospitality training, mainly broken down into three types of sectors: waitressing, cuisine, accommodation is delivered like any other training, either school-based with work experience placements or apprenticeship.

It has to be noticed that in France there is a separation between the vocational route leading to the baccalauréat professionnel and employment directly on the one hand, and on the other hand the technological route starting with the baccalauréat technique delivery, leading to higher education level 5, called Brevet de technicien supérieur (BTS).

Italy: Vocational catering training is managed through in-house training and in-company training, and it is delivered by Regional Vocational Educational Colleges or by a private provider.

Among the training centres most involved in vocational training for tourism, alongside the centers or provincial regional, the most important are trade union training centres (IAL, ENAIP, ENFAP, ECAP), as well as Catholic institutions (e.g. CIOFS, Don Milani).

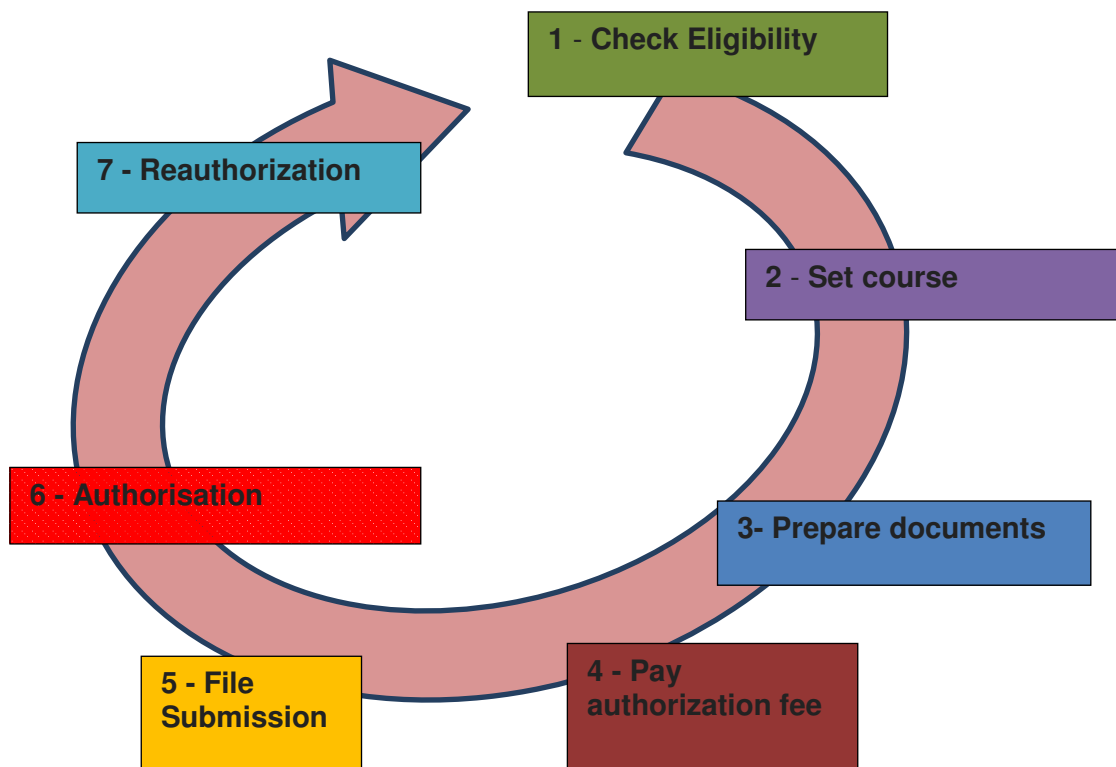
Romania: In Romania, the vocational training of adults has as main objectives:
a) facilitating of individuals social integration in accordance with their aspirations and needs of the labour market;

- b) preparing human resources able to contribute of increasing the competitiveness of the workforce;
- c) updating of knowledge and training perfection in basic occupation, as well as in related occupations;
- d) changing the qualification resulting from economic restructuring, social mobility or changes in work capacity;
- e) appropriation of advanced knowledge, methods and processes necessary for modern service tasks;
- f) promoting lifelong learning.

In Romania vocational catering training is managed through in-company training, and it is delivered in generally by private providers.

The training providers follow the authorization procedure:

Romanian procedure for courses authorization



There are important things before starting authorization:

- 1. Courses can not be authorized by the individual, only by the legal person or association/ foundation which has 8559 CAEN code;

2. You need a trainer who holds diploma and expertise in teaching (preferably diplomas in the fields to teach);
3. You will need a lease for a classroom.

STEP 1 - Check Eligibility:

- Company must be legally established;
- The company must have provided in the statute or in the act of creation, training activities (8559 CAEN code "Other education");
- The company must have paid fees and contributions to the state;
- You can rent a room and you can find a trainer in the field.

STEP 2 - Set course: Find out exactly which course you want to authorize

May authorize two types of courses

To authorize a course must first find which category is:

1. Training courses / specialization and graduation. In this category are included courses such as Trainer, Project Manager, Procurement Expert, Human Resources Inspector, Entrepreneurial skills etc. These are called occupations and contained in the Classification of Occupations in Romania (COR).

2. Qualification courses. This includes courses such as Trade Worker, Agro tourism, farm worker, Baby Sitter, Chef, Waiter, etc. These are called skills and you can find it in the Qualifications Nomenclature of Romania.

What kinds of qualifications are issued to participants for each course authorized?

- For training or retraining programs (specific qualifications from Qualifications Nomenclature) are issued at the end, **professional qualification certificates**.

- For initiation, perfection or specialization programs (Specific Occupations from Classification of Occupations in Romania) are issued at the end, **graduation certificates**.

* Both certificates of qualification and graduation are accompanied by an annex entitled "Certificate Supplement" which specified occupational skills.

Step 3 - Prepare documents

I Documents evidencing eligibility conditions

A. Documents proving the legality of the organization and operation training provider, if applicable (copy):

- a) the certificate of registration issued by the Trade Register;
- b) the conclusion ordering the Registry of Associations and Foundations;
- c) establishing normative act (law, government decision, judgment of the county council or city council);
- d) judgment.

B. Document showing that training is included in the activity of the training provider seeking authorization and, where appropriate, addenda thereto (copy).

C. Attestations regarding payment obligations due to state taxes.

D. Proof of authorization payment (copy of the payment order of the license fee).

II Documents proving compliance with the criteria for authorization

A. Self-evaluation sheet

B. Documents proving the existence of resources necessary to conduct the training program for which authorization is requested and necessary permits and approvals.

B1. Permits and approvals:

a) Operating Permits venue for the theoretical and practical training (children):

1. Authorization for prevention and firefighting (PSI);

2. Health authorization;

3. Authorization of labor protection;

4. The environmental authorization, if applicable;

5. Sanitary veterinary authorization, if applicable or the contract with the operator showing that it has legal authorization to conduct training.

b) Opinion of the regulator, professions or occupations for which there are special requirements to the organization of training, if applicable.

c) Opinion of the bodies ability to coordinate the work in occupations with labor regime especially for spaces used for theoretical and practical training, if applicable.

B2. Documents regarding HR training provided by supplier to achieve the training program:

a) List of trainers who will participate in the training program;

b) Written consent of each trainer to participate in the training program (original);

c) CV of each trainer detailing relevant experience in specialty training program, and possibly indicate whether experienced in adult pedagogy;

d) Diplomas and certificates showing that they have required specialized training program (children).

B3. Documents provided by supplier regarding material resources to conduct training program and their legal status:

a) List of premises and facilities related theoretical training; room capacity in number of seats;

b) List premises and equipping practical training: workshops, laboratories; room capacity in number of suitably equipped training places;

c) List other facilities (library, reading rooms, sports hall, canteen etc., if applicable)

d) Documents proving the manner of holding the base material (premises, equipment).

B4. Documents showing the financial situation of the training provider. Provide a copy of the last balance sheet or, where appropriate, the last trial balance submitted to the tax office.

C. Documents which shows the criteria on providing training experience and results of previous (mandatory for renewal of authorization).

STEP 4 - Pay authorization fee

The authorization fee is paid for each occupation / skill which center requires certification.

The authorization fee is paid differently, depending on the performance of the center, as follows:

- A minimum gross salary per country guaranteed payment for level 1;
- Two minimum gross salary per country guaranteed payment for level 2;
- Three minimum gross salary per country guaranteed payment for level 3.
- Authorization fees shall be remitted by businesses in National Qualifications Authority account.

STEP 5 - File Submission

The file must be registered by the Authorizing Commission Technical Secretariat.

The file summary will be analyzed by the technical secretariat and the people in charge tell you if it's okay or if necessary to restore (as supplemented or amended). In the latter case, you must restore and return to the Technical Secretariat for review; if the file is fine, it will be preserved and recorded for a reassessment to be made by the files evaluation committee;

STEP 6 – Authorization

Follow a waiting period of authorization that can last up to a maximum of 45 days depending on the number of applications submitted for authorization and the course for which authorization is requested;

Once the authorization it is obtained, it is valid for four years, during which it is possible to make checks / monitoring. In case of discrepancy with adult training methodology certification, licensing committee has the right to withdraw the authorization.

Once the authorization is obtained, you can organize approved training courses.

STEP 7 – Reauthorization

Every four years authorization expires and should be recast file on the same procedure, paying the same fees and following the same steps.

Scotland: This is managed through in-house training and in-company training; it can be delivered by both the Further Vocational Educational Colleges or by a private provider.

Spain: The vocational training for adults (VT) includes training plans that make up the sub-system of VT for employment. The main action lines are the following:

a) Training of the demand (of labour) – required by companies for their own workers and reimbursed from the contributions to Social Security (SS).

- Training activities of the companies – reimbursed from the SS contributions.

- Individual allowance – required by the worker in his name and also reimbursed.

b) Training of the offer (of labour) – with training plans for workers either employed or unemployed, through various initiatives.

- Training for the employed

- Intersectorial activities – for acquiring common competencies in various economic sectors (transversal competencies such as HR management, health and safety at the workplace, IT skills, customer relations, food safety, sale techniques, management in commerce, product knowledge etc.).

- Sectoral activities – for workers of a specific sector.

- Training for the unemployed – some of them finalized with qualification certificates (certificados de profesionalidad), while others are specialization courses or courses for specialists.

- Specific programs – for groups with special needs and difficulties in the integration on the labour market.

c) Training combined with employment

- Schools workshop (escuelas–taller) and Trade Schools (casas de oficios).

- Employment workshops.

- Training contracts.

d) Complementary activities: support and accompanying actions, having as goal to improve the efficiency of the sub-system.

The main actor is State Public Employment Service (Servicio Público de Empleo Estatal - SEPE) which, together with the National Reference Centres (Centros de Referencia Nacional), designs and updates the qualification certificates and drafts didactic guides for teaching and evaluation.

2. Please mention the actors who are involved in this type of vocational training?

France: The main stakeholders are:

Typical vocational high schools stakeholders, educational management and training teams, trade representatives, either work placement tutors (maîtres de stages) or vocational education counselors (conseillers de l'enseignement technologique), taking part in the final delivery of diplomas.

Italy: Regions or other public authorities or trade unions and Catholic Institutions. In some cases private courses are funded by the European Social Fund.

The collaboration with the tourism industry both for teaching activities and for the internship is very close in this field.

Romania: National Qualifications Authority (ANC) was established under the National Education Law no. 1/2011 and is organized and operates as a public institution with legal person, a specialized body coordinated by Ministry of National Education.

Its mission is to ensure a general framework for achieving continuous professional training and development of skills necessary for supporting a competitive human resources, capable of operating effectively in today's society and a knowledge community.

Main responsibilities:

- Establish, maintain and implement the National Qualifications Framework, and the National Register of Qualifications;
- Ensure the implementation of the legal framework for professional education and training adult system;
- Coordinate, monitor and control the authorization and the authorization process of training providers;
- Ensure the implementation, management and updating of the following registers:

National Register of authorized training providers, National Register of unauthorized training providers; National Register of border training providers and National Register of skills evaluators, evaluators of the evaluators and external certified evaluators;

- Coordinate quality assurance in adult training.

The main regulations governing training of adults system in Romania are:

National Education Law no. 1/2011, as amended and supplemented;

Government Ordinance no. 129/2000 on adult vocational training, republished, and legal acts subsequent OG 129/2000 (implementing rules, methodologies, procedures, classifications and specific nomenclatures), which are regulated:

- criteria and procedures for quality assurance training of adults programs;
- training, competency-based assessment and certification;
- assessment and recognition of acquired competences in non-formal and informal learning;

Labour Code (Law no. 53/2003, republished, with subsequent amendments) has specific provisions to vocational training in enterprises and stipulates the obligation of companies to form professional staff every two years (or every three years for companies with a small number of employees);

Law. no. 76/2002 on the unemployment insurance system and employment stimulation with subsequent amendments;

Government Decision no. 918/2013 on the approval of the National Qualifications Framework;

Other acts on regulated training at sectoral level. These regulations may relate to the content of training, conditions of access to training, providing training, evaluation and certification of training.

Trought the training of adults legislation in Romania were implemented basic European principles on transparency qualifications and recognition of competences and qualifications, whatever the learning context in which they acquired - formal, non-formal or informal.

On the ANC website www.anc.edu.ro there is in electronical database of RNFFPA – National Registry of Adult Vocational Training Providers, where you can find all training providers (name, adress, tax code, legal status, name of approved training program, authorisation and it's valability).

The actors who are involved in this type of vocational training are: private companies, associations, AJOFM (county associations of labor employment), cultural centers, foundations, county offices of consulting, helping companies, so on.

Scotland: The main actor would be the Skills Sector Council, the Scottish Education Authority, the Scottish Qualification Authority, the Scottish Funding Council City and Guilds, Skills Development Scotland and the Employers federation.

Spain: This type of training is in the coordination of the Ministry of Employment and Social Security, with the collaboration of the Ministry of Education and other ministries that supervise the sector.

In the area of training of the demand, the main actors are the enterprises that request vocational training for their own employees. The training can take place in the respective enterprise or can take place in a training centre.

In the area of the training of the offer, the main actors are the social partners, public administrations, social and private entities that collaborate in order to organize the training offer. This offer may be subsidized or not, depending on the existing agreements and memorandums.

The actors involved are:

- State Public Employment Service (Servicio Público de Empleo Estatal - SEPE)
- State Public Employment Service (Servicio Público de Empleo Estatal - SEPE) and the competent administrations of the autonomous communities (the competencies of management of VT were transferred to the autonomous communities), which are those that issue the qualification certificates.
 - the enterprises – through training plans of the demand for labour.
 - the VT centres – which design the training contents according to the professional qualifications defined in the competency units and which participate in the design and planning of the sub-system of VT for employment.
 - the sectoral employers' associations or groups of companies that request a certain VT for their employees.

- trade unions through the Tripartite Foundation (Fundación Tripartita) which manage the reimbursements for the VT of the demand.
- representative entities for each sector.
- joint bodies involved in the collective bargaining of the sector.
- chambers of commerce – are associations of enterprises that organize VT with contents adapted to the needs of the companies and that can act at the same time as placement agencies, but which do not intervene in the legislative process of adapting the contents, process in which the other entities mentioned above are involved.

3. Is there any cooperation between training providers and companies? Please explain.

France: As mentioned before there is no delivery of qualification without internships for which businesses are partners.

Italy: All vocational programmes of education contain an internship within a company as it is compulsory in the curricula of students as well as the private training providers.

As an example, the rules of a vocational training centre in our region Veneto are:

The internship is a stage foreseen in a training course and consists on spending a fixed period of time in a working reality in order to exercise directly a specific job role before entering the real work and to test, integrate, revise what they have learned in the classroom and in the workshop.

The internship or training and guidance apprenticeship, is a temporary placement in a company of people who are still engaged in their studies or training, and aims to achieve moments of alternation between study and work in the field of educational processes and facilitate career choices through direct knowledge of the world of work. The internship is a training event through which the student understands and / or experiences directly into the workplace concrete role, the job for which he has been trained. There are different types and how to perform an internship, the main ones are:

- "Cognitive internship" or "guidance internship " is a short training event through which the student understands, directly into the concrete working reality, the role he/she is trained for through moments of observation of work processes particularly important for the purposes of learning;
- "Applicable Internship " or "Training internship": an activity usually done at the end of the training course and for a substantial period, to allow the deepening, testing, widening and consolidation of competencies (knowledge, skills and attitudes) acquired during the training activity carried out in classroom and workshops; the student experiences and operates in the concrete working reality of the job role he/she is trained for;

- "Pre-entry or pre-socialization work internship" is a training designed to test the working placement in a chosen company.
- A further specification deserves the "European Stage", which can be done in two ways: an internship in a company in a European country; a cultural exchange / training (usually collective) with a foreign school concerning the training that the students are doing.

Given the importance of the company (and the concrete work) in the learning process of young people the tutor or company is an essential profile. The education / training centre and partner companies, with its specialized staff:

- carry out the training modules in alternation for the acquisition of specific skills in the specific sector,
- evaluate the results of the training intervention,
- intervene for the certification of skills.
- the number of trainees that an employer can welcome is determined by the company activity and the number of employees.

Romania: Training providers usually have agreements with enterprises for periods of practice at the end of the courses. The periods of practice are not remunerated, but provider it is charged at depending duration of practice period, specified in the contract.

Scotland: Yes, as part of the Scottish Government training plans, almost all vocational programmes of education contain an element of training within a company as well as the standard vocational delivery within the colleges or the private training providers. A main player in the delivery of catering provision is Skills development Scotland (a national funding body), within their funding programme it is compulsory to deliver an element of company training and hence cooperation is a must between providers and companies.

Spain: VT centres usually have agreements with enterprises for periods of practice at the end of the courses. The students may have the option (and this often happens) to continue working in these companies after the course. The periods of practice are not remunerated.

The companies, through sector associations and VT centres with which have signed practice agreements contribute to the design of the course contents for the own certifications, in a process that requires adaptation to the labour needs of the enterprises.

As well, the training centres organize job fairs where the enterprises can advertise job vacancies.

4. Please describe the time extent (period of training) for the vocational training at EQF level 3.

France: EQF 3 is hardly delivered now as such, only for special needs people: or adult pathways (often job seekers). The normal pathway duration is 2 years which can be shortened for adults.

Today the mainstream pathway is 3 years leading to baccalauréats professionnels (level 4 EQF).

Italy: The EQF level 3 is equivalent to the 3 year of training within the vocational training centre to achieve a vocational qualification including practical work and compulsory internship.

Romania: Minimum duration of the training programme, expressed in hours of preparation for theoretical and practical training, for which issued certificate of professional qualification, skill levels, is:

a) 360 hours for level 1 of qualification (120 hours theory, 240 hours practicing);

b) 720 hours for level 2 of qualification (240 hours theory, 480 hours practicing);

c) 1080 hours for level 3 of qualifications (360 hours theory, 720 hours practicing).

For evaluation process of professional competences, the period of examination is up to one month.

Scotland: The EQF level 3 is equivalent to the SCQF level 5, hence would take approximately 1 year of training within the college to achieve. This is 12 SQA training units of 40 hours duration providing 480 hours of training, including practical work.

Spain: The **EQF level 3 is in Spain the equivalent of level 2** (middle level technician - técnico medio) in the National Catalogue of Official Competencies (Catálogo Nacional de Competencias Oficiales - CNCO).

The titles are attested by a qualification certificate (certificado de profesionalidad). The qualification certificates provide accreditation of the competency units that form a qualification in the field of VT for employment. The competency units are defined in the National Catalogue of Official Competencies (CNCO) and the certificates are revised every time when the qualifications and the competency units.

These updates are the responsibility of the National Institute of Qualifications (Instituto Nacional de Cualificaciones - INCUAL). The qualification certificates are issues by SEPE and the competent authorities of each autonomous community.

The **periods of training** in order to receive qualification certificates of level 2 (equivalent of EQF level 3) in the area of interest of the “Green Apron” project are the following¹¹:

Qualification: cooking (cocina, HOTR0408)

Duration: 730 hours

Hours for the practice module at the workplace: 80 hours

Hours for the qualification certificate: 810 hours

Qualification: confectionery (repostería, HOTR0509)

Duration: 420 hours

Hours for the practice module at the workplace: 80 hours

Hours for the qualification certificate: 500 hours

5. How is vocational catering training managed in practice?

(If the training is arranged out of the vocational school; How do students get informed about companies offering placements? How do students apply for placements in companies (requirements, entrance exam, etc.)? Is there any monetary compensation for the students? Is there a valuable certificate after attending the training? Are the companies - which offering placements - rewarded in any way? so on...)

France: Apprentices are part of company staff and receive a wage whose amount is mandatory. Companies get compensation for that.

If school-based, as already mentioned, internships are mandatory (20 weeks in a two-year course).

Students are mostly required to find their own placements as training practice for job search. Nevertheless high schools develop their own placement schemes through partnership with businesses, meaning that every high school has potential placements available.

Food and transport are compensated to the trainee, according to a decision made by the school board (conseil d’administration).

Compensation is due to the trainees for internships exceeding 2 months in a row. This cannot be considered a proper wage. This hardly happens in VET since work placement is usually one month long.

Italy: The collaboration with companies offering placements is very close and organized by the school staff in order to provide the internships. The students’ tutors deal with contacting the companies for the internships and matching the student according to his/her skills to the right company. The students do not receive any

¹¹ Detailed information available here:

http://www.sepc.es/contenidos/personas/formacion/certificados_de_profesionalidad/hosteleria_turismo.html

monetary compensation, another case is the one of ESF courses, in this case they have a grant but it is for unemployed people.

There is a valuable certificate after attending the training called catering vocational qualification issued by the training provider that is usually certified by the Region.

The companies offering placements do not receive any money but they neither have costs as all insurances are in charge of the school.

Romania: In Romania, students are getting informed about companies offering placements from public announcements, local media, Job Fair, internet. The students send curriculum vitae and wait to be contacted by the employer.

Usually, the students are subjected to a first job interview, after which, if they are selected, they are subjected to two interviews before hiring. At some employing firms, the student stand a trial period of 3 months, after which he sign the individual labor contract for a specific period, usually six months. For advancement in the field the student is subject to examination. After this period, he can sign a new labor contract on a determined period.

There is no monetary compensation for the students who find a job, and no rewarded for companies which offer placements.

Scotland: Within the college the potential trainees would apply for a training place at NC level 5, demand is usually greater than the places available; therefore trainees would normally be interviewed prior to securing a place. The college has a support team in place along with a work placement team who will find the additional work experience for the college trainees. This normally would lead to the trainee securing a position within the company as a Modern Apprentice and lead to a full time employed post. During the initial training the trainee would secure a college bursary to fund their 1 year full time programme. The modern apprentice model allows the trainee to secure employment, the employer pays a wage to the young person and the Government provide the funds to provide the necessary training at SVQ level 2 and 3. The certificate gained by the trainees is a nationally recognized award and has a value across the whole of the UK.

Spain: The VET centres for adults often have agreements with companies of the sector in order to place students for practice. The students can also propose other companies for the practice component. This is where the VET centres differentiate themselves from other entities, as others do not have agreements with the business environment, simply receive proposals from the students.

To get access in the practice stage, student must have passed the final exams of the theory modules.

Students can also receive scholarships for daily living and transport.

At the end of the practical courses, the training centre issues the certificate appropriate for every type of course (qualification certificate or certificate specific for that training provider).

The companies receive from the VET centres remuneration per each student in practice.

In order to place the students, the VET centres often run online job fairs, where the companies announce the job vacancies.

6. The curricula

Who is responsible for keeping the curricula up-to-date (redevelopment)?
(Content)

France: The national education curricula are in the hands of the CPC, commission professionnelle consultative (see Annexes: RE Chart) composed of experts, ministry of education and trade representatives. They are in charge of the creation, revision, cancellation of the diplomas.

Italy: The curricula are updated by a review commission within the Region to make the necessary changes according to the labor market demands and ensure valid qualifications.

Romania: In Romania, training provider is responsible for up-to-date the curricula with a curriculum review team who will lead and make changes to the curriculum as necessary, to ensure valid qualifications.

Scotland: Most educational organizations has a curriculum review team who will take guidance from the Skill Sector Council and the Scottish Qualification Authority as to the suitability and value of certification. This group will lead and make changes to the curriculum as necessary to ensure valid qualifications

Spain: The VET centres, along with the employers' associations, trade unions and SEPE are those who propose new contents and who request changes in the legal documents that concert the official degrees/titles.

In the update of the curriculum the following actors are involved:

- The sectoral committees (at national level and at the level of autonomous communities) which involve the ministry that coordinates the sector, the ministry of education and the ministry of labour. These committees are the real bodies involved in negotiation and coordination on this topic.

- The General Council for the VT and the councils at the level of autonomous communities ensure a dialogue in both directions and design the National Plan for VT. The councils at autonomous community level design the training plans at community level, adapted to their specific realities. In these councils there are representatives of central and autonomous communities administrations, enterprises and trade unions.

- SEPE – which puts in practice the employment and training policies, whose implementation is de-centralised, adjusted to various territorial realities. SEPE manages the VT for employment.

- Tripartite Foundation of Training for Employment (Fundación Tripartita para la Formación en el Empleo) of workers who are employed. This body is composed of representatives of employers' associations, trade unions and SEPE. It manages the reimbursements for the VT of the demand and the subsidies awarded to social partners for the training plans of the offer at national level. At the level of autonomous communities, there are too similar bodies for the training of the offer of labour.

- National Institute of Professional Qualification (Instituto Nacional de Cualificación Profesional – INCUAL) defines, designs and updates the National Catalogue of Professional Qualifications (Catálogo Nacional de Cualificaciones Profesionales) and the corresponding Modular Catalogue for VT (Catálogo Modular de FP). This catalogue is the base for drafting the training offer for the VT titles and the qualification certificates, in a modular educational system.

- This catalogue is the base that allows the transition between various types of VT and the adaptation to the requirements of the labour market. The training contents, with a modular structure, are adapted to the professional competencies required by the labour market. The system allows the transfer between the various training levels, even though they were obtained by different routes (in initial vocational education, VT for adults or by job experience).

7. What is the methodology for development of a new curricula (must it follow an occupational standard etc)?

France: Yes, any development or new curricula must follow special standards as already described through the CPC progress.

Italy: The new curricula are developed by the region but the methodology is not available.

Romania: Training programs ensure the acquisition of professional skills in accordance with occupational standards, the standards of professional education, nationally recognized.

Occupational standard, namely training standard is the document setting forth the necessary professional skills for an occupation, respectively - specific skills.

Training providers requesting the organization of training programmes in occupations for which there are no occupational standards or standards of professional training, develops occupational standards projects which are subject to the sectoral committees validation. After validation of occupational standards by the sectoral committees, they are subject to approval by the National Authority for Qualifications.

In the case of rejection of the draft of occupational standard by the National Qualifications Authority, the training provider can organize a new training program for the occupation in question only after the approval of occupational standard by the National Authority for Qualifications.

Scotland: Yes, any development or new curricula must follow guidance as set out by the Skill Sector Council for Hospitality and Tourism and training materials developed to suit sector recommendations.

Spain: The methodology of updating or development of a new curriculum involves all the actors mentioned at the section no 6.

There are also other ways in which the innovation and the experimentation can influence the training contents, via the National Reference Centre, organized by sector and which varies according to the realities of each autonomous community (see link with section no 11).

For the official titles and the qualification certificates (changes for which modification in legislation is mandatory) the enterprises, through the business associations, collect these trends and incorporate them in the more broad process of adapting the contents of official titles, qualification certificates, through the National Reference Centres or the General and Autonomous Training Councils or the sectoral committees of each field.

From here they can be adopted and included in the qualification certification system, as a result of a very broad and intense dialogue. Obviously, this process of curriculum adaptation can last even years, as it captures the long term trends, those that are confirmed as a reality after overcoming the trend stage.

8. Is there a separate exam for practical knowledge (theory exam vs. practical exam) after finishing the vocational training? Please describe it.

France: The examination of level 4 combines testing the occupational competence and associate knowledge through ongoing assessment and final examination in which internships assessment plays an important role.

Italy: In Vocational training the students are always asked to do a practical exam relating to the practical knowledge they learnt during their training. The modality of the exam varies from school to school according to the exam Commission requests.

Romania: The participants at the training programmes in Romania, are supporting the graduation exams after finishing theoretical and instruction training practice.

Graduation exam is a set of theoretical and practical evidence that demonstrate the acquisition of specific skills training programme, in compliance with the quality assurance criteria.

Graduation exam it is claimed before a Board of review consisting of:

- a) 2 specialists from outside the training provider;
- b) a specialist representing the training provider.

At the exam can assist representatives of training programmes beneficiaries.

Depending on the type of programme and the forms of realization of training, authorized training provider may issue the following types of certificates:

- a) for qualifying courses or retraining and on-the-job apprenticeship - certificate of professional qualification;
- b) for initiation courses and internships, as well as for refresher courses and retraining or specialization courses - graduation certificate.

Scotland: Only with regards to the type of qualification on offer from the provider, some providers may choose the SQA route and others the SVQ route, both sets of qualifications are very valid, the SQA route tends to involve a lot more theory along with a large element of practical, whereas the SVQ is mainly conducted within the industry rather than within the educational establishment.

Spain: The students can get access in the practice stage, after having passed the final exams of the theory modules. The companies certify the practice process and the tutor who supervised the students issues an evaluation for each of them. The evaluation of the practice period is a component of the final evaluation of the student.

The private centres may organize their own exams, but in order to receive an official qualification/title, the students must pass the official exams.

9. Please describe the level of involvement of companies in the examination (as in theory as in practical exam)

France: Company involvement for examination occurs in internship assessment which is the outcome of a discussion between the enterprise mentor and the teaching team.

Italy: Yes, one representative of a company in the field of tourism is involved in the exam, being one of the members of the Board of Exam and he/she gives a mark to the practical exam.

Romania: In Romania, companies are not involved in theory and practical exam. The exam at the end of the courses is the responsibility of the vocational training provider. In Romania, there is an internal training provided by employer, named qualification at workplace.

Scotland: Company involvement for examination only occurs if the trainee is doing the Modern Apprenticeship programme – SVQ as the assessment is conducted in the workplace, this is normally carried out by college assessor or trained company assessors.

Spain: The companies are not involved in the examination of the students, other than for supervising the practice that takes place in their own premises. The exam at the end of the courses is the responsibility of the centre or of the VT provider.

Usually, the enterprises that request training to the centres and VT providers, as a component of the training for the demand of labour, demand a training content adapted to their own needs.

10. Are there principles and methods for quality assurance, standards, awarding bodies?

France: For public VET or private VET under contract with national education, the ministry of education offers the guaranty for quality teaching through control by the inspectors.

Italy: The Regions' Accreditation system considers indicators which are related both to professional skills (needs analysis, curriculum planning and evaluation, teaching competences) and to managerial skills (administration, networking expertise etc). The responsibility for VET provision is held at the national and regional level. Over time there has been increasing decentralization of responsibility and regional authorities are now responsible for planning vocational training, within and according to a set of national general principles. Italian regions grant accreditation to training agencies for initial, higher, or continuing vocational training. To gain accreditation training providers the following criteria are considered: quality of management including the need's analysis process, forecasting processes and the supply of services; the organization's structure and technology; the organization's economic and financial accountability; managerial competences and professional skills; strength of relationship with other institutional, social and economic organizations; efficiency and quality of outputs (drop-out, placement, etc.). Each year the Region verifies that the training agency continues to meet the criteria. Guidelines and technical support for applicants is available, and a training programme to improve quality of VET providers' management culture has been launched. The accreditation process is the first step in the regional VET quality assurance policy. In addition to other instruments – such as the regional system of professional profiles and the setting of training standards – accreditation helps to raise the quality levels of VET supply. To support this approach, the Region is disseminating knowledge of approaches to quality – in particular through support for self-evaluation and peer review – in order to set clear rules and a consistent "bottom-up" strategy of quality assurance including the development of an institutional culture which supports quality.

Romania: In Romania, each training provider should have implemented a quality management system according to standards and legislation in force. By means of internal audits, you can ensure the quality of offered qualifying services.

An important role has the registry for the registration of customer complaints, based on which the provider can improve his business.

At the training providers quality assurance can contribute the monitoring reports made by the ANC.

In the four years for which the training provider has received a permit, it is monitored by:

a) at least 3 monitoring visits at an interval of not more than 18 months, to which it can be add additional visits in case of complaints;

b) The systematic follow-up of the the results obtained from the participants of the training programme, on the occasion of the final evaluation.

Scotland: Yes, all the qualifications offered through a company or a training organization is governed by quality standards, SQA, SVQ, SDS and Education Scotland. If the training provider does not meet these standards then they are unable to offer the qualification/certificate and loose the right to offer the training programme.

Spain: The centres that provide initial vocational education courses or courses for adults must receive accreditation according to the regulation of each autonomous community or of the SEPE. There is a Register of Centres and VET Providers (Registro de Centros y Entidades de FP) at the level of autonomous communities.

The centres and entities that provide courses that finalize with a qualification certificate must apply for **accreditation**.

The centres and entities that provide courses and specialisations that do not finalize with a qualification certificate must apply for a **registration**.

In each case, the application is placed at the Public Employment Service of the autonomous community where it is based.

The application includes information regarding:

- facilities of the training centre (structures, training rooms, workshops, facilities for practice etc.).
- equipment available, appropriate to the respective specialisation.
- capacity of the body of teachers and instructors (academic titles, experience in the professional field of that specialisation, didactic experience and methodological capacity).
- information regarding the training plans for each specialisation.
- information regarding the online trainings (description of the online learning platform, training content, team of specialists).

11. How is data collected on the new trends regarding the competences, the skills required in the market so that the training offer matches the market demand?

France: The creation of a diploma is the result of a survey made in the “opportunity phase” through the CPC. This phase is aimed at the appraisal of the interest of creating or renovating a new diploma according to new skills needs or

market demands. The requirements can be made by the trade, corporate companies, administrative bodies, inspectors, head offices of education.

Italy: As Vocational training in Italy is managed by the Region, within the department for Education, periodically there is a Committee that is in charge to update and collect data about competences and skills required by the labour market to offer training that can well match the market demand.

Romania: In Romania, each training provider, is doing a market survey of job offers in different areas or different specializations, they analyze resources and offer training for adapting to market demands. In Romania there are many specialized sites with listings of jobs, the Job Fair and training provider can get an idea about the market demands. Employer's appeals to local press but also at announcements of jobs placed in public areas.

In Romania, each training provider, is doing a market survey of job offers in different areas or different specializations, they analyze resources and offer training to adapt to market demands. In Romania there are many specialized sites with listings of jobs, the job market, each a place on jobs vacancies and training provider can get an idea about the market demands. Local press appeals to employers but also announcements of jobs placed in public areas.

Scotland: Data is collected by the Skill Sector Council who has recently completed a full report on the state and the needs of the sector 'Sector Skills Assessment for the Hospitality, tourism and sport sector'. The report highlights the full needs of the sector and informs the government of the needs to address the local economy and the local employment sector.

Spain: The enterprises may adapt or request training contents during the process of training of the demand of labour, and are the first interested to include in the curriculum the trends of the labour market. Basically, this is an environment characterized by continuous change, according to the needs of the clients.

Currently, the accredited training centres and entities can participate in the design and planning of the system of VET for employment, through SEPE or the employment services of each autonomous community, province or municipality.

On the market of VET for adults there are a large number of specialisation courses or courses for specialists, as a rapid reaction to the trends of a certain sector.

Every sector has a **sectoral chart** (mapa sectorial) of VT, where one can find the VT courses provided in a certain sector. SEPE includes this sectoral chart in its **catalogue** (fichero), a reference in the field of VT for employment. For introducing a new course in the chart, one must request SEPE to include this new training content in the sectoral chart and then in its catalogue.

Professional chef training existing curricula

France

The Chef de cuisine occupation is hardly accessible to younger graduates. To become a chef, several years of experience are required before being enabled to lead one's own brigade. The process duration can vary according to their training background.

The diplomas graduates liable to access the occupation are people having passed.

Le **CAP cuisine** leading to the occupation of commis de cuisine. This is the basic qualification to enter the cuisine trade.

The catering level 4 vocational diploma, **baccalauréat restauration**, when completed by the culinary organization and production option enables the beneficiary to access the position of premier commis or sometimes chef de partie. The other level 4 diploma, **baccalauréat technologique hôtellerie** does not lead directly to employment but to higher education (BTS)

The BTS hôtellerie option arts de la table et du service, accessible to bac techno graduates (re above), leads to the same positions as the baccalauréat restauration. Nevertheless as having gained more accurate competence in management, it may lead to quicker career evolution.

Italy

NATIONAL STANDARDS FOR CHEF TRAINING

<p>Head CHEF (course: How many hours?) FIVE YEARS COURSE, Students who want to become head chefs in restaurants, hotels or other food service establishments can enroll in a bachelor's degree program in culinary arts. Domain: Tourism, Hotels, Restaurants National Code: Description of occupation: The head chef can perform operational and management activities relating to administration, production, organization, delivery and sale of products and food and wine services; interpret the development of supply chains for food and wine to adapt production and sales to the demand of markets and customers, enhancing local products.</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1	Fundamental skills	1. Check and use food and drinks from an organoleptic, commodity-related, chemical-physical, nutritional and culinary point of view. 2. Arrange menus consistent with the context and the

		needs of customers, even in relation to specific dietary needs. 3. Adapt and organize production and sales in relation to the demands of markets, enhancing local products.
2	General skills	<ul style="list-style-type: none"> • Able to welcome, dialogue and take care of the customer • Able to work independently and in team • Able to use his/her specific knowledge in order to solve complex problems at work
3	Specific skills	<ul style="list-style-type: none"> • Intervene in the enhancement, production, processing, conservation and presentation of food and wine products; • Work in the production system promoting local, national and international traditions; • Identify new wine and food trends
<p>CHEF (course): THREE YEARS COURSE The Vocational qualification : „Catering operator – meals preparation” EQF level 3 – is obtained after 3 years with the opportunity to attend a fourth year obtaining a vocational diploma EQF level 4 or continue to have a High School Diploma.</p> <p>How many hours? 3 years</p> <p>National Code</p> <p>Domain: Tourism and Catering</p> <p>Description of occupation: The chef will find a job in Hotel Chains, Hotels, restaurants and taverns, delicatessen shops, but also school or company canteens and take aways. In the food industry her/his best job posts will be at supermarkets and grocery with deli or butcher counters.</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1	Fundamental skills	<ul style="list-style-type: none"> • Realize with a good level of independence the stages relating to meals preparation in different contexts • Recognize and respect the time of preparation of dishes • Correctly manage the restaurant’s customers’ requests
2	General skills	<ul style="list-style-type: none"> • Collaborate with department colleagues and can well integrate with the kitchen team as well as the company he/she is working for • Has a good commodity-related knowledge of food, ingredients and methods of conservation • Is able to organize purchases and calculate the cost of dishes in the menu and for an individual

		<p>meal</p> <ul style="list-style-type: none"> • Can communicate correctly and with good language skills in different situations so he/she has a good knowledge of foreign languages included in his/her curriculum
3	Specific skills	<ul style="list-style-type: none"> • Has a good knowledge and experience relating to different menus and food of the regional, national and international cuisine • He/she is autonomous in the compiling of the recipe book and keep it updated • Handles the use of several tools in the catering field • Knows the hygienic and health rules provided by HACCP protocol, that correctly applies in his/her work

Romania

NATIONAL OCCUPATIONAL STANDARDS

<p>KITCHEN SPECIALIST / VEGETARIAN / DIETICIAN (Specialisation course- 180 hours) COR: 512003 Domain: Tourism, Hotels, Restaurants</p>		
<p>Occupation cook specialist / vegetarian / dietitian refer to work for preparation of complex dishes in a professional kitchen. Specialist chef / vegetarian / dietitian is responsible for making its own activity or game he leads. It can work autonomously and collaboratively, under a chef. Specialist chef / vegetarian / dietitian working in one of the following structures cuisine catering: independent restaurants, hotels, canteens, self-service, fast food, ships, etc. Chef Specialist / vegetarian / dietician has the primary task of preparing various national and international cuisine, vegetarian and dietary preparations, their decoration to put them in value, ensuring product quality dishes. Its functions also include the necessary preparation products for purchase, specifying the quantities and quality control of products purchased, surveillance of premises and equipment cleaning, hygiene and food safety. It cooperates with the chef, deputy head chefs, chef assistants, kitchen workers, waiters, head waiter, sommelier.</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCY

1	Key competence units	Unit 1: Communication in the official language; Unit 2: Communication in foreign languages; Unit 3: Basic skills in mathematics, science and technology; Unit 4: IT Skills; Unit 5: The competence to learn; Unit 6: Social and civic competences; Unit 7: Entrepreneurial Skills; Unit 8: The competence of cultural expression.
2	Units of general jurisdiction	Unit 1: Application rules of health and safety at work and in emergency situations; Unit 2: Application of HACCP Food Safety - Hazard Analysis in Critical Control Point Unit 3: Application of balanced and healthy nutrition; Unit 4: Preparation of specific documents.
3	Units of specific competence	Unit 1: Work organization in the kitchen parties; Unit 2: Creating vegetarian and dietary preparations; Unit 3: Creating specialties from national and international cuisine; Unit 4: Aesthetics presentation of culinary.
<p>HEAD COOK (Specialisation course- 180 hours) COR: 343403 Domain: Tourism, Hotels, Restaurants</p> <p>Description of occupation: The Head cook coordinates activity from the kitchen or industrial units to achieve culinary for marketing purposes. After receiving (qualitative and quantitative) and auxiliary materials, the head cook handles storage, respecting the veterinary sanitary regulations and legal force and preserves till materials will be introduce in the production process. Head cook coordinate preliminary specific training operations according to the technological flow, dosing raw materials according to the recipes and manufacturing technological program of the day (range, quantity in kg or number of servings). He also coordinates culinary achievement processed foods underlying obtaining culinary; after this step, perform the appropriate heat treatments. The last part of the head cook work consists in aesthetic finishing products for serving and in quality control of finished products. The head cook is able to converse fluently in a foreign language of international circulation. The chef takes care of its own training and continuing professional development. Ensures compliance of safety and health in work and sanitary rules by his staff.</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCY
1		1.Communication at workplace

	Fundamental skills	2.Communication in foreign language 3.Training development 4.Teamwork 5.Use of computer
2	General skills	6.Control of NSSM and PSI application (safety and security labor) 7.Organizing the workplace 8.Ensure stock record 9.Exploitation of technological equipment
3	Specific skills	10.Coordination of cuisine activity 11.Providing nutrient retention factors 12.Providing raw materials and culinary sanitation 13.Making aesthetic culinary 14.Quality Assurance 15.Promoting the offer of meals

COOK (qualification course: level 2-720 hours)

COR 512001

Domain: Tourism and Catering

Description of occupation:

Cook performed kitchen dishes after different recipes in order to satisfy consumer demands. For this purpose, he is concerned about preparing food for cooking. Measures the amount needed, than gradually mix it according to the recipe, and leave it for fermentation, baking or boiling. After cuisine was prepared, it follows portioning.

Cook use in his activity, different food, tools and machines which convert food into meals. As commonly used tools and machines can be listed: knives, chopper, blender, peelings and cut vegetables, meat grinder machines, fryer, conventional oven or microwave, refrigerators.

No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCY
1	Fundamental skills	1.Communication at workplace 2.Teamwork
2	General skills	3.Supplying raw and auxiliary materials at workplace 4.Providing sanitary conditions 5.Organizing the general framework of opening and closing of section activity 6.Environmental pollution prevention
3	Specific skills	7.Preparation of specific documents 8.Preparation of hot and cold appetizer 9.Preparation of steaks 10.Preparation of hot and cold snacks 11.Preparation of meat foods 12.Preparation the vegetables, rice, eggs and pasta meals 13.Preparation of liquid preparations 14.Preparation of sweets (desserts) 15.Preparation of glace funds 16.Preparation of fish and seafood

		<ul style="list-style-type: none"> 17.Making supervision and control actions 18.Preparation of the basic dough 19.Preparation of salads 20.Preparation of sauces
<p>WORKER IN FOOD (qualification course: level 1-360 hours) COR 5246 Domain: Tourism and Catering</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCY
1	Key skills	<ul style="list-style-type: none"> 1.Communication and numeracy 2.Using computer and data processing 3.Communication in modern language 4.Personal Development 5.Hygiene and Safety work 6.Teamwork 7.Organize workplace 8.Preparing for integration in the workplace 9.The transition from school to work 10.Problem Solving 11.Customer satisfaction
2	General technical skills	<ul style="list-style-type: none"> 12.Tourism potential 13.The technical material in tourism and catering 14.Professional Behavior 15.Calculations specific economic services 16.Ergonomics in tourism hotels and catering
3	Specialized technical skills	<ul style="list-style-type: none"> 17.The quality of products and services from catering 18.Preparation of raw materials 19.Getting preparations with low complexity 20.Preparing hall serving 21.Serving in food units 22.Participate in discussions on a simple topic 23.Prepare a short presentation on a given topic 24.Use specialist specific language 25.Perform simple calculations 26.Handles chart results in a simple operation

Scotland

NATIONAL STANDARDS FOR CHEF TRAINING

Head CHEF (course: Normally SDS funded at SVQ level 2 or 3 How many hours?) 1
--

year full time in work placement
 Domain: Tourism, Hotels, Restaurants
 National Code:
Description of occupation: SVQ Level 2 (Example fo a Framework) The mandatory and optional content of the Modern Apprenticeship in Food and Drink Operations is as follows: 11 Frameworks are available

No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1	Fundamental skills	Example of 1 National Framework SVQ Food and Drink Operations (Meat and Poultry at SVQ level 2 (SCQF) Level 5
2	General skills	Core Skills SCQF level 4 Communication Working with others Problem Solving Information and Communication Technology Numeracy
3	Specific skills	Additional Units SVQ Food and Drink Operations Principles/Knowledge Elementary HACCP Additional SVQ units from any qualifications at Levels 2, 3 and 4 (eg., Management, Team Leading, Retail or Hospitality)

CHEF (course: How many hours?) 3 years full time in work placement
 National Code
 Domain: Tourism and Catering

Description of occupation: SVQ Level 3 (Example fo a Framework) The mandatory and optional content of the Modern Apprenticeship in Food and Drink Operations is as follows: 6 Frameworks are available

No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1		Core Skills:

	Fundamental skills	All Core Skills require separate certification at SCQF level 5 or above. Communication (SCQF 5) Working With Others (SCQF 5) Problem Solving (SCQF 5) Information and Communication Technology (SCQF 5) Numeracy (SCQF 5)
2	General skills	SVQ or alternative competency based qualification - The following must be achieved: One of the following SVQ Level 3 qualifications: Food and Drink Operations (Bakery Skills) Food and Drink Operations (Fish and Shellfish Industry Skills) Food and Drink Operations (Meat and Poultry Skills) Food and Drink Operations (Supply Chain Skills) Food and Drink Operations Food and Drink Operations (Food Manufacturing Excellence)
3	Specific skills	Enhancements All apprentices must achieve two additional outcomes. An additional outcome should be a relevant short course at a suitable level, which is a minimum of 10 learning hours. This may be industry-specific or of broader relevance to the learner or business, and must be agreed by the learner, employer and training provider at the beginning of the Modern Apprenticeship programme and shown in the Training Plan. The enhancement outcomes must be new learning. The learner must complete these outcomes in the duration of the apprenticeship programme.

Spain

NATIONAL STANDARDS FOR CHEF TRAINING

<p>Course: Management and Production in the Kitchen (Dirección y producción en cocina) Hours: 1110 hours (out of which 80 hours of practice – “práctica profesionales no laborales”) Domain: Hotels and Tourism National Code: HOTR0110 Description of occupation: This professional organizes and supervises the entire activity in the kitchen of a unit from the hotel and tourism industry.</p>		
No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1		At the level of qualification certificates (certificados de

	Fundamental skills	profesionalidad), the regulations do not stipulate fundamental and general skills. It is only for the qualification acquired by initial vocational education that such competencies are stipulated.
2	General skills	Manages the culinary production units, manages its processes, providing technical and operational assistance and determining the gastronomical offer, optimizing the use of material and human resources so that the objectives of the unit and the expectations of the clients are met.
3	Specific skills	Applies and supervises the implementation of all types of techniques of manipulation, conservation and regeneration of food ingredients. Develops and supervises the preparation and presentation processes of basic, complex culinary products and multiple applications. Develops and supervises and preparation and presentation processes of creative cooking and author dishes. Develops and supervises production and presentation processes of all types of confectionery products. Tastes aliments for their selection and use in the kitchen. Operates under safety, hygiene and environment protection norms in the hotel industry. Designs gastronomical offers. Manages the supplying process in the restaurant industry. Organizes culinary production processes. Manages culinary production units.

Course: Cooking (cocina)

Hours: 810 hours

National Code: HOTR0408

Domain: Hotel and Tourism

Description of occupation: This professional fulfils middle level functions in the kitchen of business units from the hotel and tourism industry.

No. item.	CATEGORIES OF SKILLS	UNITS OF COMPETENCE
1	Fundamental skills	At the level of qualification certificates (certificados de profesionalidad), the regulations do not stipulate fundamental and general skills. It is only for the qualification acquired by initial vocational education that such competencies are stipulated.
2	General skills	Develops the preprocessing, processing, presentation, and conservation processes of all classes of food ingredients and designs gastronomical offers, applying in an autonomous manner the appropriate techniques, following quality and economic objectives and respecting

		the norms and practices of safety and hygiene in the manipulation of food.
3	Specific skills	<p>Complies in its work with security, hygiene and environment protection norms in the hotel industry.</p> <p>Designs simple gastronomical offers, performing the supply and controlling the consumption.</p> <p>Preprocesses and preserves all types of food.</p> <p>Prepares simple products of various types and basic dishes.</p> <p>Prepares and presents the most representative dishes of the regional cuisings of Spain and of the international cuisine.</p>

Conclusions

Vocational education and training in Catering/Hospitality is delivered by public or private sector and the certificates/ diploma are authorized by public sector (Ministry of Education/of Labor or other state representative's organization).

The private sector learning curricula in most cases are shorter, practical oriented and most intensive than the public one. In some countries, the funds of the private education units are sustained partially by the state.

The industry is involved especially in the vocational training, when the apprentices are learning at the workplace of the company. The European EQF levels have different national equivalent qualifications, depending of the country.

The learning curricula is defined by the special representative organizations, which take in consideration the industry and clients demands, the national and European legislation, the modern trends in technology, food safety and management.

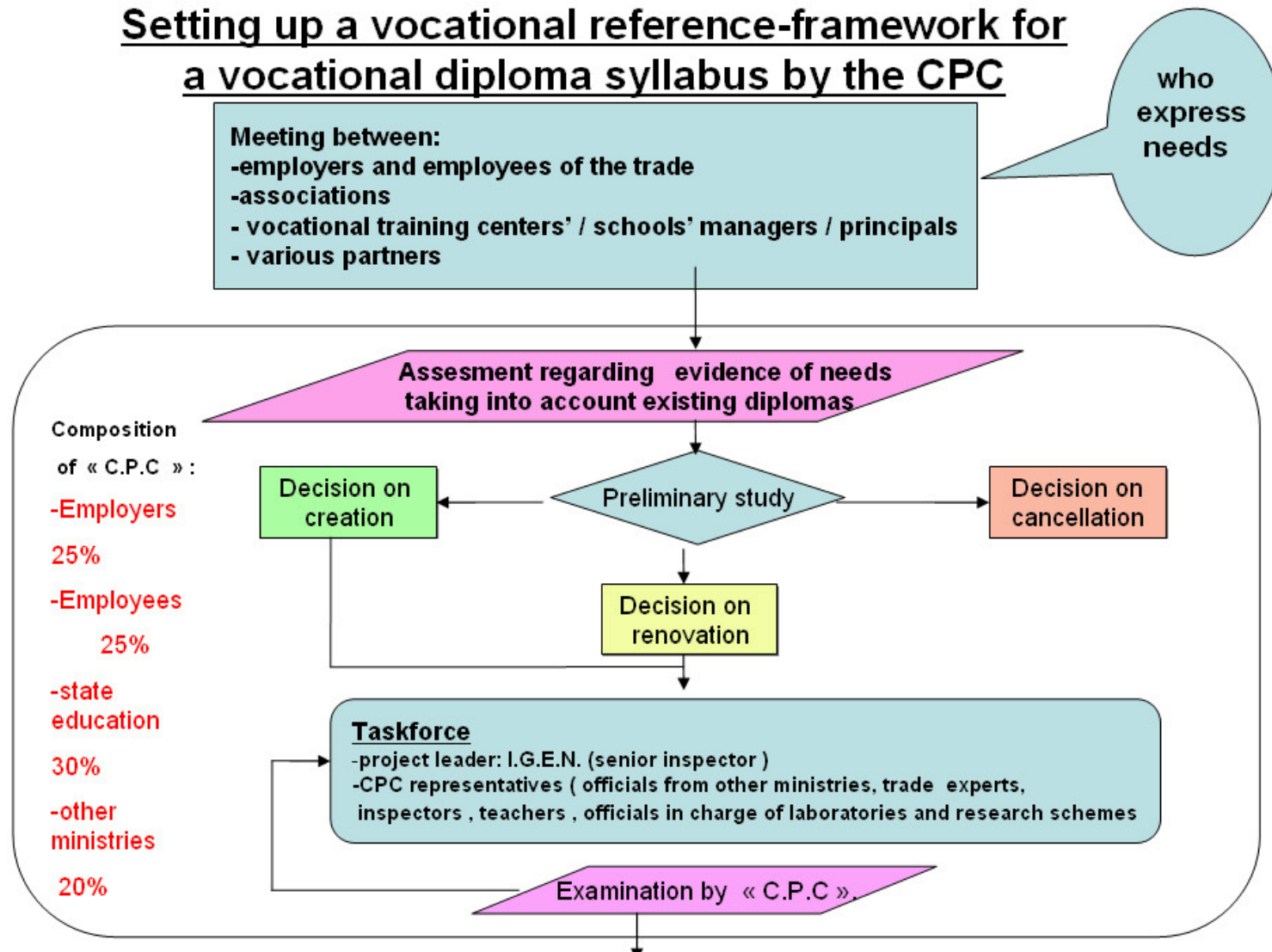
The professional chef training curricula is very complex and requires over 3-5 years of formal learning and other 2-3 years of work experience. It requires knowledge from food processing, food storage, hygiene, sanitary legislation, foreign languages, HACCP, management and communications.

Beside the formal education, the informal ad non-formal have also and important role in the vocational training and often are not expressed necessarily in some written diploma or qualifications. Yet for the employer, it might be of the greater importance than the formal education diploma.

Annexes

France

Setting up a vocational reference-framework for a vocational diploma syllabus by the CPC

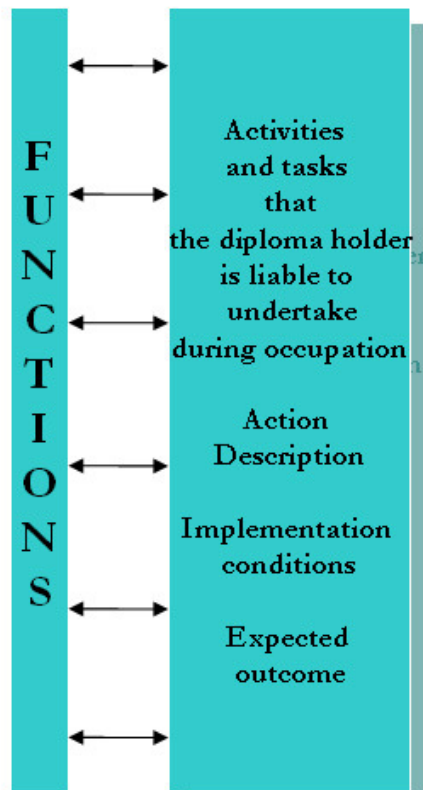


Released in « Journal Officiel » (J.O.), in « Bulletin Officiel de l'Education Nationale » (B.O.E.N.)

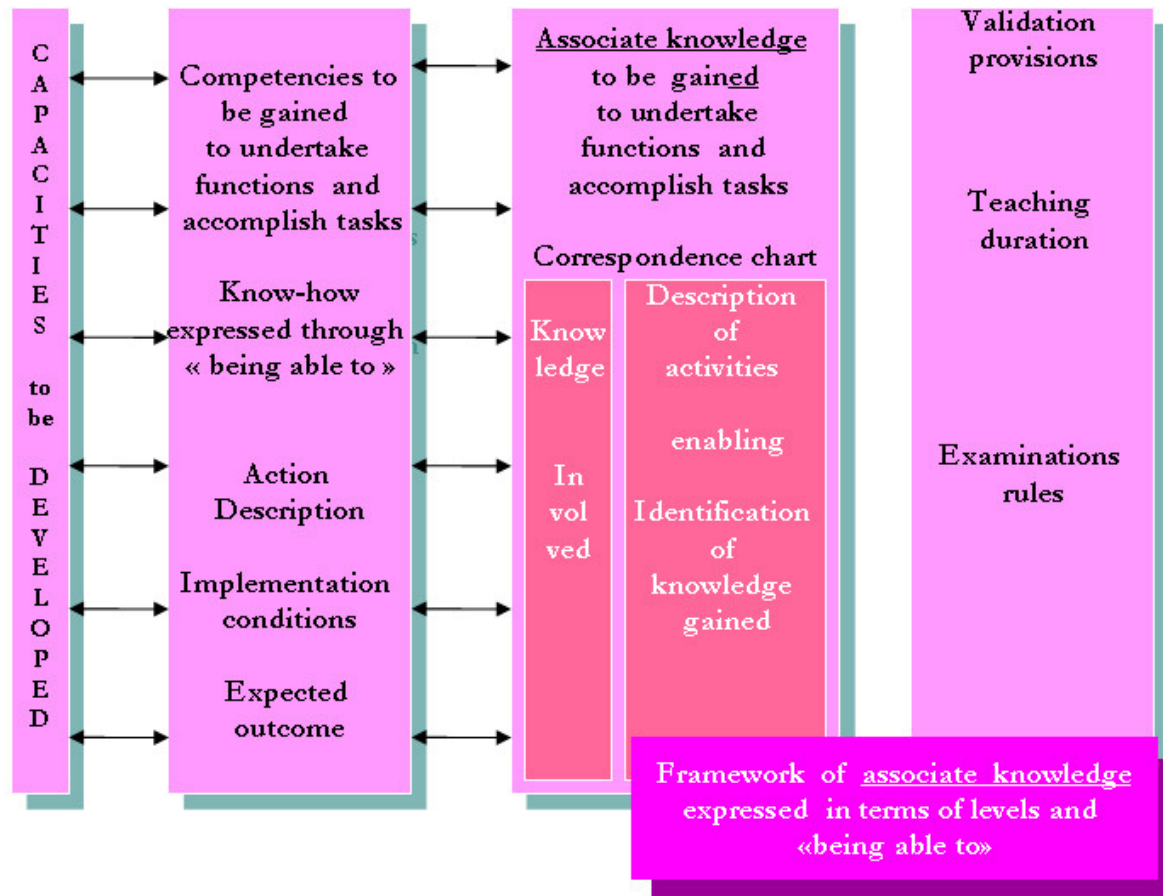
Issued by the « Centre National de Documentation Pédagogique » (C.N.D.P.)

Typical structure of a reference-framework for a vocational diploma syllabus

Occupational-activities' reference framework




Certification reference framework



Italy

SPECIFIC TRAINING (PROFESSIONAL CHEF TRAINING PATH)

Formal, Non-formal and Informal learning for professional chefs

	
Partner and Country	ITALY, Associazione NET
Key Characteristics	
Type of learning	
FORMAL¹	
Level of implementation (Regional, National or international)	NATIONAL AND REGIONAL
Funding (European Social Funds, companies, etc.)	STATE, REGION, PROVINCE, TRADE UNIONS, CATHOLIC INSTITUTIONS
Total hours	3/5 YEARS
Level	
Request of studies for participants	3/5 YEARS
Age group	14-19 years
NON-FORMAL²	
Level of implementation (Regional, National or international)	REGIONAL AND PROVINCIAL
Funding (European Social Funds, companies, etc.)	REGION, PROVINCE, EUROPEAN SOCIAL FUND
Total hours	VARIABLE
Request of studies for participants	VARIABLE
Age group	over 18-years-old
How does evaluation take place?	FINAL EXAM WITH CERTIFICATE OF QUALIFICATION
INFORMAL³	
Level of implementation (Regional, National or international)	LEISURE
Funding (European Social Funds, companies, etc.)	PRIVATE FUNDED
Total hours	VARIABLE
Request of studies for participants	Non applicable for informal learning
Age group	18-80 years old
Connection with the curriculum (for formal and non-formal)	N/A
Existing National Occupational Standards	N/A
How does evaluation take place?	ATTENDANCE CERTIFICATE

¹Formal Learning: Learning that occurs within an organized and structured context (i.e. formal education institutions such as schools, colleges, vocational training institutes and universities), and follow a particular structured design. It typically leads to a formal recognition with a diploma or a certificate.


²Non-formal Learning: Learning which is embedded in planned activities that are not explicitly designated as formal learning, but which contain an important learning element, such as vocational skills acquired on the workplace.

³Informal Learning: Learning resulting from daily life activities related to work, leisure, free-time, etc. This type of learning is sometimes referred as experiential learning and generally does not lead to certification.

Romania

SPECIFIC TRAINING (PROFESSIONAL CHEF TRAINING PATH)

Formal, Non-formal and Informal learning for professional chefs

	
INCDBA IBA – BUCHAREST, ROMANIA	
Key Characteristics	
Type of learning	
FORMAL¹	
Level of implementation (Regional, National or international)	National
Funding (European Social Funds, companies, etc.)	Public/private
Total hours	720 hours
Request of studies for participants	Compulsory education
Age group	16-65 years old
NON-FORMAL²	
Level of implementation (Regional, National or international)	National
Funding (European Social Funds, companies, etc.)	Private
Total hours	Up to 1 month
Request of studies for	Compulsory education

participants	
Age group	Over 16 years old
INFORMAL³	
Level of implementation (Regional, National or international)	National
Funding (European Social Funds, companies, etc.)	Public/private
Total hours	Variable
Request of studies for participants	Compulsory education
Age group	Over 16 years old
Connection with the curriculum (for formal and non-formal)	-
Existing National Occupational Standards	-KITCHEN SPECIALIST / VEGETARIAN / DIETICIAN - HEAD COOK - COOK - WORKER IN FOOD

¹Formal Learning: Learning that occurs within an organized and structured context (i.e. formal education institutions such as schools, colleges, vocational training institutes and universities), and follow a particular structured design. It typically leads to a formal recognition with a diploma or a certificate.


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Scotland

SPECIFIC TRAINING (PROFESSIONAL CHEF TRAINING PATH)

Formal, Non-formal and Informal learning for professional chefs

	
Partner and Country	
Key Characteristics	
Type of learning	

FORMAL¹	
Level of implementation (Regional, National or international)	Regional and National
Funding (European Social Funds, companies, etc.)	Scottish Government, Skills Development Scotland and the Scottish Funding Council
Total hours	480
Level	EQF level 3 – SCQF level 5 (National certification)
Request of studies for participants	480 hours
Age group	16-40 years
NON-FORMAL²	
Level of implementation (Regional, National or international)	Employer led training provision (REHIS – Health and Safety training)
Funding (European Social Funds, companies, etc.)	Scottish Trade Union Congress, ESF, EU and Skills Development Scotland
Total hours	10 hours
Request of studies for participants	10 hours
Age group	16-64 years
How does evaluation take place?	External Certificate Examination
INFORMAL³	
Level of implementation (Regional, National or international)	Leisure Classes
Funding (European Social Funds, companies, etc.)	Private funded
Total hours	20-40 hours
Request of studies for participants	Non applicable for informal learning
Age group	16-64 years
Connection with the curriculum (for formal and non-formal)	N/A
Existing National Occupational Standards	N/A
How does evaluation take place?	Attendance Certificate

¹Formal Learning: Learning that occurs within an organized and structured context (i.e. formal education institutions such as schools, colleges, vocational training institutes and universities), and follow a particular structured design. It typically leads to a formal recognition with a diploma or a certificate.


²Non-formal Learning: Learning which is embedded in planned activities that are not explicitly designated as formal learning, but which contain an important learning element, such as vocational skills acquired on the workplace.

³Informal Learning: Learning resulting from daily life activities related to work, leisure, free-time, etc. This type of learning is sometimes referred as experiential learning and generally does not lead to certification.

Spain

SPECIFIC TRAINING (PROFESSIONAL CHEF TRAINING PATH)

Formal, Non-formal and Informal learning for professional chefs

	
Partner and Country	
Key Characteristics	
Type of learning	
FORMAL¹	
Level of implementation (Regional, National or international)	Regional (autonomous community) and national
Funding (European Social Funds, companies, etc.)	State and autonomous community governments, ESF, companies.
Total hours	810 hours
Level	level 2 (equivalent of EQF level 3)
Request of studies for participants	Graduated mandatory secondary education (even without baccalaureate)
Age group	over 18 years old
NON-FORMAL²	
Level of implementation (Regional, National or international)	Regional (autonomous community) and national
Funding (European Social Funds, companies, etc.)	State and autonomous community governments, ESF, companies.
Total hours	2000 hours / 3 years of experience in the field, in the last 10 years of activity.
Request of studies for participants	Graduated mandatory secondary education (even without baccalaureate)
Age group	over 20 years old
How does evaluation take place?	At the level of autonomous community, the public employment services periodically launch calls for applications for the equivalation of skills acquired in a non-formal learning.
INFORMAL³	
Level of implementation (Regional, National or international)	Regional
Funding	Private funded

(European Social Funds, companies, etc.)	
Total hours	Over 2 hours
Request of studies for participants	Non applicable for informal learning
Age group	Over 18 years old
Connection with the curriculum (for formal and non-formal)	N/A
Existing National Occupational Standards	N/A
How does evaluation take place?	Attendance Certificate

¹Formal Learning: Learning that occurs within an organized and structured context (i.e. formal education institutions such as schools, colleges, vocational training institutes and universities), and follow a particular structured design. It typically leads to a formal recognition with a diploma or a certificate.

²Non-formal Learning: Learning which is embedded in planned activities that are not explicitly designated as formal learning, but which contain an important learning element, such as vocational skills acquired on the workplace.

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