CULINART:

Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training

Grant agreement No. 2018-1739 / 001 – 001

VET Need Assessment Report (NAR)

Content:

Summary

The present VET needs assessment report (NAR) is being developed within the framework of project "CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training", which is co-funded by the Erasmus+ Programme of the European Union.

1. Project Overview

The project CULINART has a duration of **24 months** (01/10/2018–30/09/2020) and is implemented by a consortium of **9 organizations** (partners) from **6 countries**: Bulgaria, Spain, Italy, Portugal, France and Turkey.

The project considers the:

- Discrepancy between the level of VET offer and labour market needs in the partner's countries, and

- Opportunity for increasing youth employability, trans-national mobility and career advancement in culinary arts

Accordingly, CULINART project **aims** to enhance the quality and relevance of VET offer in culinary arts following labor market needs through:

- designing a joint VET qualification in culinary arts for associate professionals,

- elaboration of pathways to further studies at tertiary level,

- establishment of a strategic international alliance of VET providers and business entities for piloting, delivery of the new qualification and transition to employment,

- fostering qualification's accreditation within the NQFs of the countries represented in the project, and

- stakeholder mobilisation in favour of adapting the VET for the culinary professions to the enhanced economic and social role of the foodservice sector.

The present report is developed in order to set the foundations on which the first key output (namely the joint VET qualification for culinary professionals) will be built. It is composed by 6 country sections according to the partner countries involved in the project and is available in all partner languages.

2. Objectives of the report

The main objective of the report was to identify the major skill needs in culinary arts and the resulting improvement implications for the VET qualifications in the project countries.

The analysis and the assessment of the needs for a new qualification in the field of the hospitality sector and the culinary arts in particular is carried out in the territory of each of the CULINART partner countries: Bulgaria, Spain, France, Italy, Portugal and Turkey. Accordingly this report reflects the results of an in-depth research and analysis of the country-specific needs of competences regarding the current VET training offers and business' requirements towards the culinary professionals with view of developing a higher-level joint VET qualification in culinary arts and the relevant ESCO occupational profiles.

The analysis had the task to answer to the following main questions:

The NAR will be based on a SWOT analysis of the outcomes of activities 1 and 2 and within response to the main questions:

- Are the skill gaps related to specific skills or whole job roles?
- Are the current qualifications suited to progression to work-focused higher education and LLL?
- Are the main challenges to business addressed by the current training offer?

As a result the content of the NAR covers: the conclusions regarding current and prospective occupational profiles and occupational standards in culinary arts and gastronomy; career pathways; competence needs (skills, knowledge and attitude) that are not covered by current VET offer in the partner countries; business development trends and general prospects for the sector, etc.

The collected data, together with the conclusions and recommendations, will provide the necessary input resources for developing a joint labour-market relevant VET qualification in culinary arts, in compliance with the main goal of the CULINART project.

3. Methodology of the analysis and data collection tools

The **needs assessment** was conducted by the partners as a systematic process for determining and addressing needs and "gaps" between the current conditions and desired conditions or "wants". The discrepancy between the current condition and wanted condition was measured to appropriately identify the need. The conducted needs assessment in project CULINART was a part of the planning processes aimed at improvement of the training offers in VET regarding culinary arts.

This report is the result of a study carried out on two main stages (levels).

Stage 1. Surveying the profile of current occupations, qualifications and VET provision in culinary arts and gastronomy in the partner countries

The survey was performed via desk research and data review through appointed experts in the partners organizations. Its scope includes thorough and informed review and analysis of all available information and an additional survey (online, in person, phone and/or mailed) which was addressed to companies from the business, VET providers, researchers, public agencies or bodies and other stakeholders.

As a result:

- the levels and 'take up' of the existing qualifications and VET programs (NQF,EQF) were defined;
- the skill coverage was determined;
- the pathways for recognition of the learning outcomes between the secondary and tertiary level were tracked (if any);
- the LLL and career development pathways for the learners were outlined (where available);
- the transparency and quality assurance of the existing training offers were analysed.

The results from the survey were reported to the project management unit and were used to specify in details the programmes of the focus groups (stage 2) and the content of the present report.

The data gathered is presented in the country sections of the document in a non-exhaustive but reliable statement.

Stage 2. Scrutinizing business' assessment of the existing VET qualifications in culinary arts through focus-group discussions in each country

On the second stage of the study, a series of events in the form of focus group discussions were conducted. The representative results were achieved though involvement of more than 450 representatives of the national and regional sectoral/professional/umbrella organizations in addition to the project partners, public authorities – policy and decision makers - responsible for economy and business, established professionals and entrepreneurs in the hospitality sector and other stakeholders in the 6 partner countries.

The agenda of the events covered: the skill and knowledge requirements of the business towards the culinary professionals; the current and emerging ooccupational profiles in culinary arts and occupational standards; the development trends in tourism and hospitality in general, and foodservice and gastronomy in particular; challenges for the business; career pathways; how vocational schools incorporate input from employers, etc.

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The data collected were complemented by consultations with the stakeholders through distributing a preliminary developed questionnaire during events and via e-mail and collecting the feedback, online comments to the live streams and posts in the project social media channels, informal interviews and other conversations with target groups representatives aiming at review of the situation.

In the method described, the research work went through 3 main phases: preparation, conduct of the survey, consultations and summary of the results. The collected quantitative data and main concepts are systematically outlined in the country sections of this document. Based on the data collected and analyzed results and conclusions have been made, which are outlined in the last part of each country section of this report.

The prerequisites that ensure the reliability of the results obtained and respectively the lessons learned include:

- Combining different techniques and methods for data collection;
- Expertise on the topic and taking in account the trends in the hospitality industry and the foodservice and gastronomy in particular at European and international level;
- Exhaustive coverage of key stakeholder groups;
- Relevant discussions with the directly involved in the provision and/or application of the respective knowledge and skills parties;
- Individual and group approach encouraging the activity of stakeholders;
- Conducting iconsultations and discussions in an appropriate and comfortable surrounding while valuing the respondents' time;
- Good preparation according to the topic and discussion outset with the istakeholders.

4. Potential constraints of the study

The collected input data can be taken as a solid foundation for drawing conclusions and recommendations on: (a) the current situation of the sector and its future trends; (b) prospects and omissions in the existing VET training offers in the field of culinary arts; (c) potential and opportunities for introducing of a new qualification covering the gaps based on the business requirements. However, it should be noted that, given the importance of the sector researched and the limited territorial coverage to 6 countries only, the rapid changes related to advancing technology and innovations, and the constant variance in the industry requirements regarding the quality of the staff, the scale of any campaign that is directly or indirectly aimed at planning or proposing pilot or updating measures for improving the VET offers in culinary arts in EU should be larger.

5. Purpose of the NAR and use of the results

The purpose of the NAR is to outline the goal, scope and feasibility of the joint VET qualification in culinary arts (that will be developed based on the present report) with implications for VET with WBL and mobility components leading to employability.

The results of the assessments on national level are analyzed in order to: (a) reflect the key challenges facing the culinary business in the partner countries and EU related to the employment of higher-level prepared professionals; (b) identify the main gaps and inconsistencies between the current and the desired situation regarding the VET offers and (c) compile a reliable assessment of the need to offer new and/or to improve the existing education and training products.

The conclusions will be used to develop the joint VET qualification for "Chef" as to the ESCO definition for 3434 Chefs /Culinary Associate Professionals: "*Chefs are culinary professionals with a flair for creativity and innovation to provide a unique gastronomic experience*."

6. Partners responsible

Scope: The report is based on national level surveys conducted in the 6 partner countries (Bulgaria, Spain, France, Italy, Portugal and Turkey).

Each section of the present report is developed by a particular partner organization as follows:

NAR country section:	Name of the partner organization developed the section:
Bulgaria	Varna University of Management (Visshe Uchilishte po menidzhmant) (VUM)
Spain	Asociación Gastro Alianza (Gastro Alianza)
France	Lycée C. et A. Dupuy - Greta du Velay (Greta du Velay)
Italy	ISTITUTO FORMAZIONE OPERATORI AZIENDALI (IFOA)
Turkey	Muğla Provincial Directorate of National Education (MEM)
Portugal	Associação de Desenvolvimento da Região do Alto Tâmega (ADRAT)

Each partner organization is responsible for the content displayed in their country section.

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List of abbreviations:

EU	European Union
VET	Vocational Education And Training
PC	Project Coordinator
PP	Project Partners
EQF	European Qualifications Framework
NQF	National Qualifications Framework
ESCO	European Skills, Competences, Qualifications and Occupations classification
CEDEFOP	European Centre for the Development of Vocational Training
ECVET	Eropean Credit system for Vocational Education and training
WBL	Work-based learning
IT	Information technology

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VET Need Assessment Report (NAR) BULGARIA

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1. Introduction

The VET systems in the CULINART partner countries can be regarded as very different. The levels of qualifications regarding the professionals in the field of culinary arts also vary from EQF level 2 (the preparation for cook/cook-assistant) to EQF level 6 (bachelor degree in Gastronomy/Culinary arts).

The levels of the introduction of the ECVET in the national systems are also different from country to country. Some of the countries have very advanced WBL VET systems since others are still piloting such type of initiatives.

Having all this in mind the present report will reveal the national situation regarding the current and prospective VET qualifications in culinary arts in each project country aiming at finding an intersection point and thus develop the new joint qualification in a way that will make it applicable in each country.

1.1 Some words about the VET national system

After 2014, a major reform in the field of VET started in Bulgaria. A new law for the Pre-school and School Education (2016) came into force, and respectively significant amendments to the main legislation concerning the Bulgarian VET system - Law on Vocational Education and Training (VET Act) – were made. The main aim of the reform was to achieve greater flexibility and permeability of the educational system and education paths. One of its main focus is on regulating the WBL education and training in the Bulgarian VET system.

Another important document was adopted in 2015 – an Ordinance No.1/08.09.2015 for the terms and procedure for conducting of a work–based education and training (dual system of education and training). Since than the government and the respective authorities are constantly developing and testing new models for the organization of the work-based learning.

Generally the VET system in Bulgaria is managed and monitored by the National Agency for Vocational Education and Training (NAVET), which is also the licensing institution for the VET providers.

VET providers are:

(a) VET schools (provide education and training):

    (i)   vocational gymnasiums;
    (ii)   vocational classes in general education schools;
    (iii)   art schools;
    (iv)   sports schools;

(b) adult training institutions (provide training only):

    (i)   vocational colleges;
    (ii)   vocational training centres.

According to the Bulgarian legislation, vocational <u>education</u> is obtained only in the system of secondary education (a) and vocational <u>training</u> is obtained at Vocational Colleges and VTCs (b).

National VET qualification levels:

There are **four** national VET qualification levels[1]:

National VET qualification level	Competences	Munimum percentage of Work-based learning	NQF/EQF level
level 1	acquired competences for performance of routine activities	WBL at least 70%	NQF/EQF level 2
level 2	acquired competences for performance of complex activities in a changing environment	WBL at least 60%	NQF/EQF level 3
level 3	acquired competences for performance of complex activities in a changing environment, including human resource management	WBL at least 50%	NQF/EQF level 4
level 4	acquired competences for performance of a broad range of complex activities in a changing environment, including human and financial resource management	WBL at least 50%	NQF/EQF level 5

The types of VET in Bulgaria are observed in details together with the challenges towards the introduction of the WBL and the LLL pathways in section 4 of the present report.

2. Skills requirements by an Executive Cook/Chef

To be able to compare the existing training offers and the actual level of preparation of the high-level kitchen staff with the desired skills set by the employers, first we need to determine the scope of the tasks that the Chefs implement in their daily work. For this purpose we take as a basis the ESCO definition for the professional profile of "Chef"[2] (ISCO-08 code 3434):

Description:
Chefs design menus, create dishes and oversee the planning, organization, preparation and cooking of meals in hotels, restaurants and other eating places, on board ships, on passenger trains and in private households.

Tasks include:
- (a) planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies;
- (b) monitoring quality of dishes at all stages of preparation and presentation;
- (c) discussing food preparation issues with managers, dieticians, kitchen and waiting staff;
- (d) supervising and coordinating the activities of cooks and other workers engaged in food preparation;
- (e) inspecting supplies, equipment and work areas to ensure conformity with established standards;
- (f) determining how food should be presented, and creating decorative food displays;
- (g) instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food;
- (h) participating in the recruitment of kitchen staff and monitoring their performance;
- (i) preparing, seasoning and cooking speciality foods and complex dishes;
- (j) explaining and enforcing hygiene and food safety regulations.

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[1] http://www.cedefop.europa.eu/files/4161_en.pdf

[2] http://data.europa.eu/esco/isco/C3434

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2.1   The training offer

Existing training opportunities:

At present, vocational education and training can be acquired in Bulgaria in one of the following ways:

- for pupils and students under the age of 16 years - in vocational secondary schools;
- for adults (people over 16 years of age) - in vocational training centers and vocational colleges.

Further education is also availavble for the persons who have completed their secondary education to continue in a higher education institutions (universities and colleges).

The training offers in Bulgaria are in accordance with the official national List of Professions for VET3 and the State Education Standards4 (SES) for them. This list contains all the VET qualifications and it's developed by the NAVET in social partnership with branch chambers, ministry and employers' representatives and it is approved by the Education Minister. The list is structured by education field, vocational area, profession and specialty. National VET qualification levels and the recommended job positions for the graduates to occupy after finishing the training are also described in the list.

Analyzing the available professions and specialties in this list related to the culinary arts and food preparation industry the following should be outlined:

Education field	54 Production and processing
Vocational area	541 Food technologies
Title of the profession	**541010 Technician - technologist in the food industry**
Name of the specialty	5410102 Manufacture of bread, bakery and confectionery
	5410103 Production and processing of milk and dairy products
	5410104 Meat, meat products and fish production
	5410105 Production of canned food
	5410106 Production of alcoholic and non-alcoholic beverages
	5410107 Manufacture of sugar and confectionery
	5410109 Production of vegetable oils, oil products and essential oils
National level of professional qualification	III /third/
EQF level reference	EQF level 4
Recommended unit groups and job positions from NCPP-2011	3434-2002 Chief Confectioner, 7512 Workers in the production of bakery, pastry and pasta, 3119-3022 Technician, technologist of bread and bakery products, 8160-2032 Machine operator, bread making, 8160-2033 Machine operator, producing chocolate and chocolate products, 8160-2034 Machine operator, bakery products, as well as other posts included in updating the NCPP.

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Education field	54 Production and processing
Vocational area	541 Food technologies
Title of the profession	**541030 Baker - Confectioner**
Name of the specialty	5410301 Manufacture of bread and bakery products
	5410302 Manufacture of confectionery
	5410303 Decoration of confectionery
National level of professional qualification	II /second/
EQF level reference	EQF level 3
Recommended unit groups and job positions from NCPP-2011	3434-2002 Chief Confectioner, 7512 Workers in the production of bakery, pastry and pasta, 3119-3022 Technician, technologist of bread and bakery products, 8160-2032 Machine operator, bread making, 8160-2033 Machine operator, producing chocolate and chocolate products, 8160-2034 Machine operator, bakery products, as well as other posts included in updating the NCPP.

Education field	81 Personal Services
Vocational area	811 Hospitality, Restaurant and Catering
Title of the profession	**811060 Restauranteur / Restaurant manager**
Name of the specialty	8110601 Organization and management in the restaurant industry, 8110602 Production and service in the catering and entertainment establishments, 8110603 Catering
National level of professional qualification	III / IV /third/fourth/
EQF level reference	EQF level 4/5
Recommended unit groups and job positions from NCPP-2011	1412-3001 Manager, public catering establishment, 1412-3003 Manager, self-service restaurant, 1412-3004 Manager, sweets / coffee shop, 1412-3005 Manager, bar, 1412-3006 Restaurant manager, 1412-3008 Manager, preparation and delivery of food (catering), 1412-3009 Head of department in a restaurant, 1412-3011 Innkeeper, restaurant, 5131-2003 Saloon manager, 5131-2005 Person in charge for the restaurant hall, 5120-2001 Cook *(**this position is about be removed from the list following the ongoing actualization of the National List of Professions for VET**)*, as well as other posts included in updating the NCPP.

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Education field	81 Personal Services
Vocational area	811 Hospitality, Restaurant and Catering
Title of the profession	**811070 Cook**
Name of the specialty	8110701 Production of culinary products and beverages
National level of professional qualification	II /second/
EQF level reference	EQF level 3
Recommended unit groups and job positions from NCPP-2011	3434-2001 Executive cook, 3434-2003 Chef /Master cook/, 5120-2001 Cook, 5120-2003 Cook-assistant.

Education field	81 Personal Services
Vocational area	811 Hospitality, Restaurant and Catering
Title of the profession	**811090 Worker in restaurants and entertainment establishments**
Name of the specialty	8110901 Worker in the production of culinary products in restaurants and entertainment establishments
National level of professional qualification	I /first/
EQF level reference	EQF level 2
Recommended unit groups and job positions from NCPP-2011	9412-0002 Kitchen assistant, 9412-0003 Kitchen worker.

Education field	81 Personal Services
Vocational area	811 Hospitality, Restaurant and Catering
Title of the profession	**811110 Carving-decorator**
Name of the specialty	81101101 Decoration of organic materials
National level of professional qualification	II /second/
EQF level reference	EQF level 3
Recommended unit groups and job positions from NCPP-2011	5120-2005 Carving-decorator

The analysis of the situation concerning the existing training offers in the field of culinary arts, food preparation and catering the situation shows the following:

Number of state vocational high schools preparing students:

- 4 schools prepare students for "Technician-technologist in the food industry" (541010);
- 6 secondary schools have classes in the profession of "Baker – Confectioner" (541030);
- 17 vocational schools offer education in the profession "Restaurant manager" (811060);
- 19 Vocational high schools offer training on the profession of "Cook" (811070);
- Only 2 schools are offering education in the profession "Worker in restaurants and entertainment establishments" (811090).

Number of Vocational and Education Training Centers that provide training in the field of culinary arts and catering industry[5]:

- 46 VET centers have licensed the profession "Technician-technologist in the food industry" (541010);
- 219 VET centers offer training for the profession of "Baker – Confectioner" (541030);
- 235 VET centers have licensed the profession "Restaurant manager" (811060);

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[5] The public registers of all centers for vocational training are published on the official website of the National Agency for Vocational Education and Training - https://www.navet.government.bg

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- 426 VET centers offer training for the profession of "Cook" (811070);
- 143 VETC can train in the profession "Worker in restaurants and entertainment establishments" (811090).

A very important part of the VET reforms in Bulgaria over the past decade was the enabling of **validation procedures** giving the opportunity of recognition of previously acquired by the learner knowledge, skills and competences in VET professions. For example, a trainee who has spent months or years in a restaurant working as a cook (without previous formal education or training in this field), now has the opportunity to be validated for the competencies accumulated during that time and to continue his VET training by studying only the missing units of learning outcomes - thus shortening the cycle and the duration of the training and acquiring an official document for the profession of Cook at the end. As a weakness in the application of this option is considered the complexity of the procedure and the lack of sufficient practice in place. Making full use of this opportunity would greatly contribute to meeting the needs of the employers by skilled and experienced staff who also have a relevant state-recognized document to prove it.

Another important issue for the trainees in the culinary arts is that after 2016 the system of **dual training** was introduced and it can be applied both in the state education system (for students in the secondary vocational schools) and in the vocational training system (in private VET centers for trainees over 16 years). This enables the training of adults who are not involved in the state education system to study and work as apprentices at the same time and get payed for their labor within the learning process. The dual training allows them to gain knowledge and skills in the learning environment of the VET provider and simultaneously to gain experience in the real industry. Again, the system is still young and not very well developed in practice in Bulgaria, but it has its positives and will be fostered in the following years.

In addition, at present in Bulgaria only one higher school – Varna University of Management (VUM)[6] offers an opportunity to continue the education in the field of culinary arts ti higher level by offering a Bachelor's degree in GASTRONOMY AND CULINARY ARTS and HOSPITALITY AND CULINARY ARTS. However, a requirement for enrollment in the university is to have a secondary education diploma. Another important point is that, given the international profile and nature of the school, learning is offered only in English, which deprives potential students who do not speak the language from the opportunity to continue to increase their level of education in the chosen field of culinary and gastronomy. As a way out of this situation, VUM offers an opportunity for the students to spent a preparatory year in the university during which they have intensive English courses, as well as flexible learning schedules considering the usual life-situation of the students in the culinary arts (as a rule most of them have already worked or even at present are working in a restaurant / kitchen).

2.2   The competence and training needs according to the employers

What a Chef actually works

To say that he "cooks" would be the most obvious answer, but the truth is that the occupation of chef is nothing like limited to cooking only. Chefs are often the leaders of a team of junior cooks as well as catering. They monitor the technological processing and the quality of the food products that spreads not only over the ones they have prepared personally but also over all the dishes that are made by the kitchen unit.

A particularly important part of the work is the observance of the hygiene and safety rules, as well as the quality of the used products and their proper delivery and storage. They develop recipes, menus and provide the staff with all the instructions and supplies needed in the kitchen. Chefs must also act as managers and this is a fact in the real work life. They manage the overall organization in the kitchen and the distribution of duties and tasks between the staff. All that the owner of the restaurant is requiring of them and respectively to fulfill it a lot

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[6] https://vum.bg/

of knowledge, skills and competences to properly cope with their function and role is required, too. Analyzing the results from the conducted research and events for discussion with the stakeholders the requirements towards the modern Chef, here are the summarized results:

Core knowledge, skills and competences

- Health and safety working environment
- Classical and innovative cooking techniques
- Hygiene and food safety
- Kitchen equipment and new technologies
- Management of resurses, products, supplies and costs
- Commodity science and knowledge of local food products
- Environment and sustainability
- Human resources management
- Quality management

Soft skills

- Communication skills
- Time management
- Problem solving
- Stress management
- Teamwork and team management
- Creativity and open-mindedness
- Intercultural knowledge
- Presentation skills
- Computer and IT skills
- Ability to train and guide people

2.3   Conclusions: training specific skills or training whole job roles

In general, according to the conducted analysis and research, the low levels of kitchen staff in the restaurants and hospitality industry are covered by the current training offers and respectively there are enough employees prepared to occupy the job of the kitchen assistants – kitchen workers and helpers, dishwasers, etc. Whose positions does not require special qualifications, knowledge and skills. The medium levels of staff employed in the catering industry, and in particular in the restaurant kitchen, are also provided with appropriate qualifications (in terms of vocational training opportunities and offers) as well as appropriate positions in the national classifier such as cook, confectioner, etc. This level of qualification and work requires a deeper understanding of the food preparation processes, hygiene rules, as well as the related skills to perform routine tasks in the kitchen.

The core "hard" professional skills required by a professional to perform the functions of a Chef might also be acquired within the existing vocational education and training system within the profession of "Cook" (code 811070), specialty "Culinary products and beverages "(code 8110701) – cooking techniques, kitchen equipment, knowledge about the products, decorating meals, etc. Other key skills, such as management, costing, menu planning, etc. are also part of the units of learning outcomes and the training programs that are inherent for other professions like for example "Restaurant manager" (811060). The third group of key knowledge and skills needed by the modern "chief of the kitchen", related to research and innovations, modern technologies, knowledge of nutritional features and regimes, human body and gastronomy, etc. are scattered among other professions such as Dietician, Technician in the food production industry and others.

As a conclusion it can be noted that at present, in order for the labor market to meet the requirements of the business with regard to qualified specialists in culinary arts, it is necessary to develop a new vocational qualification that takes into account the specifics of this type of profession, combining both – "hard" (technical/professional) skills and "soft" (organizational/managerial/creative, etc.) skills.

There are already some indications that there is governmental vision towards the achieving of this aim. The State Educational Standard (SES) for the profession "Restaurant manager" is being reviewed recently and updated (not officially published yet), but with the changes introduced in it, the NCPP-2011 job position for Chef has been removed from the recommended positions that may be occupied by the graduate in restaurant management. This leaves room for the introduction of a new speciality, that suits better to the purpose of preparing trainees for the position of Chef.

One way out of the current shortage of qualified staff situation in Bulgaria is to update the existing list of professions for VET education and training by adding a new specialty within the existing profession 811070 "Cook". It could be specialty "Chef" or "Executive cook" and will have III grade of vocational qualification (EQF4). This would solve the problem by adding new and up-to-date modules for training and will give the opportunity to the graduates from Cook courses to upgrade their knowledge, skills and competences to the Chef level.

3. Occupations in culinary Arts

3.1   Occupations in culinary arts and occupational standards

In Bulgaria, the occupations and the job positions are regulated by a normative document called Bulgarian National Classification of Professions and Positions (NCPP-2011). The document is adopted by the Ministry of Labour and Social Policy of Bulfgaria and it's last modification was in 2011. The classification regulates the names, levels and the codes of the occupations and job positions and the employers are obligated to observe the job descriptions established therein when employing people.

NCPP-2011 ensures the direct application of the International Standard Classification of Occupations (2008) (ISCO-08) in the practice of the Republic of Bulgaria.

When defining the scope of the positions the respective European and national legislation requirements are taken into account, as well as specific national features related to the education system and the adult training system, the organization of production, labor and management, the regulatory framework for the payment of remuneration, social security legislation and others.

NCPP-2011 is applied by all enterprises and organizations at national level and ensures unity in labor management and labor relations.

The structure of NCPD-2011 has four hierarchical levels: class, subclass, group and a unit group that coincide with the ISCO-08 hierarchical levels.

Class
   Each class has a unique one digit code number and is composed of one or more sub-classes.
Sub-classes
   Each sub-class has a unique two-digit code number and is composed of one or more groups. The first digit of this code indicates the class to which the sub-class belongs.
Groups
   Each group has a unique three-digit code number and is composed of one or more unit groups. The first two digits of this code indicate the sub-class to which the group belongs.
Unit groups

   Each unit group has a unique four-digit code. The first three digits of this code indicate the group to which the unit group belongs.

Each job position in NCPP-2011 is encoded using an unique eight-digit code that contains information about the unit group to which the position is classified, the **minimum educational and qualification level** for its occupation, and the sequence number of the position in the unit group.

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For the purposes of the Classification, ten educational and qualification levels are defined amongst which the following are applicable to the analyzed positions:

Educational and qualification level 0 - without requirements towards the minimum level of professional qualification and education

Educational and qualification level 1 – requires as a minimum first level of professional qualification and / or completed 6th grade of the secondary education

Educational and qualification level 2 - requires as a minimum second level of professional qualification and / or completed 10th grade of the secondary education

Educational and qualification level 3 - requires as a minimum third level of professional qualification and / or completed secondary education or acquired right to attend state matriculation exams for completion of secondary education)

Educational and qualification level 4 - requires as a minimum fourth level of professional qualification and / or completed secondary education;

Educational and qualification level 5 - requires as a minimum an educational qualification degree "Professional Bachelor in ...".

Educational and qualification levels from 1 to 4 are formulated in accordance with the Vocational Education and Training Law and from 5 level upwards in line with the Higher Education Law.

For each job position in the NCPP-2011 the minimum educational and qualification level for is determined (as seen in the tables below).

In addition, to ensure the proper comprehension a number of concepts have been adopted in NCPP to define the terms used. According to the these definitions:

Job position is a set of functions and tasks that a person performs at their workplace;
Occupation is a set of positions with main functions and tasks that have a high degree of similarity;
Specialty is a set of knowledge and skills needed for a specific type of work activity, included in a profession and acquired as a result of formal vocational education or training;
Professional qualification is a measure of the degree of knowledge, skills and professional qualities acquired through training or work experience;
Educational and qualification level is a set of knowledge and skills necessary for the completion of a certain job position in compliance with the Bulgarian legislation.

In the field of culinary arts and gastronomy the following **job positions** are currently included in the list of occupations according to the NCPP-2011:

Sub-class: 14 Hospitality, retail and other services managers

The competent pursuit of most of the professions in this sub-class requires at least a 5th educational and qualification level, according to the levels described above.

Among the groups in this sub-class the one that is relevant for the professional profile of Chef is:

Group: 141 Hotel and restaurant managers

Unit group: 1412 Restaurant managers

Level	Code	Title
Class	1	Managers
Sub-class	14	Hospitality, retail and other services managers
Group	141	Hotel and restaurant managers
Unit group	**1412**	**Restaurant managers**
Job position	*1412-3001*	*Manager, public catering establishment*
	1412-3003	*Manager, self-service restaurant*
	1412-3004	*Manager, sweets / coffee shop*

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	1412-3005	Bar manager
	1412-3006	Restaurant manager
	1412-3008	Catering manager
	1412-3009	Head of department in a restaurant
	1412-3010	Guest house manager
	1412-3011	Innkeeper, restaurant
Educational and qualification level requirements	3 - 5	

1412 Restaurant managers

Restaurant managers plan, organize and direct the operations of cafés, restaurants and related establishments to provide dining and catering services.

Tasks include:
- (a) planning menus in consultation with chefs and cooks;
- (b) planning and organizing special functions;
- (c) arranging the purchasing and pricing of goods according to budget;
- (d) maintaining records of stock levels and financial transactions;
- (e) ensuring that dining, kitchen and food storage facilities comply with health regulations and are clean, functional and of suitable appearance;
- (f) conferring with customers to assess their satisfaction with meals and service;
- (g) selecting staff, setting staff work schedules, and training and supervising waiting and kitchen staff;
- (h) taking reservations, greeting guests and assisting in taking orders;
- (i) negotiating arrangements with clients and suppliers;
- (j) ensuring compliance with occupational health and safety regulations.

The description of the profile and the tasks performed by the restaurant managers according to the NCPP completely coincides with the ESCO definition for the occupation of Restaurant manager (code 1412)[7]

Example positions in the unit group: Restaurant manager, Manager, sweets / coffee shop , Catering manager

The unit group excludes the occupation of Chef (3434).

Group: 226 Other health professionals

Unit group: 2265 Dieticians and nutritionists

Level	Code	Title
Class	2	Professionals
Sub-class	22	Health professionals
Group	226	Other health professionals
Unit group	**2265**	**Dieticians and nutritionists**
Job position	22653001	Dietitian
	22653002	Instructor, dietetic nutrition
	22653003.	Consultant, dietetic nutrition
	22653004	Consultant, healthy nutrition
Educational and qualification level requirements	2	

2265 Dieticians and nutritionists

Dieticians and nutritionists assess, plan and implement programmes to enhance the impact of food and nutrition on human health.

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[7] http://data.europa.eu/esco/isco/C1412

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Tasks include:
- (a) instructing individuals, families and communities on nutrition, the planning of diets and preparation of food to maximize health benefits and reduce potential risks to health;
- (b) planning diets and menus, supervising the preparation and serving of meals, and monitoring food intake and quality to provide nutritional care in settings offering food services;
- (c) compiling and assessing data relating to health and nutritional status of individuals, groups and communities based on nutritional values of food served or consumed;
- (d) planning and conducting nutrition assessments, intervention programmes, and education and training to improve nutritional levels among individuals and communities;
- (e) consulting with other health professionals and care providers to manage the dietary and nutritional needs of patients;
- (f) developing and evaluating food and nutrition products to meet nutritional requirements;
- (g) conducting research on nutrition and disseminating the findings at scientific conferences and in other settings.

Example positions in the unit group: Dietitian – consultant, dietetic nutrition, Instructor, dietetic nutrition

The description of the profile and the tasks performed by the dieticians and nutritionists according to the NCPP completely coincides with the ESCO definition for the occupation of Dieticians and nutritionists (code 2265)[8]

Group: 343 Artistic, Cultural and Culinary Associate Professionals

Unit group: 3434 Chefs

Level	Code	Title
Class	3	Technicians and associate professionals
Sub-class	34	Other associate professionals
Group	343	Artistic, Cultural and Culinary Associate Professionals
Unit group	**3434**	**Chefs**
Job position	*3434-2001*	*Executive cook*
	3434-2002	*Pastry chef*
	3434-2003	*Chef /Master cook/*
Educational and qualification level requirements	*2*	

3434 Chefs

Chefs design menus, create dishes and oversee the planning, organization, preparation and cooking of meals in hotels, restaurants and other eating places, on board ships, on passenger trains and in private households.

Tasks include:
- (a) planning and developing recipes and menus, estimating food and labour costs, and ordering food supplies;
- (b) monitoring quality of dishes at all stages of preparation and presentation;
- (c) discussing food preparation issues with managers, dieticians, kitchen and waiting staff;
- (d) supervising and coordinating the activities of cooks and other workers engaged in food preparation;

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[8] http://data.europa.eu/esco/isco/C2265

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(e) inspecting supplies, equipment and work areas to ensure conformity with established standards;
(f) determining how food should be presented, and creating decorative food displays;
(g) instructing cooks and other workers in the preparation, cooking, garnishing and presentation of food;
(h) participating in the recruitment of kitchen staff and monitoring their performance;
(i) preparing, seasoning and cooking speciality foods and complex dishes;
(j) explaining and enforcing hygiene and food safety regulations.

The description of the profile and the tasks performed by the Chefs according to the NCPP completely coincides with the ESCO definition for the occupation of Chef (code 3434)[9].

Example positions in the unit group: Executive cook, Pastry chef, Chef /Master cook/

The unit group excludes the occupation of Cook (5120) and Fast food cook (9411)

Group: 512 Cooks

Unit group: 5120 Cooks

Level	Code	Title
Class	5	Service and sales workers
Sub-class	51	Personal Services Workers
Group	512	Cooks
Unit group	5120	Cooks
Job position	*5120 2001*	*Cook*
	5120 2002	*Pastry maker*
	5120 2003	*Cook-assistant*
	5120 2004	*Pastry maker-assistant*
	5120 2005	*Carving-decorator*
Educational and qualification level requirements	*2*	

512 Cooks

This group includes only one unit group: **5120 Cooks**

Cooks plan, organize, prepare and cook meals, according to recipes or under the supervision of chefs, in hotels, restaurants and other eating places, on board ships, on passenger trains and in private households.

Tasks performed usually include: planning meals; preparing and cooking foodstuffs; planning, supervising and coordinating the work of kitchen helpers; checking the quality of food; weighing, measuring and mixing ingredients according to recipes and personal judgement; regulating the temperature of ovens, grills, roasters and other cooking equipment; inspecting and cleaning the kitchen, kitchen equipment, serving areas, etc. to ensure safe and sanitary food handling practices; and operating large-volume cooking equipment such as grills, deep-fat fryers, or griddles.

The description of the profile and the tasks performed by the Cooks according to the NCPP completely coincides with the ESCO definition for the occupation of Cook (code 5120)[10]

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[9] http://data.europa.eu/esco/isco/C3434
[10]

https://ec.europa.eu/esco/portal/occupation?uri=http%3A%2F%2Fdata.europa.eu%2Fesco%2Foccupation%2F1009be17-7efd-45f1-a033-

Example positions in the unit group: Cook, Pastry maker

The group **excludes** the following unit groups: Manager of sweets/coffee shop, Restaurant manager, Chef, and Fast food cook.

Group: 751 Food Processing and Related Workers

Level	Code	Title
Class	7	Craft and related trades workers
Sub-class	75	Food processing, wood working, garment and other craft and related workers
Group	751	Food Processing and Related Workers
Unit group	7511	Butchers, Fishmongers and Related Food Preparers
	7512	Bakers, Pastry-cooks and Confectionery Makers
	7513	Dairy Products Makers
	7514	Fruit, Vegetable and Related Preservers
	7515	Food and Beverage Tasters and Graders
Educational and qualification level requirements	*1*	

751 Food Processing and Related Workers

Food processing and related trades workers slaughter animals; treat and prepare them and related food items for human and animal consumption; make various kinds of bread, cakes and other flour products; process and preserve fruit, vegetables and related foods; taste and grade various food products and beverages; or prepare tobacco and make tobacco products.

Tasks performed usually include: slaughtering animals; treating meat and fish and preparing them and related food items; making various kinds of bread, cakes and other flour products; processing and preserving fruit, vegetables and related foods; tasting and grading various food products and beverages.Supervision of workers may be included.

Job positions in this group are classified into the following unit groups:

7511 Butchers, fishmongers and related food preparers
Butchers, fishmongers and related food preparers slaughter animals, clean, cut and dress meat and fish, remove bones and prepare related food items, or preserve meat, fish and other foods and food products by drying, salting or smoking.

7512 Bakers, pastry-cooks and confectionery makers
Bakers, pastry-cooks and confectionery makers make various kinds of bread, cakes, and other flour products, as well as handmade chocolate and sugar confectionery.

7513 Dairy-products makers
Dairy products makers process butter and various types of cheese, cream or other dairy products.

7514 Fruit, vegetable and related preservers
Fruit, vegetable and related preservers process or preserve fruit, nuts and related foods in various ways including cooking, drying and salting, or juice or oil extraction.

7515 Food and beverage tasters and graders
Food and beverage tasters and graders inspect, taste and grade various types of agricultural products, food and beverages.

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The description of the profile and the tasks performed by the Food Processing Workers according to the NCPP completely coincides with the ESCO definition for the professional profile of Food processing and related trades workers and the detailed description of each unit group thet the group is consistent of (code 751)[11]

Group: 941 Food preparation assistants

941 Food preparation assistants

Food preparation assistants prepare and cook to order a small variety of pre-cooked food or beverages, clear tables, clean kitchen areas and wash dishes.
Tasks performed usually include: preparing simple or pre-prepared foods and beverages such as sandwiches, pizzas, fish and chips, salads and coffee; washing, cutting, measuring and mixing foods for cooking; operating cooking equipment such as grills, microwaves and deep-fat fryers; cleaning kitchens, food preparation areas and service areas; cleaning cooking and general utensils used in kitchens and restaurants.

Occupations in this group are classified into the following unit groups:
- 9411 Fast Food Preparers
- 9412 Kitchen Helpers

9411 Fast food preparers

Level	Code	Title
Class	9	Elementary occupations
Sub-class	94	Food Preparation Assistants
Group	941	Food preparation assistants
Unit group	9411	Fast food preparers
Job position	*9411 0001*	*Fast food cook*
	9411 0002	*Fast food kitchen helper*
Educational and qualification level requirements:	0	

Fast food preparers prepare and cook to order a limited range of foods or beverages that involve simple preparation processes and a small number of ingredients. They may take orders from customers and serve at counters or tables.

Example positions in the unit group: Fast food cook, Fast food Kitchen helper
The group **excludes** the following unit groups: Chef (3434), Cook (5120) and Serving, salad bar (5246).

9412 Kitchen helper

Level	Code	Title
Class	9	Elementary occupations
Sub-class	94	Food Preparation Assistants
Group	941	Food preparation assistants
Unit group	9412	Kitchen assistants/Kitchen help
Job position	*9412 0001*	*Dish washer*
	9412 0002	*Kitchen assistant*
	9412 0003	*Kitchen worker*
Educational and qualification level requirements:	0	

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[11] http://data.europa.eu/esco/isco/C751

Kitchen helpers clear tables, clean kitchen areas, wash dishes, prepare ingredients and perform other duties to assist workers who prepare or serve food and beverages.

Example positions in the unit group: *Dish washer, Kitchen assistant, Kitchen worker*

The group **excludes** the following unit groups: Cook (5120) and Fast food cook (9411).

The description of the profiles and the tasks of the Food preparation assistants according to the NCPP completely coincides with the ESCO definition for the group 941[12].

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All occupations and job positions that have been examined so far deserve consideration in this report as far as each of them has common and/or similar units of learning outcomes in terms of knowledge, skills and competences to those needed by the Chefs and could provide continuity and succession in the learning process.

Some of them like Restaurant managers are focused mainly on the managerial tasks and involve wider range of managerial and organizational skills (covering all the restaurant departments and sections) then those needed by the culinary professional working in the kitchen.

Others like Dieticians and nutritionists consider more the food preparation and nutrition as a whole from the anatomical point of view. They have the knowledge and skills needed to compose a menu according to the client's reqirements and needs but usually does not possess the skills needed to cook it in practice or to manage kitchen staff.

There are more technically oriented occupations such as Food Processing Workers that are focused on the industrial production process of food, and does not require any managerial or creative behavior from the person.

And finaly the last gropu of Food preparation assistants are focused on the physical service of the production processes in the kitchen and exclude any managerial, organizational, creative, etc. aspects inherent in the culinary arts professions.

The closest professional profile to the desired qualification for Chef in this project is the group of Chefs (3434). It completely covers the tasks and responsibilities and describes exactly the job position of the Executive cook or Chef as chief in the kitchen. The other similar position is the one for cook, but it does not reflects the creative and managerial approach that the chef posses. Although in the list of occupations in Bulgaria there is such unit group and respectively job positions – there is lack of adequate qualification that has to prepare the professionals for the occupation.

3.2   Trends in culinary arts at national level
Revolution in culinary

Worldwide, over the past 20 years, technologies have evolved and this causes major changes and revolutionary experiments among the top-chefs concerning the food preparation, serving, using innovative products and techniques, etc. The driver of this revolution is the change in our state of mind, our choice and our way of eating, provoked by global environmental, economic and social problems that need tackling. Climate change due to human activity can no longer be denied, and the direct contribution of way we grow and modify our food is one of the main causers - the destruction of forests, monoculture farming, the over-exploitation of the seas interfering the marine eco-systems, etc.

In Bulgaria, a "revolution" of such scale has not been observed yet, but global trends have spread to our territories, too and the culinary experts already are developing their skills more and more in this direction.

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[12] http://data.europa.eu/esco/isco/C941

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One of the brightest manifestations of these new trends in the restaurant industry is the **No Waste** movement, which aims to limit the discarding of unpopular animal products as well as unattractive, but perfectly eatable vegetables and fruits such as curve cucumbers, heads and bones of fish, pork legs and ears, veal tails and by-products or the cut edges of the fresh pasta. Even a subject called **Waste management** was introduced in the curriculums of some of the schools and universities in hospitality.

New culinary trends include the return to traditional pre-industrial food storage techniques such as canning, fermenting, drying, kowing, etc. On the one hand, because they are extremely useful and healthy, providing the so-called "good" bacteria and, on the other hand, because these techniques allow the food to remain in the best of its taste and qualities.

In Bulgaria, as with everything else, culinary trends are adopted slowly and often face more difficulties. Working with small farms and craftsmen is challenging, as they themselves still face many developmental difficulties - both because of lack of experience, insufficient capacity and resources, and because of restrictive legislation. The Bulgarians are often considered as not so open minded, even conservative and not very solvent. However, it is already evolving and you can see more often farm, bio and artisan products and dishes with authentic and preserved Bulgarian sorts and breeds in the menus of some of the good restaurants and also more and more attempts for creative and seasonal cooking optimizing the available products.

A good example is the first zero-waste restaurant in Bulgaria, which opened in Sofia recently. In the restaurant, all the staff works according to the five basic principles of zero waste philosophy: to give up of what is not necessary, to reduce the consumption, to select things for multiple use, recycling and waste composting. The restaurant has its own compost, in which the biological waste is processed into soil.

The chef's profession is becoming more and more popular

You could tell for sure that in the past 5 years the profession of chef has become very popular, especially because of all the culinary reality TV formats. Since all these are made for the entertainment of the wide public, many insights of the occupation remain hidden for a wide audience. Despite the popularity of the profession, there are not enough employees for the industry that the business could hire. The reason might be that in the recent years many new restaurants and hotels have been opened in the resorts mainly, all of them in need of highly skilled staff, and this creates more demand for the market than supply. Here is the role of the governmental and specialized institutions to promote and facilitate the proper training schemes that will answer the business needs.

Still highly appreciated are the "soft" skills among chefs, such as: time planning and time management, focus on the tasks and results, organization and precision, desire for personal growth and motivation, conflict management, ingenuity, creativity, etc. This again proves the necessity of updating the curricula in the vocational schools and training centers regarding the training of such professionals.

Occupations of the future in the culinary arts

- Professional culinary photographer and food stylist - arranging and photographing of meals and food products and food design
- Culinary agent - a person who studies culinary recipes to identify different influences, tastes, colors
- Food waste designer – in the future, the problem with the food waste will become more and more tangible. There will be demand for specialists who will be able to transform or recycle food surplus into other dishes, to produce new value-added product.

Culinary and IT technologies

More and more new technologies are introduced in the people's everyday life aiming to improve our experience also in the culinary and gastronomy. Experts predict that artificial intelligence will suggest what to eat and will indicate our culinary preferences soon. Thanks to the use of algorithms, voice recognition and other IT technologies, the smartphone will know a lot about what and when to consume. According to trends, over the next two years, more and more people will use mobile devices to get accurate and individual nutrition and lifestyle

advice, holograms - to see an image of the meal they are about to order in the restaurant, 3D reconstruction to visualize different foods and products, etc.

3.3   Adding new occupations

The addition of new occupations to the National List of Professions is done through a regulated procedure and in line with the amendments of the international and European regulations in this field. The list of job positions in one unit group could be may be amended and supplemented and the introduction of a new position shall be in accordance with a procedure laid down in the Regulations for the Application of the NCPP-2011.

However in general the entire food production cycle is covered by the regulated professions and positions by the current NCPP-2011 (from processes related to the technological and primary processing of food products, through the processes of preparation of culinary products to the processes of managing restaurants and Entertainment establishments) so such an amendment will not be necessary at this stage to introduce a new occupation for a Chef – it is already existing.

Since there are currently two job positions in this unit group (3434 Chef) in the list of professions that correspond to the desired occupation of Chef, there is no need in the national context to add a new occupation, but it's important to clarify the definition and the differences in the list of tasks and responsibilities of the two job positions – Executive cook (3434-2001) and Chef /Master cook (3434-2003). In the work practice, there is an informal perception that the Executive cook is the one responsible for all the kitchen staff and manages the kitchen and the people working in it having more administrative and managerial duties and responsibilities, since the Chef / Master cook gets the title of master due to demonstrated experience and mastery in the production of culinary products and meals (based mostly on the assessment of the hard professional skills).

What is more important for Bulgaria and what the project CULINART will be focused on is the lack of adequate vocational qualification to prepare the graduates that would like to occupy the position of Chef (according to unit group 3434 of the NCPP-2011).

4. Challenges to work-focused higher education and LLL

As to the work-focused education and training in Bulgaria we should highlight that the practical training is a mandatory element of any VET program. It can take place in three forms: (1) **training practice** - practical training which takes place on the spot in schools as part of the regular learning activities during the school year (respectively in the training facilities of the VET Center); (2) **practice in the industry** - practical training in a company (for a period of two weeks or a month) planned in the school curriculum and mandatory for students in vocational gymnasiums - at the end of the 11th and 12th grade (for the VET Centers – planned in the curriculums with different duration according to the profession and the level of vocational qualification) and (3) **work-based training (dual system of education and training)** – paid apprenticeship in company for learners aged 16+ (students or adults in VET system).

Secondary VET
Secondary VET aims at providing a vocational qualification. It also comprises a general education element that is required to acquire a secondary education diploma. VET may also be organized in dual form.

Schools providing VET are vocational gymnasiums, art schools and sports schools. Examples of qualifications at secondary level in the field of hospitality are Technician - technologist in the food industry, Restauranteur (Restaurant manager), Cook, Baker-Confectionier, Kitchen worker, etc. Secondary VET is completed with State matriculation examinations in Bulgarian language and literature and a State examination to acquire a VET qualification. Graduates receive a secondary education diploma (EQF level 4) and a certificate of vocational qualification (EQF levels 3 or 4). The vocational qualification acquired gives access to the labour market. Students who are willing to continue their education, can enrol in higher education institutions.

For the culinary arts learners in particular, years ago, many of the acting chefs in Bulgaria have graduated from a Technical schools for public catering. Subsequently, these schools have transformed into the vocational gymnasiums in tourism, but most retain their profiled classes in cooking. Unfortunately, in the last 20 years there has been a significant outflow of candidates to vocational gymnasiums, the requirements for enrollment are considered to be very low, not all students are particularly motivated to study the craft of cooking and thus the whole quality of the learning process is drastically decreasing.

Dual VET

Currently, there are several types of training in Bulgaria in a real work environment, most of which are developed and implemented in the framework of pilot projects. An apprenticeship for employees was introduced in 1992, which often guarantees a job at the end of the training, depending on the contract with the employer. The duration of this type of training is up to six months. In 2014, internships for young people (up to 29 years of age) who have already acquired a professional qualification (or higher education) but have no professional experience in the profession were introduced (from 6 to 12 months). All these forms of WBL were implemented as part of the employment policy measures.

Since 2014, dual VET has started to evolve; this allows learners to acquire a VET qualification. Practical training in a company alternates with periods of theoretical training in a school or another VET provider.[13] However, the interest towards this form of training is increasing in the last years. The number of classes for dual form of education in the vocational gymnasiums has increased almost twice in the last 3 years which means that the dual form of learning is recognized as the fastest link between school and the labor market[14]. In 2017/18, the total number of learners in dual VET reached 1 307. The most popular programmes are those leading to computerised numerical control (CNC) machine, electronic engineering, transport equipment, electronics, woodprocessing, milk and dairy production technician as well as **cookery qualifications**.

Post-secondary VET

Post-secondary level, according to the Bulgarian legislation, is not an education but rather a qualification level. However, post-secondary, non-tertiary vocational qualifications (ISCED 2011 level 4, EQF level 5) can be acquired only by people with previously completed secondary education. The qualification acquired at this level provides access to the labor market but not to another education level (such as higher education). Examples of such qualifications are company manager, hotel manager, restaurant manager, as well as sports and military/defense qualifications. Post-secondary VET takes place at vocational colleges. The share of VET learners in vocational colleges compared to the total number of VET learners is marginal (around 1% in 2017). Vocational gymnasiums, art schools and sports schools can also provide VET at EQF level 5 if decided by the respective minister (Either by the minister for education, for culture or for youth and sports).[15]

Private schools and VET centers (offering also re-qualification programs) appeared as an alternative, where mainly adults and middle-aged people and even chefs who want to improve their qualifications are studying. However they are not allowed to offer qualifications at EQF 5 level.

Culinary secondary and vocational schools abroad seem like quite unorthodox choices for the Bulgarian students. There are too expensive and the parents who can afford such education usually direct their children to other profiles. Still, we have to admit that the best schools that could prepare you for a Chef are situated in the countries with the most developed hospitality industry like Switzerland, France, Italy or Spain.

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[13] http://www.cedefop.europa.eu/files/4161_en.pdf

[14] https://www.bia-bg.com/news/view/25411/

[15] http://www.cedefop.europa.eu/files/4161_en.pdf

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Higher education

Chefs who want to continue with higher education usually seek to starting a private business or job in hospitality management as a whole. That is why most university programs have such a focus.

In Bulgaria

Tourism specialties are taught in a number of higher education institutions. Sofia University is the most prestigious one, but we can also think of some other alternatives. However, these are not suitable specialists for those who want to study "cookery". The only high school in Bulgaria, which has a program designed for Chefs, is Varna University of Management (VUM)[16]. VUM offers two specialties:

(a) Gastronomy And Culinary Arts - duration: 3 years (6 semesters) - the graduates receive a higher education diploma with a educational qualification degree "Professional Bachelor in Gastronomy And Culinary Arts ";

(b) Hospitality and Culinary Arts - duration: 4 years (8 semesters) - the graduates receive a higher education diploma with a educational qualification degree "Bachelor in Hospitality and Culinary Arts".

Gastronomy and Culinary Arts and Hospitality and Culinary Arts Bachelor's Degree Programmes at Varna University of Management at present are the only ones accredited in Eastern Europe that allow acquisition of higher education in the field of hospitality and culinary arts, combining theoretical and practical training. The educational programme is fully delivered in English and leads to the award of two degrees - one from VUM and a second one from our strategic academic partner Cardiff Metropolitan University in the UK. The Programme features enhanced practical training, research elements and innovative approach to culinary arts.

Students acquire important theoretical knowledge in accounting, pricing, marketing, business communications, human resources management and more, studying more specialized modules such as culinary arts technology, innovation and creativity in gastronomy and culinary arts, international F&B management, special event management as well. In the course of their studies, students undertake practical internships of up to 12 months.

These courses prepare specialists who not only have practical experience in the kitchen and restaurant. They also manage teams, properly select and motivate staff employed in the kitchen and restaurant, manage the processes of accounting, finance and reporting, have a managerial approach and a conduct control over the deliveries, calculations, menus, etc. They follow and apply the latest developments in the new techniques, technologies, trends in the culinary arts. They also do research on their own, develop new recipes, menus, products, create and bring innovations, show creativity and creativity in their work.

Abroad

Abroad the university program is often called "Culinary arts". Indeed, in the Western way of teaching a great emphasis is placed on the performance and the purely commercial appearance of food. Often learning is combined with Hospitality management in the meaning of overall management of the tourism services. Training is often associated with many internship programs in hotel chains and resorts. As we mentioned when we talked about secondary education, the best education comes from countries that have a strong tourism industry. Again, we are talking about countries like France, Switzerland, Spain or Italy. To be completely comprehensive, we should add the United States to this list.

Challenges

All this comes to say that the desired qualification for Chef in the framework of the CULINART project could be developed in national context in two ways:

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[16] https://vum.bg/bachelor-degrees/

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- To target national qualification level 4 (EQF 5) – which means introducing a new profession in the National list of professions and thus make it available for studying only in the VET schools and vocational colleges;

- To target national qualification level 3 (EQF 4) – which means introduction of a new specialty in the existing profession of Cook, but with higher level of qualification which will give the opportunity the qualification to be offered by the VET schools and the VET Centers.

Both the cases, in order to ensure the path for continuing the training to higher education levels, the trainee needs to obtain a secondary school diploma.

Career progression opportunities

They say that each chef's dream is one day to open his own restaurant. Practice shows that many such dreams have been realized and many restauranteurs have experience in the kitchen as well. For this purpose, however, a lot of managerial knowledge is needed, which is obtained mostly in higher education in the specialty.

In Bulgaria, many beginner culinary professionals work on a seasonal basis. Summer time are busy at the Black Sea coast and then transferred to the winter resorts. Experienced cooks usually have permanent jobs.

In fact, restaurants are not the only places where you can find work as a chef. There are opportunities for working on ships, military and governmental canteens, but these are hardly the most desirable directions for developing a culinary career.

5. Participation of governments and other stakeholders' groups

5.1   The role of the policy makers and the VET institutions

VET governance in Bulgaria comprises the following institutions at national level:

(a) the National Assembly (parliament) - approves VET legislation;
(b) the council of ministers (government) - sets out VET government policy;
(c) the education ministry - manages, coordinates and implements VET policy;
(d) the labour ministry - participates in implementing national VET policy;
(e) the culture and sports ministries - implement VET policy in art and sports schools;
(f) the health ministry - participates in the coordination of the list of professions for VET;
(g) sectoral ministries are involved in the development, coordination and updating of the State educational standards for the acquisition of qualifications; in the development, coordination and updating of the list of professions for VET; in coordinating the admission plan for schools, funded by them;
(h) the Economic and Social Council discusses and makes proposals on issues, related to education, including VET in the context of lifelong learning;
(i) the National Agency for Vocational Education and Training (NAVET) is a specialised body within the council of ministers. The agency develops the State educational standards for the acquisition of VET qualifications. It maintains the list of professions according to the needs of the labour market, licenses. It also controls the activities of VET institutions for people older than 16 and vocational guidance providers;
(j) the Employment Agency implements the State policy on promoting employment and provides career information, counselling and training for employees and the unemployed[17];

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[17] http://www.cedefop.europa.eu/files/4161_en.pdf

Most of the above listed governmental structures have their regional and local management units that implement the VET policy on regional and local level.

The VET providers are considered to be responsible for the implementation of the vocational education and training.

Vocational gymnasiums offer vocational education leading to VET qualifications at NQF/EQF levels 2 to 4. They enroll learners with completed basic (grade 7) or stage 1 of secondary (grade 10) education. They may also provide a VET qualification at EQF/NQF level 5, partial qualifications and training for learners aged 16 or older.

Art and sports schools provide vocational education leading to a VET qualification at NQF/EQF levels 3 to 4 and, occasionally, at level 5.

Religious, special, prison schools, *special education support centers and merged profiled gymnasium/primary schools* (called united schools) may also provide vocational education.

Vocational colleges provide vocational training leading to a VET qualification at NQF/EQF level 5; they accept learners with completed secondary education.

Vocational training centers provide vocational training leading to a VET qualification at NQF/EQF levels 2 to 4 and partial qualifications to individuals aged 16 or older.

Continuing vocational training is carried out by formal education and training institutions, mainly vocational gymnasiums, vocational colleges and vocational training centers.

5.2   The role of stakeholders/social partners:

(a) the National Council for Tripartite Cooperation is a specialized body consisting of two representatives of the government (of whom one is the Vice Prime Minister), two representatives of trade unions and two representatives of employers' organisations aimed at consultations and cooperation at a national level for labour, social insurance and living standard issue. It discusses and gives opinions on draft legislation regarding employment and vocational qualifications and so participates in the formulation of VET policy;

(b) the National Council for the Promotion of Employment at the labour ministry is also based on the tripartite principle. Its functions are to discuss and give opinions regarding the development and implementation of employment policy and the national action plan for employment;

(c) social partners (employers' representatives and trade unions), participate in the development, coordination and updating of the State educational standards for the acquisition of qualifications, the legislative framework and policy documents, as well as in updating the list of professions and in organising and conducting qualification examinations.

In any case the amendment of an existing or the introduction of a new VET qualification in Bulgaria involves consultations between the VET providers, business representatives and the governmental VET institutions concerned and is following strict procedures regulated in the legislation.

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6. Key issues nominated by country experts

6.1 Strengths

There is a reform ongoing and sufficient regulatory standards are already introduced in the legislation and more are about to be introduced that gives a good legal framework regarding VET system in Bulgaria;

The key actors - institutions and stakeholders have the right attitude towards the reform in the VET - there is political will, steps havee being taken to update the existing qualifications, ministries, agencies, VET provbiders and social partners are actively involved in the process of improving the quality of the VET system.

There are a lot of VET providers offering training of cooks and othe low and medium leveled kitchen staff, which is a good start and very important for the providing of cadres for the culinary and restaurant businesses and industry.

The employers have a clear view regarding their requirements towards the Chefs.

Growing popularity of the profession of Chef and a an existing niche for development of VET qualification in culinary arts, combined with sector's dynamic, introducing of innovative technologies in food preparation and serving, introducing information technology friendly environment.

6.2 Weaknesses

Despite the reform and the changes introduced in the VET legislation aiming at giving more flexibility to the VET sustem, there is still no sufficient practice in place for the implementation of the new opportunities like dual training, validation, etc.; mostly project-based pilot testing of the new procedures.
The changes are slowly going, there are not enough documents and templates explaining the procedures, the state schools are cumbersome in perceiving novelties, additional resources will be needed to deploy the new procedures. On the other hand VETCs are more flexible and motivated but they have limited space for improvisations.

Weak interest form the the potential trainees mostly based on the lack of accessible and understandable public information about the possibilities – for example for the employees that their competences may be validated and they could have a certificate for vocational qualification in the profession that they are already occupying.

There is no VET qualification offered in Bulgaria responding to the needs of the business of high-level skilled staff for the occupation of Chef. Studing abroad is quite an expencive option. So the employees have to invest their personal time and money in self-learning or the employers need to pay for additional courses and qualifications.

Despite the employers know what they want from the Chef in practice, there is no uniformity of the qualifications, because each chef decides what and how to study to beable to implement his duties. Rrespectively, the employer can not rely on performance standards for the job because there are no set assessment standarts about the Chef's competences.

There are still no (or a few - just by exceptions) graduated students from the Bulgarian higher education system in majors specialized in culinary arts which on the one hand would be a good example for the prospective learners, and, on the other hand – will give the opportunity to track the career progression and the subsequent employment of the graduates.

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7. Summary of the results and conclusions

Hospitality and restaurant business in particular are labor intensive sectors. They are is heavily dependent on the human performance, as it affects directly the quality of the products and services offered and therefore plays a key role in ensuring consumer satisfaction. At the same time, labor productivity in the sector is among the lowest.

Focusing on the culinary arts and gastronomy in particular, we could clearly see that the workers in the restaurant and catering industry are the major group - about 62% of all tourism employees, since 24% of the staff is occupied in the hospitality business, and the intermediaries (tour operators and tour agents) account for about 7%.

However, low labor productivity cannot be compensated directly by increasing the number of available human resources. Over the last 5 years, tourism businesses have been suffering from the increasing labor shortages associated with both personnel shortage and absence of skilled workers. The personnel shortage is easily explained given the seasonality, low level of wages and the prolonged working time in the industry that diverts most prospective employees from the hospitality business. The second trend, however, appears to be illogical at first glance, since there is a relatively good network of higher education and vocational institutions to train tourism students and the widespread but doubtfully valid notion that experts in other fields of knowledge can easily adapt and incorporate in tourism. This turns our mind to the conclusion that the existing training offers in the field of culinary and gastronomy do not comply with the requirements of the business. The dynamic development of the sector and the aggressive penetration of new technologies in culinary increases the requirements for job applicants, which results in widening the gaps between demanded and available competencies.

Additionally, the expansion of the tourism market and the entry of new professions from culture, visual arts, alternative tourism, medicine, oenology, diet and their application into the restaurant and service sector will affect positively the quality of services but will in turn aggravate the problems related to recruitment of skillful and qualified workers capable to provide those products and services.

Despite the differences in the results obtained from the various representatives of the stakeholders and researches, it can be assumed that the basic and most sought after skills in the culinary arts professionals are:

- o Communication skills;
- o People and units management;
- o Team working and management skills
- o Aspiration for achievements and leadership;
- o Problem solving skills;
- o Creativity and innovation, etc.

The specific "hard" skills needed for the occupation of Chef are more or less tought in the traditional vocational institutions that's why they are not listed here. To be sure that the trainees are familiar with the latest technology advancements in the sector the curriculums in the schools and VET centers should be regularly updated reflecting the current trends and requirements from the customers. In practice, most of the "soft" skills are achieved during the working experience and the WBL is the shorter way of ensuring their acquisition. Exchange and mobility of workers are the first choice when it comes to encouraging the employees to constantly self-development and updating of the qualification, as well as stimulating creativity and innovation introduction into the daily work of the modern Chefs.

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VET Need Assessment Report (NAR) SPAIN

Content:

1. Introduction

1.1 Some words about the VET national system

The panorama of Vocational Training in Spain has changed radically with the approval in 1993 of the National Vocational Training Programme (1993-1996) and subsequently of the New National Vocational Training Programme (1998-2002).

This programme entailed a substantial modification of Vocational Training, mainly for two reasons:

(a) It established an order of competences, organising the system into three sub-systems:

• Initial/Regulated Vocational Training Subsystem, which is the competence of the Educational Administrations (General or Autonomous). It is aimed at the young population, but is also open to the adult population, within the concept of Lifelong Learning reflected in the Memorandum on Lifelong Learning;

• Subsystem of Occupational Vocational Training, aimed at unemployed workers. It depends on the Labour Administrations (Spanish department of employment - INEM, and Training and Employment Councils of the Autonomous Communities). It is regulated by Royal Decree 631/1993 of 3 May 1993, regulating the Training and Professional Insertion Plan. The New National Vocational Training Programme establishes among its objectives the promotion of training and employment policies, developing their interaction through the orientation and qualification of the unemployed, in order to facilitate their insertion or reinsertion into the labour market;

• Continuous Professional Training Subsystem, aimed at employed workers. Its management is the responsibility of the Social Agents (The Workers' Commissions - CCOO, General Workers' Union of Spain - UGT, Galician Unions Confederacy - CIG, Spanish Confederation of Employers' Organizations - CEOE, Spanish Confederation Of Small And Medium-Sized Enterprises - CEPYME) and of the Administration through the new Tripartite Foundation. It includes actions carried out by companies, workers or their respective organizations, aimed at improving skills and qualifications as well as retraining employed workers. These should make it possible to reconcile greater competitiveness of companies with the social, professional and personal promotion of workers.
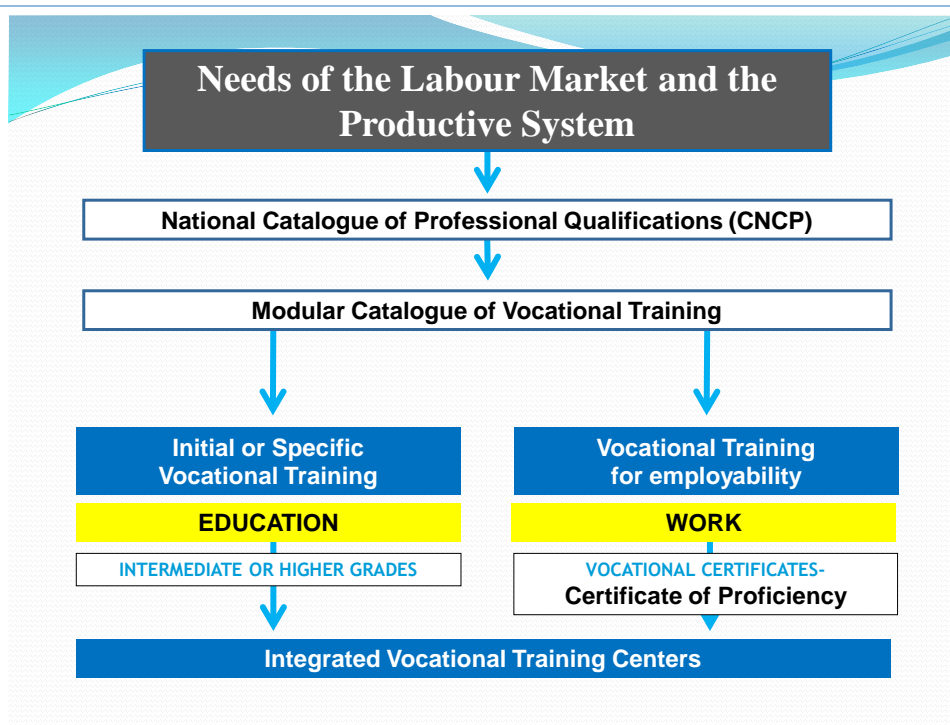
(b) Its articulation is carried out through the National System of Professional Qualifications as a common reference for all the training included both in the Catalogue of Professional Titles (regulated training) and in the Directory of Professional Certificates (occupational training), at the same time as establishing a system of correspondence and validation between regulated vocational training and occupational training.

Thus, the workers who acquire a certain level of competences through their experience and continuous training will be able to validate them by corresponding titles of the Regulated System.

The System seeks to make the capitalization of the acquired training compatible with the diversity of forms of accreditation. Its mission is to respond to the need to establish the levels of extension and characteristics of professional competence to be achieved in the various fields of productive activity.

In this way, it will serve to capitalize competencies acquired through formal and non-formal procedures, and give a practical response.

The reform has also increased the possibilities of distance vocational training, which makes it possible to reconcile work with participation in the different training processes.

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Needs of the Labour Market and the Productive System

↓

National Catalogue of Professional Qualifications (CNCP)

↓

Modular Catalogue of Vocational Training

↓   ↓

Initial or Specific Vocational Training	**Vocational Training for employability**
EDUCATION	**WORK**
INTERMEDIATE OR HIGHER GRADES	VOCATIONAL CERTIFICATES- **Certificate of Proficiency**

Integrated Vocational Training Centers

Objectives of the National Catalogue of Professional Qualifications (CNCP)

• To facilitate the adaptation of vocational training to the requirements of the productive system.

• To promote the integration, development and quality of vocational training offers.

• To provide lifelong training through accreditation and accumulation of vocational learning acquired in different areas.

• To contribute to the transparency and unity of the labour market and the mobility of workers within the common European area.

Analysis of vocational training in Spain

Spain has a high level of population with higher education, but overall it has a very important deficit of qualification in the intermediate levels, especially due to the scarce development of the professional formation, due to an excess of population with low levels of education.
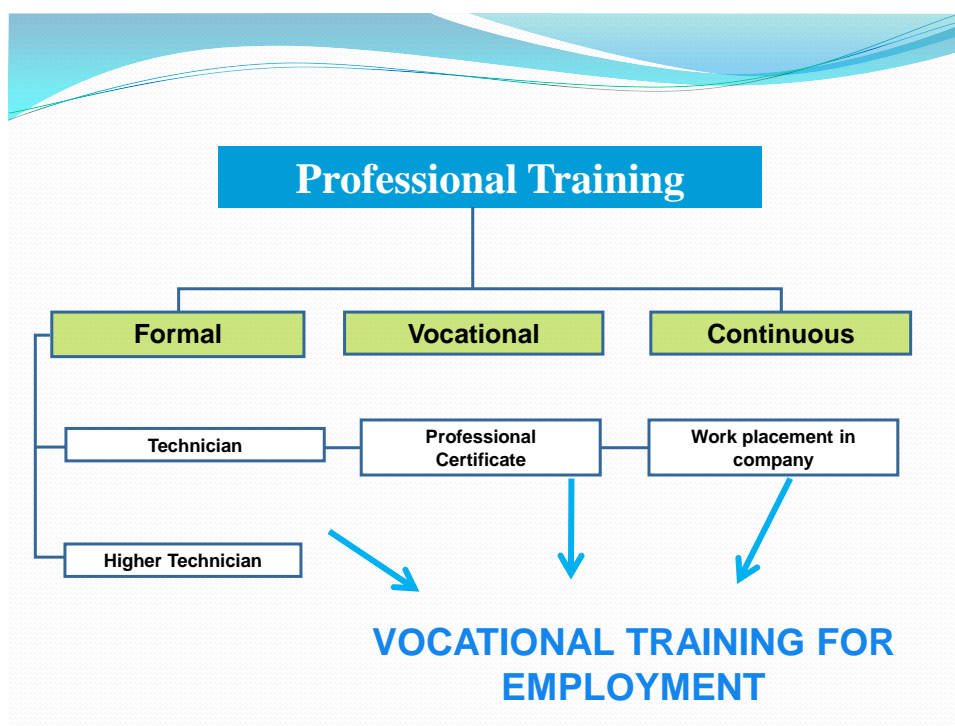
Although the situation has improved recently, the number of young people with low levels of qualification is still too high, close to 20%. The member states of the European Union, in the Europe 2020 strategy, have set themselves specific objectives in the fields of training and work, which can be summarised in the following points:

• To achieve an employment rate of 75% of the population between 20 and 64 years old.

• To reduce to 10% the population between 18 and 24 with a first stage secondary education that neither study nor are formed in the Spanish case, taking into account the starting point, the objective is to drop to 15%.

• To increase to 40% the percentage of the youngest generation with complete higher education.

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2. Skills requirements by an Executive Cook/Chef

2.1 The training offer

Professional Training

| Formal | Vocational | Continuous |

| Technician | Professional Certificate | Work placement in company |

| Higher Technician |

VOCATIONAL TRAINING FOR EMPLOYMENT

Way 1: VOCATIONAL TRAINING at the School (FORMAL)

Management: Ministry of Education and Education Departments of the regions

There are more than 150 TRAINING courses among the 26 professional families, with theoretical and practical contents, appropriate to the different professional fields.

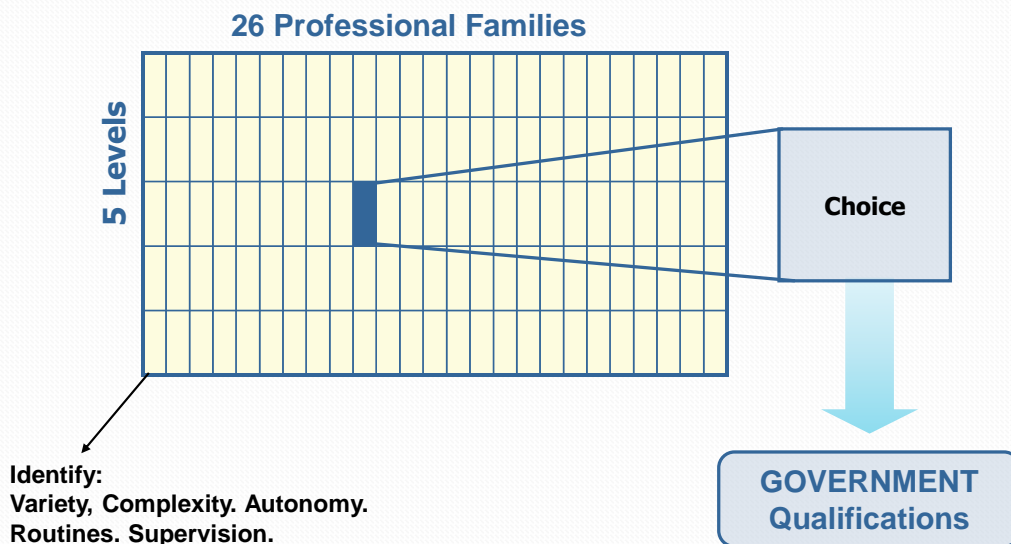Inside each professional family there are:

Basic Professional Training Courses, which lead to the corresponding Basic Professional Degree, it is compulsory to offer these courses, and they are free.

Intermediate Grade Training Courses, which lead to a Technical Degree and are a part of the Post-Compulsory Secondary Education. You can access these courses after getting your Compulsory Secondary Education diploma, or taking a test (you need to be 17).

Higher Grade Training Courses, which lead to a Superior Technical Degree, are a part of Higher Education. You can access these courses after getting your High School diploma, or taking a test (you need to be 19). You can access these courses at 18 if you have a Intermediate Grade related to the Higher Grade you want to access.

After finishing these studies, you can access University without taking the entrance exam, getting credits recognized when possible.

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CNCP Structure

26 Professional Families

5 Levels

Choice

Identify:
Variety, Complexity. Autonomy.
Routines. Supervision.

GOVERNMENT
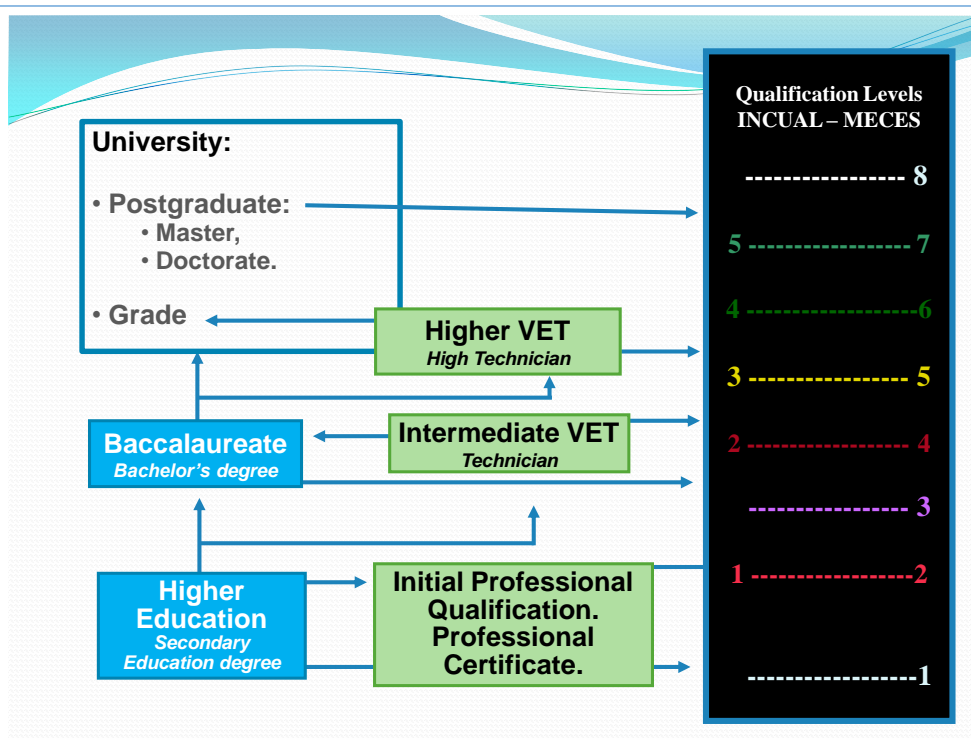**Qualifications**

Spanish Levels CNCP

European levels

Spanish level 2 is related to two levels of the European framework.

European levels 5, 6, 7 and 8 correspond to higher education.

The European 7 and 8 corresponds to Post-Graduate.

Spanish Levels CNCP	European levels
5	8
5	7
4	6
3	5
2	4
2	3
1	2
	1

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Qualification Levels INCUAL – MECES

Training cycles in Hospitality Sector

Technician in Cooking and Gastronomy - 2000 hours where they teach how to execute tasks such as pre-production, preparation, conservation, presentation and service of all kinds of cooking productions in the kitchen.

High Technician in Kitchen Management - 2000 hours where trainees are taught how to manage and organize production and kitchen service, following established quality protocols and acting according to hygiene, labour risk prevention and environmental protection rules.

WAY 2: VOCATIONAL TRAINING NO FORMAL (UNEMPLOYED AND CONTINUOUS TRAINING)

A Certificate of Proficiency or VOCATIONAL CERTIFICATES is an official certificate, given by the appropriate labour administration that recognizes the skills of the students for the development of an activity.

A Certificate of Proficiency (Professional Certificate) is the instrument of formal accreditation of professional qualifications of the National Catalogue of Professional Qualifications in the field of labour administration, which accredits training for the development of a work activity with significance for employment and ensures the necessary training to acquire it, under the system of vocational training for employment regulated by Royal Decree 395/2007 of 23 March.

A professional certificate sets a professional profile treated as an identifiable set of professional skills in the productive system and recognized and valued in the labour market.

It can be obtained by passing all training modules for the professional certificate, or by the procedures for evaluation and accreditation of professional skills acquired through work experience or non-formal training.

It may also be obtained by accumulating partial accreditation of competence units comprising the professional certificate.

Objectives

❖ To Identify Professional Competences.

❖ To articulate vocational training for employment.

❖ To provide the professional certification with national validity to facilitate transparency of the labour market and labour mobility.

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❖ They exist in Spain since 2008

❖ Characteristics

❖ They recognize a set of professional skills that enable the student to perform an activity that can be identified in the production system, without meaning a regulation of the professional exercise

❖ They are official and valid in the whole national territory

❖ They do not hold academic value

❖ They are valued in any selection process since it is an official document that recognizes your professional skills before the Public Administration and private companies

❖ You can get them through two ways:

❖ Passing all the modules that make up the certificate of proficiency

❖ Following the established steps to assess and recognize your professional skills acquired through working experience or non-formal training ways
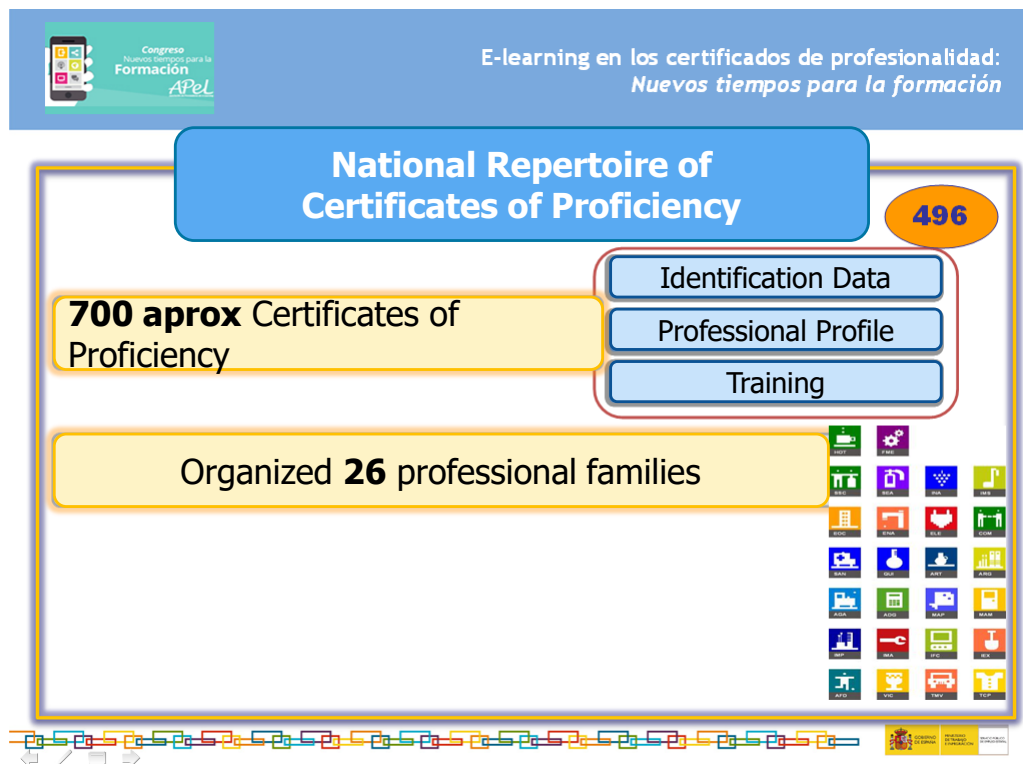
Some examples regarding Hospitality Sector:

Level 2 - Cook Training: 810 hours (730 theoretical + 80 practical)

Modules:

MF0711_2: Security, hygiene and environmental protection

MF0259_2: Basic gastronomic offers and supply systems

MF0260_2: Pre-production and conservation of food

MF0261_2: Cooking techniques

MF0262_2: Cooking processes

MP0017: Professional non labour practice

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Level 3 - Kitchen Management and Production Training: 1110 hours (1030 theoretical + 80 practical)

Modules:

MF1058_3: Food treatment

MF1059_3: Cooking production

MF1060_3: Creative cooking

MF1061_3: Pastry-making

MF1062_3: Food tasting

MF0711_2: Security, hygiene and environmental protection

MF1063_3: Gastronomic offers

MF1064_3: Supply

MF1065_3: Kitchen Organization

MF1066_3: Kitchen Administration

MP0288: Professional non labour practice

Assessment and recognition process-description

On July 2009, the Ministers' Board passed a Royal Decree that established the process and requirements for the assessment and recognition of professional skills acquired through working experience or non formal training ways.

This Royal Decree enables the holding of public calls to get your professional skills recognized.

People who participate will have units of competence recognized, which are a part of a Vocational Training or a Certificate of Proficiency diploma.

At the end of the process, the assessment commission will tell the person which complementary training they need to follow, in order to get the Vocational Training or Certificate of Proficiency diploma.

Assessment and recognition process: the steps

Guidance. In the first step, a counsellor will help and guide the candidate to prepare the necessary documents.

Assessment process. In the second step, the candidate will need to demonstrate the professional skills they wish to get recognized. The most appropriate methods of assessment will be used regarding the characteristics of the candidate and depending on the unit of competence to assess.

Recognition of professional skills. In the last step, the candidate will be given a certificate of each of the units of competence they have passed.

2.2   The competence and training needs according to the employers

A significant proportion of employers say that the people who run the establishments have no specialized vocational training. In the cases of having university level is not related to tourism and hospitality.

Most of them highlight the fact that they have been formed by their own means and experience as to the management of their companies.

On the question of what education is necessary to be a "chef", the majority consider that professional training in cooking is necessary and a third add that deeper knowledge is needed to exercise this profession.

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According to the owners of establishments and restaurants, the cooks in their establishments should 1) be better acquainted with food products, 2) catch up with new culinary techniques and update themselves, 3) be creative and innovative in their recipes and dishes, 4) be trained in other countries and 5) be able to work more as a team.

The following knowledge should be acquired by cooks:

- Classical cooking techniques
- New kitchen technologies
- International Gastronomy
- Cooking and health
- Energy saving
- New forms of restoration
- General food product
- Recycling and environment
- Gastronomic trends
- Quality management

Concerning the gaps between the training offer and the needs of the culinary business, the answers are quite varied but most agree that there are discrepancies between the knowledge and skills acquired and those needed in the real job.

When asked how long the training should take to become a Chef, the majority response has been, through a vocational training course or another professional qualification course over a period of 1-2 years.

They all agreed on the importance for high level kitchen staff to have soft skills to cope with their work. The following have been highlighted:

- Self-esteem
- trustworthiness
- creativity
- achieve goals
- resource management
- time management
- teamwork and collaboration
- resource management
- respect to rules
- conflict management
- communication-expression
- control of personal relationships
- stress management

2.3 Conclusions: training specific skills or training whole job roles

In general, in the different debates and working groups that have been held with hotel owners and teachers, the conclusion has been that it is much more interesting and effective to train in specific skills rather than to train in a whole job roles.

Following this line, priority has been given to the following knowledge:

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- Classical cooking techniques

- New kitchen technologies

- International Gastronomy

- Cooking and health

- Energy saving

- New forms of restoration

- General food product

- Recycling and environment

- Gastronomic trends

- Quality management

3. Occupations in culinary Arts

3.1   Occupations in culinary arts and occupational standards

The Spanish system collects these superior professional profiles in the kitchen/hostelry:

- Head of departure

- Chef

- Second chef

- Head of Catering

- In charge of the Commissary

3.2   Trends in culinary arts at national level

As in other sectors of activity, innovation and globalisation have an impact on culinary arts and catering. There are several areas of analysis of the different elements in restoration and we are going to group them together.

CATERING ESTABLISHMENTS AND SPACES

In addition to the traditional models, new business models are emerging in the short and medium term for both independent and organised catering (business groups and franchises) aimed at different customer segments and with differentiated offers:

- Independent and specialised restaurants with a very specific and unique offer. They seek to have an identity that differentiates them differently in the treatment of the product, new sensations and experiences, innovative spaces for the senses, even with scenarios in three dimensions.

- Restaurants that are based on a single product and high.

- Kitchen restaurants from other distant countries are appearing, adapted or not to local tastes and new products to be discovered.

- Restaurants in airports, hotels and shopping centers are gaining importance, in the form of gastronomic concepts and co-branding with the advice of recognised chefs who provide added value to these spaces.

- Entertainment spaces with gastronomy as a claim and central attraction as a part (urban food courts, cabaret dining...)

- Ultra-convenience restaurants with a fast healthy approach and high customer turnover.

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- Cook rooms with final destination delivery, convenience, communities or 5 range for other establishments.

- Standardised franchises and organised catering, as a scalable a highly automated model with processes aimed at the most demanding communities with the product, its presentation and its nutritional values adapted to the consumer.

INNOVATION

- Restaurants are trying to find the right balance between the efficiency brought by innovation and the personal and human touch.

- Professionalised management, with digital tools capable of obtaining and analyzing the right data for the restaurateur to make decisions.

- The automation of processes in food handling will replace many jobs that people do in the kitchen and the living room.

- Attracting and retaining customers using social networks. The well-used Business Intelligence must be the right data manager, updated from the integration of different back and front office management tools.

- The quality and visual impact of all the elements, from the decoration of the spaces, to the plating or the design of the bathrooms.

- The commercial brands recognized by the clients.

FEEDING BLOCK, SUSTAINABILITY AND HEALTH

- An increasingly demanding customer appears who demands to know the origin and traceability of the products.

- This customer gives priority to aspects of nutrition related to health and wellbeing, without forgetting flavours and sensations. This is a challenge for cooks.

- Consumers are becoming aware of the need to maintain the environment and recycle, reduce waste and residues, etc.

- The abuse of consumption of materials such as plastic forces us to rethink the way we understand how to manage the life cycle of certain materials.

- The incidence of specific pathologies in clients is increasing: diabetes, celiac disease, hypertension...

- Incidence of allergens and others

- And, in the not too distant future, personalized nutrition thanks to biotechnology.

PRODUCT BLOCK

- The so-called super foods appear in the diets.

- Economic and ecological importance of the consumption of local products (Kilometre 0).

- The decrease of consumption of meat of intensive cattle ranching for other of extensive cattle ranching.

- The incorporation of vegetable protein.

- The use of all products (from root to leaf in the plant world and from tail to nose in the animal world).

BLOCK OF TECHNOLOGIES:

- Digitization and technology will allow a professionalization of the business with a focus on profitability and cost reduction.

- Biotechnology as an ally for personalized nutrition

- Facility in the selection of establishments and gastronomic offer through communication technologies and the immediate distribution of orders.

- Robotics is a threat to traditional jobs in the hotel industry.

- Dependence on the prestige of the establishment and valuations by social networks.

- New media and electronic tools in the kitchen

BLOCK OF EXPERIMENTATION AND LEISURE

- Gastronomy imposes itself as a leisure activity, which broadens the focus of food for nutrition with satisfaction and organoleptic pleasure.

- There are different groups of consumers with different tastes and objectives.

- Consumers demand a lighter but more frequent way of eating, adapted to a faster pace of life.

- A greater demand for gastronomic products and experiences from other cultures.

- The plate as the maximum attractiveness of the recipe.

- The incorporation of fashionable, ethnic and culturally exotic ingredients.

BLOCK OF NEW GASTRONOMIC SPACES

- Increased gastronomic tourism and the importance of gastronomy in travel.

- The centers in which restaurants are taking a new leading role are gaining weight.

- As well as airports, train stations, etc. including hotels and other accommodation.

3.3 Adding new occupations

New professional profiles related to the cook or specialized.

- Gastronomic advisor

- Gastronomic photographer

- Culinary taster

- Gastronomic historian

- Critic and gastronomic communicator

- Food and health advisors cooks

- Chefs of fifth range products

- Dieticians - cooks

- Direct supervisors and managers, food processing and catering workers

- Fast food cooks

- Bakery & Patisserie / Baker / Pastry Chef

- Artificial intelligence programmers for robotics in the kitchen

- International cooks

- Technicians in 3D food printing

- Specialists in virtual restaurants

- Personal Brand Manager (Branding): responsible for creating and strengthening the corporate brand, mainly in the web 2.0 environment.

- Community manager: responsible for managing virtual communities and social networks for commercial or marketing purposes.

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4. Challenges to work-focused higher education and LLL

4.1 The outstanding role of dual vocational training

The VET needs to be recognised, promoted in order to ensure competitiveness, and with it well-being and social cohesion in the face of present and future challenges (knowledge society, economy 4.0, etc.).

It is necessary to create a context in which all parties involved (administrations, students, families, counsellors, social agents, etc.) are well informed about the opportunities offered by quality vocational training. Through continuous training, they will adapt to the new circumstances of the labour market.

Flexible programmes must be offered when planning VET, taking into account the needs of individuals, the community and companies.

A good social communication policy is indispensable for families to perceive VET as attractive and practical, as the way for labour insertion and professional training of its members.

VET must take account of social partners, companies, the territory and their needs. It must be a tool that encourages the match between supply and demand.

VET schools should be the spaces that make possible lifelong and permanent training, training and, in a globalised society, the internationalisation of knowledge. They are nodes for the transfer of technology and knowledge in order to optimise existing resources and make society more competitive and, at the same time, more inclusive.

Dual vocational training in Spain

Implementation in Europe is uneven. In countries such as Spain it is slower than in the average of the central European countries. In these countries the dual modality in professional education is favoured by its guild tradition.

Dual vocational training is the newest part of vocational training in Spain. It was established by means of Royal Decree 1529/2012, which establishes two modalities: simple alternation and dual alternation. Its regulation has been gradually implemented in the bases of regulation of the Ministry of Labour and Social Security1 (ESS/41/2015).

> This reform has increased the minimum percentage of time invested in practical training at the upper secondary level (middle-level vocational training) from 20% to 33%.

> It is still too early to assess their implementation, as it takes time to establish all networks and collaborative structures. However, it can be assessed positively, as the number of students following this modality is steadily increasing year after year. In the academic year 2015-2016, there were 784 540 students in VET, which represents an increase over the previous year of 35 952 students (Ministry of Education).

4.2 Challenges of dual FP
4.2.1 Necessity

The current FP must be very close to the companies and their needs. Both dual and single-placement vocational training are the foundations of a quality vocational training that promotes excellence and the employability of the population.

VET is fundamental for the future and development of countries, since it is part of the industrial and the strategy depending on different sectors. It is essential that training is planned in conjunction with these policies.

4.2.2 Participation

When designing training models, it should be borne in mind that training plans cannot be drawn up without the social agents, since these know the reality of the sectors and companies and can therefore better manage these situations.

4.2.3 Setting priorities

Reduce the skills gap that occurs if vocational or higher education does not match what the company needs.

It is necessary to create priority areas in the areas that are foreseen with the greatest demand for labour and in those that are considered strategic by the Government and social agents.

In countries where there are talent retention policies and a good supply of quality jobs, companies have less difficulty in finding qualified personnel.

4.2.4 Core competencies

The eight core competencies must be strengthened. Therefore, in order to remain attractive and useful for young people, dual vocational training should be geared towards internationalisation through globalisation and digitisation.

4.2.5 Excellence in dual vocational training

Dual vocational training must have an objective of excellence in its didactic offer, shared with the university. It must include different means and quality teaching resources such as the traditional face-to-face training offer with adequate and renewed facilities, the online training offer or mixed with face-to-face training, open educational resources, the training offer in the companies themselves, etc.

Recently, some universities are incorporating students of higher level vocational training, to whom they validate credits. In gastronomy this option is reduced due to the scarce number of gastronomy faculties in Spain.

4.2.6 E-training and flexible methodologies

Credits are also being validated for those people who, due to time or economic problems, could continue to be trained by e-learning. This is a study modality that offers training and learning opportunities in an open way if used properly, and can even be validated by universities.

4.2.7 The agility of dual vocational training

One of the challenges of dual vocational training is to be agile and adaptable to the needs of companies.

When they are designed and when they must be renewed incorporating changes.

It is necessary the participation of the educational administration and the labour administration with the companies, the training centers in collaboration with the productive sectors and the social agents in order to identify the needs of the territory.

Dynamism and adaptation must be the main characteristic of the dual system in a constantly changing environment.

4.2.8 Dual vocational training and SMEs

The OECD, in its "Diagnostic Report on Skills Strategy: Spain 2015", points out that a factor that limits competitiveness in Spain can also be its relatively high percentage of very small companies, which reduces innovation and productivity.

Spanish companies face a number of obstacles to innovation, such as low entrepreneurship rates and restricted access to venture capital.

For the same reason, the new dual vocational training system shows difficulties in its implementation, as Spain has 90 % of SMEs and little initial infrastructure.

4.2.9 Specialized tutors

Quality dual vocational training will only be possible if professional and academic guidance is improved in all possible age groups with professional and appropriate tutoring both at school and at work. For this reason, we find it necessary that specific training courses should be carried out, as well as that there should be a real coordination between the two fields: educational and work.

This will only be possible if professional and academic guidance is improved in all possible age groups through professional and appropriate tutoring in both the educational and work center. For this, it is necessary that these tutors of centers and companies do specific training courses, as well as that the educational and labour fields are coordinated accordingly.

4.2.10 Continuous training and career plan

The dual FP must form a career plan throughout the professional life. If workers have had a good and solid initial vocational training, the continuing training will be optimised afterwards.

It can hardly be argued that a person who has only completed initial VET will have a job secured for life. To achieve this, awareness of the need for lifelong learning, linked to the constant changes and transformations in the working environment, must be raised.

4.2.11 The students

It is the fundamental factor for the success or failure of the system.

It is very important to improve the image and social perception of VET in order to attract the students needed in the territory and to motivate them to participate.

VET has to be the safety net against precariousness, the professional revulsive and the alternative way that offers people with different competences and skills a good formative and labour option.

It is therefore a question of young people aspiring to obtain a higher level of qualification and studies.

5. Participation of governments and other stakeholders' groups

5.1   The role of the policy makers and the VET institutions

The regulations are developed by public education and labour administrations without participation or consensus with the social partners.

The Chambers of commerce are the only social partner involved with the apprenticeship. The new Law of Chambers of Commerce defines them as one of the strategic axes of the Institutions of Work-based learning. Thus, the Chambers of Commerce are necessary actors in the Work-based learning because:

- They are a structure that works in a structured web with more than 400 points of support (venues, delegations, antennas, nurseries, various points of information, ...)
- They have a wide knowledge of the productive fabric.
- They have already developed close experiences, coordinating training in work centres for Vocational Training students

The tasks that the Chambers can develop in apprenticeship system are:

- Coordinate the system, give information and offer recommendations for the proper functioning of it.
- Facilitate the connection of training centres with companies and support them in technical, pedagogical, etc.
- Offer services, documentation, training and training materials for company tutors.
- Contribute to improve the legal and practical conditions of professional training within the company.
- Transmit companies concerns and demands in matters of educational or training policy to public authorities

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- Evaluate the system quality and the achievement of its aims.

Their experience strengthens the System in:

1. Identification of sectors

2. Diffusion and Awareness

3. Collection and cataloguing of companies

4. Intermediation, Advice and Administrative Management

5. Methodology for tutoring and training of tutors in the company.

5.2 The role of the social partners and other stakeholders

The participation of social partners is like bodies of consultation and of general agreements, but their capacity in the creation of norms is very limited in Spain in the system of formal education.

In the system of occupational and continuous training they have a more prominent role especially with the participation in the State Foundation for Training in Employment.

The Fundae helps employers and workers to improve the skills that prepare them for changes in the labour market and productive sectors, in favouring access to free and quality training for all workers (active and unemployed).

It acts in accordance with the aims of the State Foundation (Fundae) detailed in the Statutes (art. 8), developing the functions contemplated in Law 30/2015, of 9 September, which regulates the Vocational Training System for employment in the workplace and those contained in the Collaboration Agreement signed with the State Employment Public Service.

Each year the Foundation draws up an "Annual Action Plan (2019)" in which the main lines of activity are set out and we publish our activity reports, the last one published being the Activity Report 2016.

Management activities

It collaborates with the State Employment Public Service in the management of the training initiatives that make up the Employment Training System and supports the evaluation, monitoring and control activities, as well as the implementation of telematic systems for their development and execution:

- ✓ **Training programmed by companies for their workers.**
- ✓ **Training offered by the competent administrations for employed workers.**
- ✓ **Individual Training Permits.**
- ✓ **Projects for young people under 30 years of age.**
- ✓ **Orientation and attention to users and companies.**
- ✓ **Research, prospecting and dissemination activities.**

For the analysis of the evolution and results of training, the Foundation has a system of data collection and studies that allow the planning of training demand, sectoral and territorial prospecting and the evaluation of results and quality.

The Foundation, in its relations and communication strategy, organises and participates in national and international forums related to training. In addition, it carries out events and other dissemination activities to guarantee the attendance and access of companies and workers to training.

6. Key issues according to country experts

6.1 Strengths

- ✓ In recent years the public administration is regulating occupations in Spain through the National Institute of Qualifications and Certificates of Professionalism.
- ✓ Vocational training subsystems have been integrated into a single system based on professional competencies.
- ✓ In Spain there is a special tax paid by companies that allows the financing of training for workers and companies, in addition to public funds from public administrations.
- ✓ There is a special training contract to promote dual training with apprenticeship in a training centre and in the company. Tax and social security contribution advantages are offered to companies.
- ✓ Gastronomy and catering in Spain is a growing sector and needs new well-trained professionals.
- ✓ There are public and also private training centres with adequate facilities authorised by the administration.

6.2 Weaknesses

- Low involvement of the main actors.
- Low labour and social recognition of qualifications obtained in the formal vocational training system and even less in the vocational training system.
- VET qualifications are not taken into account in the majority of collective agreements agreed by workers and companies to obtain higher remuneration.
- Little knowledge of certificates of professionalism in the workplace, especially by SMEs.
- Low level of cultural need for lifelong learning by workers.
- Precarious work contracts and high turnover of workers in companies and even between different sectors.
- A large number of establishments with a low level of quality and a reduced culinary offer.
- Conflicts in relation to time spent on training during working hours or outside the working day.
- The training contract has a strong bureaucracy. Certificates of professionalism standardise training itineraries, but they are not flexible and are imposed on all workers in all types of catering establishments.
- Shortage of well-equipped public and private centers
- Difficulties in finding teachers who meet the requirements of public administrations in terms of the qualifications required to practise
- Reduced offer of university level teaching in gastronomy and cuisine

7. Summary of the results and conclusions

As shown before, thanks to the National Vocational Training Programme approved in 1993, and subsequently of the New National Vocational Training Programme approved in 1998, Spain has evolved a lot in the last years. It permits workers to validate the competences acquired by experience, makes possible the accreditation of the acquired training and increases the possibilities of distance vocational training in order to better reconcile work with participation in different training processes.

The dual vocational training is slower in Spain than in the average of the central European countries so a lot of progress can and must be done in this area, as shown above.

In the culinary arts, although there are modules for Cook and a special module for Kitchen Management, having a complete module for Chef would be very much appreciated and needed. It could enclose all the skills we have already cited and should pay a real attention to the needs that are emphasized by the employers of the hospitality sector, since all agree on the gaps between the training offer and the needs of the culinary business.

Stress should be put on the strengths we cited here above in order to progress in this area and get to the state-of-the-art VET system.

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VET Need Assessment Report (NAR) FRANCE

Content

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1. Introduction

This report is based on 1) desk research and data review (in WP2, A1 - Surveying the profile of current occupations, qualifications and VET provision in culinary arts and gastronomy in the partner countries and the EU); 2) Focus groups (in WP2, A2 - Scrutinizing business' assessment of the existing VET qualifications in culinary arts through focus-group discussions in each country); 3) an online survey with the topics discussed during the focus groups, targeting gastronomic restaurants all over France with 62 answers of restaurant managers and chefs.

1.1 Some words about the VET national system

the French VET system

Organization of VET

VET includes initial training, including apprenticeship, and lifelong training for adults and young people already engaged in active life. Since 2009, every working person has a right to a professional qualification. Under this right, everyone – whatever their status – must be allowed to choose a training course that enables them to progress in their career by at least one level, by acquiring a qualification corresponding to the short- or medium-term needs of the economy. This qualification can be a registered certification, recognised in the professional sector classifications, or a certificate of qualification in a professional sector or cross-sector. The State is the only body capable of creating certifications that can be accessed through initial education. All the qualifications created by the State can also be accessed via lifelong learning and validation of prior learning.

Beside the state certifications, there are some other possibilities for training courses that lead to an evaluation which can qualify as a certification. By contrast, with the state certifications, the other certifications are created, recognised and delivered by different bodies, and some of them can only be obtained via a training course (cf. p. 8). In other words, the methods for accessing different qualifications are flexible. They can be accessed through the initial education system, but also through lifelong learning. It should be noted that a qualification acquired through lifelong learning will have exactly the same value as one obtained in initial education.

The system of vocational education and training refers to different levels of training. It begins at secondary high school level and continues until the higher level. Each pathway prepares students to complete an exam to obtain a certification.

1.1.1 Initial vocational training

Initial vocational training includes various levels of training from lower secondary until the higher level. Different ministries develop and award qualifications but in the hospitality sector, the Ministry of education plays a key role. All the qualifications awarded by the State are permanently valid and nationally recognised.

Initial training is intended for young who wish to learn the basics of a vocational field and orient themselves towards a profession. It provides the required skills and knowledge and leads to a certificate. After secondary schools, students can prepare a Certificate of professional skills (CAP) or a professional baccalaureate. CAP leads mainly to working life while the professional baccalaureate allows to work or to continue study in a senior technician section.

1.1.2 Apprenticeship

An apprentice is defined as a young professional who follows a course alternating work-based training (on a real work place) and school-based training. Apprentices (or their legal representative) sign a labour contract with an employer. Apprenticeship gives access to all levels of professional certification, from secondary to higher education, by means of successive contracts or via bridges with school-based higher education courses. From 2019, apprentices can be up to 30 years old (instead of 25 before).

1.1.3 Lifelong learning programmes

Professional development contract

The professional development contract is also a work-study training contract, combining practical training in relation to the qualification targeted, and theoretical training in a training organisation. It is a subsidised work contract.

Professional transition project

The Professional Transition Project formerly known as the individual training leave, allows employees to be absent from their position in order to take training to qualify, evolve or retrain. It is open under conditions and is granted upon request to the employer. The employee is paid for the duration of the training.

Company plan to develop skills

The employer must ensure that its employees adapt to their workstations and maintain their ability to occupy their jobs, particularly in the light of technological developments

Personal training account

The Personal Training Account can be used by employees, throughout their working life, to follow qualifying training. Since 2019, it is calculated in euros and no longer in hours (500 euros per year and 800 euros for the less qualified) and can be accumulated for ten years.

Courses funded by the Region

Courses leading to and preparing for qualifications, professional development courses mainly target jobseekers, sometimes employees.

Courses funded by local job centers

They target jobseekers and can finance courses for qualifications, professional development or job adaptation.

1.2 Architecture of key professional qualifications

Ministry of Education is the key provider of professional qualifications in the culinary sector, classified from level 3 to level 5 in the European Qualification Framework (EQF). They are national in scope and are registered by law in the National Register of Professional Certifications (RNCP).

Professional qualifications describe the vocational and general skills, as well as the knowledge associated, respecting the same architecture:

• A reference framework for the professional activities that is the basis of the professional diploma. It describes the activities and tasks carried out, specifies the conditions under which they are carried out and the results expected in the work environments.

• The certification framework, based on the analysis of professional activities describes the professional skills and the associated knowledge that the candidate must master at the end of the course in order to receive the diploma. For each competency, it specifies the expected performances as well as the data or conditions of realization for their implementation.

• Competence blocks that contain the professional and general skills with the associated knowledge (each competency block corresponds to a certifying unit). Candidates preparing for the examination of the Certificate of professional skills (CAP), the professional baccalaureate or the advanced technician certificate (BTS) through continuous training or through validation of prior experience are issued certificates recognising the acquisition of blocks of competences when they validate the corresponding units.

• The certification procedures: definition of tests, units constituting the diploma and examination regulations that includes evaluation methods according to the status of the

candidates (Students, apprentices, lifelong training). The units can be evaluated during the training or by a final assessment.

•	On-the-job training periods: with the exception of advanced technician certificate, for which mandatory internships are provided, in-company training is mandatory for all professional qualifications. Its duration varies from 12 to 22 weeks depending on the degree. Objectives and evaluation procedures are described.

•	Access routes and training paths: Professional diplomas are prepared through initial professional training (under academic status of student or through apprenticeship). They can also be prepared through continuous training (lifelong learning). In addition, through validation of prior learning, any person who can prove that she has a paid, self-employed, voluntary or professional activity directly related to the content of the certification, for a minimum duration of one year, may obtain all or part of the qualification.

2. Skills requirements for an Executive Cook/Chef

### 2.1	The training offer

2.1.1. Existing diplomas and certificates

There are four national diplomas under the Ministry of education preparing to become cook:

•	Certificate of professional skills as cook (EQF Level 3) that is the basic diploma (most of Chef have started with this diploma and have obtained higher positions through work periods in different restaurants with different specialities and corresponding to higher-level standards. Two Complementary certificates "Light cooking art" or "Cook for desserts in restaurants" (one year) can be done after.

•	Professional baccalaureate in cooking (EQF Level 4)

•	Professional Certificate in Culinary Arts (EQF Level 4) that grantees a "highly qualified cook" who masters the professional techniques of cooking, able to accompany the evolution of the activity and to have a prospective view of the profession. S/he works in the catering sector, focusing on raw and fresh products, culinary know-how, creativity and a balanced diet. S/he may lead one or more assistants and is supposed to work in a gastronomic restaurant. This diploma is not accessible through initial training. The minimum number of training hours to prepare this diploma in continuous training is of 400 hours and 240 hours if the person has a professional baccalaureate.

•	Advanced technician certificate specialised in Hotels and Restaurants (option management of culinary production units) (EQF Level 5). This diploma is designed to allow the grantees to occupy chef position

In addition, there are also five qualifications inscribed in the national database

•	Professional Title of Cook that is a sectorial certification managed by the Hotels and Restaurants professional Branch. Certification is provided by Certidev (http://www.certidev.com). It only target professional core skills. (EQF Level 2)

•	Certificate of professional qualification as a Cook, prepared by AFPA, the training organisation under the wing of the Ministry of Employment. (EQF Level 2)

•	Professional bachelor "Culinary arts and table arts" (EQF Level 6)

•	Bachelor in Culinary Arts and Entrepreneurship (cooking or pastry) prepared and provided by Ferrandi Paris. (EQF Level 6)

•	Manager in cooking and catering provided by Paul Bocuse Institute. (EQF Level 6)

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CULINART

Summary of qualifications

When (in Initial VET if applicable)	Duration	Diplomas	ISCED[18] level	EQF Level	ECTS
National diplomas Secondary level (Age 14)	2 years after secondary school in initial training	Certificate of professional skills as cook	2	3	
(Age 16)	+ 1 year*	Complementary certificate "Light cooking art"	2	3	
		Complementary certificate "Cook for desserts in restaurants"	2	3	
Secondary level (Age 14)	3 years after secondary school in initial training. 1100 h under professional development contract 1365 h under apprenticeship	Professional baccalaureate in cooking	3	4	
Min. 5 years of work experience (2 years if already a diploma)	400 h. 240 h. for holders of a professional baccalaureate.	Professional Certificate in Culinary Arts	4	4	
Tertiary level (Age 17)	2 years after of a professional baccalaureate in initial training 1100 h under professional development contract 1365 h under apprenticeship	Senior technician diploma specialised in Hotels and Restaurants (option management of culinary production units)	5	5	120
University diplomas Tertiary level	1 year after a Senior technician diploma	Professional licence "Culinary arts and table arts"	6	6	180
Tertiary level	18 months (after a licence eq. Bachelor degree)	Master in Culinary leadership and innovation	7	7	300
Other RNCP[19] Certifica-tions Secondary level (not accessible in initial training)	Min. 6 months	Certificate of professional qualification as a cook	2	-	

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[18]International Standard Classification of Education (2011)
[19]French database of professional certifications

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Secondary level (not accessible in initial training)	1120 hours	Professional Title of Cook	2	3	
Tertiary level	3 years after Baccalaureate	Manager in cooking and catering	6	6	180
Tertiary level	3 years after Baccalaureate	Bachelor in Culinary Arts and Entrepreneurship (cooking or pastry)	6	6	180

2.1.2. The training offer

Most of diplomas and certificates can be prepared through various ways, in initial training as a student or through work-based learning under apprenticeship or professionalization contract. A variety of public and private training centres are offering courses for that purpose. Most of diplomas and certificates can also be presented without formal training by individual application of through the validation of prior experience.

2.1.2.1. Initial vocational training

Preparation of the CAP lasts two years in a vocational school. Students take theoretical courses, do practical work, in workshops and kitchen laboratories. A period of 12 to 16 weeks in the company is mandatory to reinforce the professionalization of training. Preparation for the professional baccalaureate lasts three years and is organised following the same principles. Students follow courses in French, history-geography, moral and civic education, mathematics, foreign language, sports, arts and, depending on the specialities, physical and chemical sciences or a second living language.

2.1.2.2. Lifelong professional training

In France, the training market is free. This means that training bodies have no obligation to consult the State about the way they construct their courses and/or qualifications.

There are thousands of lifelong training bodies. 97% of them are in the private sector (for-profit companies, non-profit companies and individual training providers). Public and semi-public bodies are less numerous: they only represent 3% of providers. However, they trained 14% of people. The main public or semi-public bodies involved in lifelong learning programmes in the culinary sector are:

•   The GRETA (GRoupements d'ETAblissements – public educational establishment groups) created by the Ministry of National Education

•   The AFPA (national association of adult vocational training) which mostly provides training for job-seekers, using Regional or Government funds leading to the professional qualifications issued by the Ministry of Employment (Level 2).

Lifelong training offer starts from short one-day training modules targeting specific skills to the preparation of nationally recognised qualifications (at all EQF levels).

Summary of qualifications, preparation and certification

Qualification	Conditions for access				
	Initial training	Apprenti-ceship	Lifelong Training	Individual application	Validation of prior experience
Certificate of professional skills as cook *Certified by Ministry of Education*	X	X	X	X	X

Complementary certificate "Light cooking art" *Certified by Ministry of Education*	X	X	X	X	X
Complementary certificate "Cook for desserts in restaurants" *Certified by Ministry of Education*	X	X	X	X	X
Professional baccalaureate in cooking *Certified by Ministry of Education*	X	X	X	X	X
Professional Certificate in Culinary Arts *Certified by Ministry of Education*		X	X	X	X
Advanced technician certificate specialised in Hotels and Restaurants *Certified by Ministry of Education*	X	X	X	X	X
Professional bachelor "Culinary arts and table arts" *Universities of Cergy-Pontoise, La Réunion, Bretagne Occidentale (Brest), Angers, CNAM*	X	X	X	X	X
Certificate of professional qualification as a cook *National Joint Employment Committee for the Hotel Industry (Certidev)*		X	X	X	X
Professional certificate of Cook *Ministry of Employment*		X	X	X	X
Manager in cooking and catering *Paul Bocuse Institute*	X	X	X	X	X
Bachelor in Culinary Arts and Entrepreneurship *Ferrandi School*	X	X	X	X	X
Master in Culinary leadership and innovation *Haaga Helia University (Finland)*	X	X	X	X	X

2.2.1 Taking into account the needs

Almost 30 % of chef and managers have responded that existing diplomas take into account their needs and 60 % partially.

According to chef and restaurant managers, what is missing in the basic (but key) certificate of professional skills as cook can be classified in three areas:

- Knowledge and techniques linked to food preparation: Cooking in the dining room, New techniques, Cooking fresh seasonal products, Allergies, vegetarian, HACCP, knowledge of products, calculation

- Knowledge and techniques linked to the role of a chef: Management, Cost management, Profitability, Organisation, CSR, Sales skills

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- Soft skills (autonomy, communication, reading and speaking skills, tenacity, vivacity, curiosity, passion, open-minded, willingness to make efforts), Knowledge of the client (respect of the client), right behaviour.

Employers also tend to state that grantees have a lack of experience and of adaptation to the daily timetable requirements as well as the working days that includes week-ends and bank holidays. They should be more adapted to the evolution of the profession and prepared to cross the barrier between kitchen and dining room.

Regarding higher level qualifications, the main concern of chefs and employers is the lack of practice in various restaurants.

2.2.2 Difficulty for recruiting

More than 80% of respondents face difficulties for recruiting kitchen staff, independently of the position and job level. But these difficulties are more generated by a lack of candidates than by a lack of skills.

If a cook, can be recruited without particular experience and being young, for a chef, employers are looking for experimented profiles. The required qualification, on the other hand, can be the same for both profiles.

Difficulties for recruiting are very much depending on the location of the restaurant. In rural areas, with a reduced touristic activity, with the absence of public transports, it is more difficult than in cities or in highly touristic places where restaurants can offer better employment conditions to their staff. Generally speaking there is a lack of candidates but the gap is also higher in rural places because there are less young people living there. The four main reasons pointed are:

- Lack of candidates

- Lacks of candidates with the right (transversal/soft) skills

- The job is not attractive (time constraints, little free time) and it is complicated to have a social life

- Expectations of candidates that can be too high in terms of wages and of expected position.

It is also happening that the candidates don't have enough professional qualification for the job.

Television programs are transmitting a wrong image of the profession. Being a chef can make people dream but the reality is disillusioning a lot; the professional model of cook is not "in line" with the expectations of young people.

Expectations from candidates are sometimes too high: with an EQF level 4 or 5 diploma, they think that they can be directly employed as *chef de partie*, but this is not possible, they need to acquire experience before (even if these diplomas are theoretically preparing such job position).

Hotels and restaurants being a sector facing recruitment difficulties but being known as a reservoir of jobs, this sector sometimes tends to attract workers who do not have transversal skills adapted to the job. They may face communication difficulties, have behavioural and hygiene problems or a lack of motivation to learn, of punctuality, of respect for tools and equipment, of general knowledge.

If it is difficult to recruit, it is also difficult to retain the staff: they can be quickly discouraged. It is important that employers create a climate of trust, respect the new employees, are able to valorise them and offer a decent salary when it is possible.

When recruitment difficulty is related to a lack of qualification of candidates, the main skills missing are linked to a lack of professional practice ("*Lack of immersion in the company*", "*Culinary practice*"…) and here also respondents tend to quote attitudes and soft skills ("*passion, courage, motivation*") or even key competences ("*Lack of reflection and general knowledge in mathematics, French, foreign language*") more than core professional skills

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("*Mastery of the basics, capacity to work without industrial cooking*", "*no competence for the raw product to be worked from A to Z*").

2.2.3 Key soft skills

For 80% of the respondents, a chef needs to possess non technical skills and mainly:

- Team management
- Social skills (human skills, listening skills)
- Pedagogy, capacity to train the staff, capacity to transmit knowledge
- Management
- Buying – management of products – management of costs
- Creativity
- Relations with customers
- General culture
- Artistic skills

Team management, Social skills, and topics around pedagogy are the most frequently quoted.

Have been also mentioned: Healthy living, English, History of cooking, IT skills, Commercial skills, Willing to learn, Stress management.

Management of products, purchasing, making shopping lists that are often mentioned could be included in the core skills, and the same for HACCP.

According to a survey of *Pôle emploi,* the French employment agency (published in December 2017) on job opportunities in hotels and restaurants, the skills that are more demanded by employers are:

- Relationships with others
- Availability
- Polyvalence, capacity to work in team, respect of rules and instructions
- Capacity to manage stress

2.3   Conclusions: training specific skills or training whole job roles

It is particularly important to provide a training offer targeting whole job roles, in particular through initial vocational education but also through lifelong learning schemes. As the qualifications are modular, based on units of competences, they can be proposed module by module for lifelong training.

Shorter modules can also be proposed to companies under the company plan to develop skills, under the personal training account, or in the frame of courses financed by Regions or by local employment centres.

Specific skills that seems more important to the chef and restaurant managers are:

- Use of new technologies in cooking (60%[20])
- Management of staff (managing, motivating, retaining...) (50%)
- Hygiene and food safety (50%)
- Management of the company to improve its performance (45%)
- Image management on the internet and social networks (35%)
- Use of new products (30%)

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[20]Percentages reflects number of quotations by 57 respondents at national level.

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- Diversification of the offer (e. g. preparation of buffets or cocktails) (21%)

Other suggested modules are:

- Use of fresh products
- History of cooking, regional specialities
- Gardening / plants / soil / products
- Flexibility, adaptation to differences
- Protection of the environment, waste recycling, fishing context
- Use of seasonal products
- Knowledge and respect of the client, empathy with the client
- Give the dishes more value
- Knowing how to be in front of the customer
- Stress management

3. Occupations in culinary Arts

3.1 Occupations in culinary arts and occupational standards

Main occupations of cook are:

- Chef de Cuisine
- Sous-Chef or Second Chef
- Chef de Partie
- Kitchen Assistants

Chef de cuisine is the key person in a restaurant. S/he elaborates the menus with the company manager. S/he manages everything related to the kitchen, from the creation to the conception of the dishes, including the respect of hygiene rules. S/he manages the team of cooks and passes on her/his knowledge. S/he is supervising the supply, the cost of the productions and the selling price.

Sous-chef (or second chef): S/he plays a key role. In case of absence, the sous-chef replaces the chef de cuisine in all functions. As the chef's right-hand man, s/he participates in the elaboration of the menu, the choice of suppliers and the control of goods. S/he is usually more hands on and actively involved in the day to day running of the kitchen. In the shadow of the Chef, s/he went through all the workstations before becoming second with the objective to become Chef. Small restaurants don't have a sous-chef wile large ones have several.

Chef de partie (or Station chef, Line chef, Line cook): The *Chef de partie* masters a specialty. S/he is in charge of cooking, preparing and providing one of the menu components. It can be meat, fish or sauces. S/he ensures the supply and quality of the products in his field. Assisted by kitchen helps and apprentices under his command, s/he passes on knowledge to them, paying particular attention to compliance with hygiene rules. Chefs de partie can be active in various areas[21]:

- Butcher chef (*Boucher*) in charge of preparing meats and poultry before dishing out to their respective stations, the butcher chef may also handle fish and seafood preparations.

- Fish chef (*Poissonnier*), expert in the preparation of fish dishes, and often responsible for fish butchering as well as creating the appropriate sauces.

- Fry chef (*Friturier*) specialised in the preparation of fried food items.

- Grill chef (*Grillardin*) mastering of all foods that require grilling.

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[21]Taken from Kitchen hierarchy, the Different Chef titles explained by Nathan Bamsey (Published 04 May 2017)

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- Pantry chef (*Garde manger*) responsible for the preparation of cold dishes, such as salads and pâtés.

- Pastry chef (*Pâtissier*) for baked goods, pastries and desserts. S/he can be assisted by kitchen helps if necessary. S/he imagines own recipes and proposes them to the Chef de Cuisine and to the director of the establishment so that they can appear on the menu.

- Roast chef (*Rotisseur*) responsible for the preparation of roasted meats and the appropriate sauces.

- Sauté chef (*Saucier* or *Sauce chef*) is often the most respected role in the brigade system of stations, reporting directly to the head chef or sous-chef. They're responsible for sautéing foods, but their most vital role lies within the creation of the sauces and gravies that will accompany other dishes.

- Vegetable chef (*Entremetier*) prepares vegetables, soups, starches, and eggs. Larger establishments may employ multiple chefs to work this station. A potager would be in charge of making soups, and a legumier would be in charge of preparing any vegetable dishes.

- Roundsman (*Chef de tournant)* fills in as needed on all of the stations, rather than having a specific speciality.

Kitchen Assistant (*Commis*): is a young beginner in the world of gastronomy. S/he participates in the elaboration of the dishes under the direction of the Chef or the Second Chef or a *Chef de Partie*. One of main tasks is to prepare beforehand all the ingredients used to prepare the various recipes (peeling and cutting vegetables, garnishing, reducing sauces, preparing plates, etc.).

3.1.1. Difficulties to recruit some profiles

For almost 80% of chef and restaurant managers, is it difficult to recruit some profiles.

Among the responses we can distinguish:

• Positions linked to the work in the kitchen. If we take apart the difficulty to employ kitchen helps, First or second in kitchen and Pastry chef are more difficult to find, followed by Chef de partie. Some have said that it is difficult to find educated chefs with real culinary bases and cooks sensitized to gastronomy.

• Profiles defined by qualities and attitudes: Passionate people / Versatile / regularity, punctuality, seriousness / Motivated / Flexible and committed / Polyvalence / Responsible / General knowledge, respect for instructions, desire to improve / Adaptable profiles

Some manager states also that:

• they have difficulties to engage staff under permanent contract,

• few candidates ask for apprenticeship

We can also note that several manager states that they have difficulties to recruit waiters.

3.1.2. Employment according to job profiles

People employed according to some job profiles

Profiles	Number of employees	Less than one year in the company (in %)	Between 1 and 4 years in the company (in %)	Link training-employment for young workers-	Link training-employment for experimented workers
Kitchen assistant, commis	106 000	**34**	**30**	--	--
Cook	222 000	**24**	**30**	++	++

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Chef	28 000	13	26	++	++
Waiters	234 000	**39**	**36**	--	-
Heads of hotels, bars and restaurants	164 000	nd	nd	-	--
Managers in hotels and restaurants	50 000	11	**30**	-	-

Source: Insee, Employment Survey 2009-2015, Calculation: Pôle emploi – Metropolitan France

Figures in bold correspond to figures that are at least 20% superior to the average.

3.1.3. Recruitment for the various job profiles

Repartition of employees recently recruited (being less than 7 years in the company)

Profiles	Repartition according to the age			Repartition according to the qualification			Women (in %)
	Young* (in %)	Middle Aged (in %)	Over 50 (in %)	No qualification	EQF level 3 or 4	EQF level 5 or more	
Kitchen assistant, commis	42	45	13	**42**	48	9	**59**
Cook	38	50	12	**25**	**68**	6	28
Chef	19	**72**	9	14	**77**	10	17
Waiters	**56**	36	8	31	**57**	13	60
Heads of hotels, bars and restaurants	14	**62**	**24**	**25**	51	23	37
Managers in hotels and restaurants	36	**57**	7	7	47	**46**	32

Source: Insee, Employment Survey 2009-2015, Calculation: Pôle emploi – Metropolitan France

* A young employee is a worker who has terminated initial training less than 10 years ago.

Figures in bold correspond to figures that are at least 20% superior to the average.

3.2 Trends in culinary arts at national level

It is difficult to distinguish between deep trends and passing fad. We can distinguish:

• Trends within the job, generated by the demand of customers

  ◦ Clients are more sensitive to health considerations, diet requirements, to the use of vegan food, to the use of fresh and local products, the use of products attached to a territory (being more "authentic") or to a producer.

  ◦ They don't want to wait, they are very impatient.

  ◦ Clients pay more attention to the price.

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- They have expectations generated by an over-watching of TV shows dedicated to culinary arts. They are looking for new experiences and they like stories.

- They use social media to learn about places and to comment about places: many chefs or managers are not comfortable with reacting to negative inappropriate feedback (some are really distraught). They are not used to manage their e-reputation.

- What customers can say or show about the food or the experience is more important than what they eat and if they can share it on the spot, it is better (but this behaviour has more impact on the management and on the service than on the kitchen job).

- Trends within the job, generated by the environment (legislative, economic...)

- Chef need to adapt to the legislation and clients needs regarding allergy. This introduces a need for more flexibility.

- Globalisation, circulation of products and images and mobility of chefs increases the influences and fusion of various food traditions.

- Most people don't have the financial capacity to live near their work so they need to have lunch outside. Restaurants need to provide an adapted offer (not expensive, quick, healthy). And it also generate new occupations (truck food, delivery of lunches…) that become competitors of traditional restaurants

- More widely, at different levels ICT is used to manage customer relationship (booking, information of customers, taking orders…).

- There is an increasing hardness of customer relationship (and employee relationship) with conflicts and risks of juridical procedures.

- There is a tendency to the reduction of cooking activities, replaced by assembling procedures, managed by pre-defined protocols. This tendency is pushed in particular by franchises.

- Trends within the job, generated by the chef. Most of the trends are generated by creative chef who have good communication skills and an aptitude for story-telling. Molecular cuisine that was very popular a few years ago seem to decrease in influence as far as communication is concerned.

- Trends increasing the scope of the profession (cf. 3.3)

3.3   Adding new occupations

Most of new occupations seems to be marginal and do not really challenge the core job of a chef as they mostly rely on soft skills such as communication and creativity (and not on the core skills of a cook that we don't need to reconsider for that purpose). Thus, they should not have an impact on the existing curriculum to become chef. Training needs required for new occupations can be satisfied through specific short modules, some of them being already offered by some schools.

4. Challenges to work-focused higher education and LLL

As part of the process of harmonising higher education curricula in Europe, the national framework for higher education degrees is structured around three levels: Bachelors degree, Masters degree and PhD. All of them are accessible on a lifelong learning path and through work-based training.

4.1 Higher Education, EQF Level 5

One level before the Bachelor, there is one higher education diploma (EQF level 5) depending on the Ministry of education: the advanced technician certificate (BTS) in hotels and restaurants. Like other certificates, it can be prepared following the four different training paths (corresponding to four different legal status):

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- After an initial training scheme (status of student)

- Under apprenticeship contract (status of apprentice)

- After a continuous training scheme (status of trainee)

- Under professionalisation contract (status of employee-worker)

It can also be taken through individual application or through validation of prior experience.

While the purpose of the BTS is immediate entry into work, it is nevertheless possible to continue studying, in particular towards a vocational Bachelors degree.

4.2 Higher Education, EQF Level 6

The vocational Bachelors degree is a national qualification issued by a university. It is open to people with a baccalaureate, but also those who have obtained a post-baccalaureate qualification, such as a BTS. It requires two semesters of study (one year), and combines theoretical and practical learning, learning about methods and tools, a 12-16 week work placement and the completion of a supervised project. The vocational Bachelors Degree was designed to allow people to move directly into a profession. It relates to European undertakings on the provision of a degree course that reflects the demands of the labour market in Europe and to the need for new qualifications between advanced technician level and advanced executive- engineer level.

In the culinary sector:

- a vocational bachelor degree called "Culinary arts and table arts" is delivered by the Universities of Cergy-Pontoise, La Réunion, Bretagne Occidentale (Brest), Angers, and by the CNAM.

- Ferrandi School prepares and delivers a Bachelor in Culinary Arts and Entrepreneurship with two specialities (cooking or pastry). It is the only French school in the hotel and restaurant sector to offer state-approved bachelors.

Paul Bocuse Institute prepares and delivers a level 6 certificate "Manager in cooking and catering" inscribed in the French database of certifications.

In a neighbouring field, there is the vocational bachelor degree called DRACI (Development and Research in Industrial Culinary Arts) delivered by University Rennes 1.

4.3 Higher Education, EQF Level 7

The Masters degree requires the acquisition of 120 recognised credits, spread over 4 semesters. It is open to people with a Bachelors degree or through the accreditation of work experience. The course content includes theoretical, methodological and applied elements and, when required, one or more internships. It also includes an initiation to research and, in particular, the completion of a dissertation or other original research work. The Masters degree provides access to high-level jobs for people with five years of education following the baccalaureate or access to further study.

Paul Bocuse Institute prepares a Master in Culinary Leadership & Innovation awarded in partnership with Haaga Helia University in Finland. The training lasts 18 months. Courses are delivered in English. Prerequisites are to hold the equivalent of a vocational bachelor degree in the hospitality sector. Occupations targeted are creator of companies, developer of concepts, research and development manager...

5. Participation of governments and other stakeholders' groups

5.1 The role of the policy makers and the VET institutions
5.1.1 The role of policy makers

There are two kind of policy makers that have different roles:

• national public authorities represented in the culinary sector by the Ministry of education that is responsible for the elaboration of diplomas and that is also the certifying body and the Ministry of labour that is responsible for the content and certification of the Professional Title of cook.

• Regions that are responsible for Apprenticeship and training of unemployed. Note that with the new reform, Regions will not be managing anymore the opening of Apprentices Training Centre: any training organisation will be able to open one. These centres will not be anymore subsidised by the Region but they will receive an amount of money for each contract of apprenticeship signed. Professional branches will have to determine a cost for each diploma or certificate that it will apply all over France.

VET diplomas depending from the Ministry of Education are constantly evolving in order to adapt their content to technological changes and employment conditions.

5.1.2 The role of VET Institutions

They prepare candidates to obtain a diploma or certificate. They need to follow the competence reference framework. They must be accredited as training organisations with adapted equipment and qualified trainers in order to have the learning paths financed. Some of them are also accredited to perform continuous assessment.

They can be financed

• by the State when they prepare students

• by the Region when they prepare unemployed or apprentice

• by the companies when they prepare employees

Non student learners are selected by the companies (for apprenticeship or professionalisation contract) or sent by prescribers that can be in particular the Employment agency and Mission locales (for under 26).

5.2 The role of the social partners and other stakeholders
5.2.1 Role in the elaboration of qualifications

Professional diplomas provided under the Ministry of Education are created, modified or revoked after consulting the professional advisory committees of the sectors concerned. These Consultative Professional Commissions are bodies under the authority of the Minister grouping four colleges: employers, employees, public authorities and qualified personalities. They formulate opinions on the creation, updating or suppression of professional diplomas, from CAP (level 3) to BTS (level 5). They decide on:

• the need for diplomas in view of the evolution of the professions;

• the contents of professional diplomas;

• the place of national education diplomas within all professional certifications.

Tourism, Hospitality and Catering is one of the 14 professional advisory committees. As the other ones, in includes 40 members in four colleges: employers, employees, public authorities and qualified personalities. The chairmanship and vice-chairmanship are held alternately by a representative of the employers and a representative of employees. They are

• Employers: CPIH: Professional Confederation of the Independent Hotel Trade, National Federation of French Tourist Offices, Union of fast food restaurants, National Union of Travel Agencies, Professional union of the collective catering industry, National Union of Thematic and

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Commercial Catering, Union of Trades and Industries in the hospitality sector (UMIH), National Union of Tourism and Outdoor Associations

•	Main employees trade unions (CFDT, CGT, FO, CFE-CGC the French Confederation of Managers)

•	Public authorities: Association of French Regions, Centre for Studies and Research on Qualifications, General Inspectorate of National Education, Ministry of Ecology, Sustainable Development and Energy, Ministry of Higher Education and Research, Ministry of Labour, National Information Body on Education and Professions

•	Qualified personalities: Assembly of French Chambers of Commerce and Industry, Permanent Assembly of Chambers of Trades and Crafts, Federation of Parents' Councils, Federation of parents of public education students, The different teachers' unions.

5.2.2 Role in the certification process

The National Commission for Vocational Certification is a French organisation that is inter-ministerial, inter-professional and inter-agency that has been created in 2002. It is under the authority of the Minister responsible for vocational training. It is composed of sixteen representatives of the Ministries, ten social partners, three elected representatives of chambers, three elected representatives of Regions and twelve qualified persons.

It has several missions:

•	Identifying the supply of vocational qualifications by managing the national database of professional qualifications (RNCP),

•	Processing applications for registration and updating the national database,

•	Ensure the renewal and adaptation of diplomas and certificates, to monitor the qualifications and work organization,

•	Make recommendations to the attention of institutions delivering professional certifications or certificates of qualification.

5.3 The ongoing reform
5.3.1 Reforming initial vocational education and training

Reforming initial vocational education and training (VET) started in May 2018. According to national statistics, 35% of upper-secondary students enrolled in the vocational pathway (professional high schools) are still unemployed seven months after graduation. Employment rates for VET students vary significantly, depending on the type of programme chosen and vocational qualification achieved, from 16% for those having achieved a CAP in trade sales to 60% for those with a Professional baccalaureate in the hotel/catering sector or in hairdressing-aesthetics. The reform aim is to match better skill supply and demand and increase the prestige of VET as a road to excellence, easing transition to work. In particular, it plans:

•	to lower the number of students enrolling in saturated career fields (such as administration) and to offer more places in VET programmes preparing for jobs in demand,

•	to have a stronger engagement of social partners in shaping the content of VET curricula in response to the changing nature of professions,

•	to bring together secondary and higher education institutions, research institutes and companies,

•	to expand apprenticeships in all vocational high schools, which alternate periods of classroom-based learning with in-company training.

5.3.2 Reforming lifelong learning

Lifelong learning is being adapted with the law "Freedom to choose your professional future" that was passed in September 2018. It has the objectives to simplify the financing and the architecture of the system, to increase the responsibility of the actors, to develop the investment of companies on competences, to involve more professional branches in the

orientation. This is done in particular by the development of apprenticeship, by the reduction of the number of training funds to 11 Competence Operators (they will not anymore collect the contributions of companies that will be collected by the existing social contribution collector, by the creation of a unique organisation France Competence as the National regulatory and financing authority for vocational training and apprenticeship.

6. Key issues according to country experts

6.1   Strengths

The initial training offer is rich and globally adapted to the needs of the profession regarding the core skills of a chef. Grantees of the various certificates do not have difficulties to find jobs.

There is also a training offer for lifelong learning supported by legal and financial means.

The culinary sector provides an important reservoir of jobs, that are becoming more diversified, in a variety of contexts with possibilities to evolve on a professional level, even if it not always possible in the same company. In 2016, there were more than 750 000 workers in the restaurants. Between 2005 and 2017, the number of jobs in catering and restaurant businesses has increased by 34%. Also from 2017 to 2022, it is expected that 308 000 jobs will be needed corresponding to 171 000 replacement of retired workers and to 137 000 creations (Source: Pôle emploi).

6.2   Weaknesses

The content of existing qualifications could be modernised to give more importance to local and seasonal products and to include the use of the new techniques and new technologies.

Basic soft skills of candidates need to be developed (politeness, hygiene, punctuality…) before they are employed.

All restaurants managers are not using lifelong learning possibilities to develop the skills of their employees, because they are not aware about the possibilities, because it is difficult to compensate the temporary absence of an employee, because they are not convinced by an offer which modalities are not always adapted to the hospitality sector. Also they are not used to external training. This is particularly true for the small businesses.

Most of companies face difficulties for managing human resources: recruitment, integration of new employees, important turnover… There is a need to increase the competences of kitchen managers and restaurant managers. A training offer that could be extended is already available but it is not known enough. Other training modalities could be foreseen.

New generations is more exigent regarding the workload, the schedule and the days off and the holiday periods. They appreciate autonomy. It is more difficult to recruit and to retain the employees.

All actors including the young adults need to acquire digital competences, for the inside of the restaurant and towards the outside.

7. Summary of the results and conclusions

Lifelong VET offer could be enlarged in content and more adapted regarding the modalities. Chefs and future chefs need to be able to access a variety of specialised modules. Key modules are not all referring to the core skills of a cook except for the use of techniques and technologies but to the management of human ressources, to the management of the restaurant and to the use of digital media. They would prefer to be able to take these modules on the workplace but they are not receptive to e-learning. Management of human resources adapted to restaurants is of particular importance because it helps solving many needs of the profession: better recruitment, retaining the staff, organisation of schedules, listening to the needs of the employees, managing possible conflicts, involving staff in the decision-making

process, giving a meaning to the tasks (being able to explain how and why), managing differences among the staff, transmitting values and know-how, developing a friendly atmosphere, facilitating informal learning on the workplace, empowering staff… Communication skills are important, not only towards the customers but also towards employees and potential employees. The image of the restaurant needs to be well thought and maintained.

As everything cannot be included in a curriculum, it is needed to prepare the future chef with three main competences that will allow them to evolve: capacity to adapt, learning to learn, creativity. They will give them the keys for searching and developing new activities, new trends and for professional evolution.

The development of the digital culture is required to master social networks (providing content, dealing with comments…) and dedicated software for the kitchen or for the company (booking, management of supplies…).

Core skills that were at the margins at the profession of chefs take a growing importance: artistic skills, knowledge of dietetics, general culture of the products (both local and from foreign origin as both are included in the actual trends of cooking).

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VET Need Assessment Report (NAR) ITALY

Content:

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1. Introduction

The food sector is one of the most important in Italy, with aprox.385.000 persons employed, a total turnover of over 135 Billions Euros and an export of over 37 Billions Euros.

After some years of economic crisis, the food sector in Italy has restarted to grow after 2014, mainly thanks to the price reduction of energy sources and raw materials.

Food producers in Italy are generally small companies which face difficulties to grow at International level.

Production, transformation and selling of food products remain very fragmented in Italy, with a very high competition and low margins.

Italy is among the EU Member States where manufacturing still makes up a considerable share of its economy, especially in the north and the centre of the country. Italy's highly fragmented productive structure compared with the other leading Member States is common to every sector, and especially so in the south. Data on education attainment, employment and unemployment, as well as the OECD skills surveys, suggest that Italy faces the double challenge of a labour market that, in southern regions, cannot fully absorb the human resources available, and skills mismatch due to education choices that do not give people the opportunity to find jobs. Low returns on education and training do not encourage people to update and upgrade their skills, though this is important for enterprises to be able to innovate, be competitive and create new jobs.

Understanding this interplay between economy, labour market, and education and training is one of the prerequisites to devising effective policy responses. To identify potential areas of growth, define types and levels of qualifications, the skills and competences needed, and provide education and training that is relevant to the labour market requires the cooperation of the education and training and employment sectors, social partners and third sector organisations. This is important to ensure that vocational education and training (VET) gives people the opportunity to acquire a mix of skills that combines theory and practice, allowing them to perform a specific occupation, but also gives them the opportunity to progress and return to education and training to be able to upgrade and complement their skills. Collaboration and support structures are needed to help small and microenterprises engage in training.

The complete Agri-food Chain is made of 3 parts:

1) Raw/agricultural product

2) Product processing

3) Distribution-Sales/ Restaurants

1.1 Some words about the VET national system

The Food sector preparation and corresponding professional profiles are part of the VET system both at National and Regional level.

The education pathway related to the profile chef-cook starts with the Secondary School by means of Achievement of a Diploma at a Vocational institute with an address in Food and Wine Services and hotel hospitality (the so-called Hotellery School). The School lasts three years, to which can be added a two-year post-qualification period. After the three years, one can choose: whether to obtain the qualification of Operator of the banqueting services of kitchen and become an apprentice or assistant cook, or continue the two-year period by obtaining the diploma as a technician of the banqueting services of kitchen.

Once the duty-right to school is completed, the enrollment to courses for competences updating is possible. Such courses can be provided at regional level, both funded and private, and lead to qualification of EQF3 and EQF4.

Also Higher Technical Education and Training (IFTS) pathways, compliant with the profile Chef-Cook are recognized at State Level and lead to EQF4 qualification.

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On the opposite, ITS pathways, leading to EQF5 qualification are not so coherent with the profile investigated since they are more focused on technologies and marketing applied to the Food Chain. Up to now, ITS focused on Culinary and Gastronomy are not yet designed nor implemented.

At tertiary level, EQF7 qualification è released by the University, after the achievement of the University Degree.

2. Skills requirements by an Executive Cook/Chef

2.1 The training offer

At present, at 01/01/2018, the Regional Inventory, with reference to the Profile Chef and Cook is made of the following Professional Areas:

Food Planning and Production

The qualifications foreseen within this area are eight:

1. Agri food Operator - EQF3

Agri food Operator is able to manage the various phases of the agri-food production process, using machines and instruments specific to the specific areas and processing cycles.

2. Meat processing operator - EQF4

The meat processing operator is able to process meat and meat cuts and to make meat products using specific tools and equipment suitably selected for the type of meat, product and processing

3. Milky-dairy processing operator - EQF4

The dairy processing operator is able to produce fresh and seasoned dairy products, using specific methods and technologies in the various processing stages.

4. Bakery and pastry Operator - EQF4

The Bakery and Pastry Operator is able to realize fresh pasta products and bakery products by intervening on the various stages of the manufacturing process, both industrial and artisanal, with specific methods and technologies.

5. Wine Making Operator - EQF4

The wine making operator is able to ovesee the transformation of grapes into wine products, using specific methods and technologies in the various processing stages.

6. Food Designer - EQF6

The food designer is able to translate the needs and requirements of the market into food formulations by creating new or modified food combinations and technological engineering for the development and industrialization of the product

7. Food Products Quality Technician - EQF6

The Technician in the quality of food products is able to verify the development and management of the quality of the agri-food production process in line with the current regulatory framework.

8. Food Traceability Technician - EQF5

The Technician of traceability in the agro-food sector is able to rebuild the path of an individually and materially identifiable agri-food product, through the phases of production, processing and distribution and through documented identifications regarding material flows and chain operators.

Meals Production and distribution.

The qualifications foreseen within this area are five:

1. Meal and beverage distribution operator - EQF4

The operator of the meal and beverage distribution service is able to provide the organization of the service of wines and dishes, using equipment and service techniques according to the type of menu, structure and event and preparing the space for the catering.

2. Pastry production operator - EQF4

The operator of pastry production is able to design and implement traditional and innovative recipes for pastry and ice cream, using specific methods and technologies for processing, leavening and baking of pastry products and enhancing their presentation with creative methods.

3. Meal production operator - EQF4

The operator of the meal production is able to design and implement recipes and menus for various culinary specialties, to enhance the image of the culinary product to be presented and to guarantee the standards of quality and taste, using innovative technologies of manipulation and food preservation

4. Restaurant operator- EQF3

Restaurant operator is able to prepare and distribute - according to pre-established methods and indications - meals and drinks, intervening at all stages of the supply service process.

5. Banqueting services technician - EQF5

The technician of the banqueting services is able to manage the distribution flows of meals and drinks, to design events by choosing the appropriate methods of service delivery, to provide the layout and setting of the spaces, to carry out customer care and satisfaction activities. .

The duration in terms of number of Hours varies according to the features of the users and to the learning objectives:

• 600 hours (between 30% to 40% learning in the job) for users with prior job experience non relevant or non coherent with the contents of the path

• 500 hours (between 30% to 40% learning in the job) for users with prior job experience non relevant or non coherent and with Education /training Diploma coherent with the contents of the path 3)

• 300 ore (between 20% to 40% learning in the job) for users with prior job experience relevant and coherent with the contents of the path

• 240 ore (on the job learning not foreseen) for users already in the labour market with prior job experience relevant and coherent with the contents of the path

Higher Technical Education and Training courses (IFTS)

Higher technical education and training programmes are available in 20 specialisation areas at national level. They usually last about 1 year (800-1 200 hours). A compulsory internship is included, accounting for 30% of the total workload. At least 50% of the teachers must come from the world of work or have practised the profession in the field. IFTS pathways coherent with the profile investigated are two:

1. Technician of production and promotion of typical food and wine and the territory

(Tecnico della produzione e promozione delle tipicità enogastronomiche e del territorio)

The Technician of production and promotion of typical food and wine and of the territory is able to promote business opportunities in the restaurant sector combining the culture related to the local food and wine tradition with the ability to communicate to the customer information about tourist attractions, cultural events and recreational activities offered by territory,

promoting and planning marketing activities and commercial actions in the catering sector, coordinating and planning catering services, defining the quality standards of the gastronomic offer and taking care of the image of the restaurant structure, from the point of view of efficiency and qualitative standards of the organization and care of the spaces, apply techniques of analysis of the reference target and of the competition, set and present menus and the relative techniques of preparation of the dishes based on criteria of sales effectiveness, to apply reception and presentation techniques for the structure, products and services offered.

The access to this pathway is allowed to students with Diploma of Higher Secondary Education (primarily from tourist-hotel, catering or agro Schools). Access is also allowed to those admitted to the fifth year of a high school path and to those with the professional diploma obtained following a fourth year path of Vocational Education and Training.

Persons without diploma can also access, upon prior assessment of the skills acquired in previous education, training and work paths.

Duration: 800 hours

Internship: 320 hours

EQF4

2.   Made in Italy agro-food product technician: supply chain, valorization and export

(Tecnico del prodotto agro-alimentare Made In Italy: filiera, valorizzazione ed export)

The Technician of the agri-food product made in Italy: supply chain, enhancement and export is the profile able to enhance the wealth of the territory in a correct product / territory / market, specifically for niche products that require multidisciplinary skills. This professional figure knows the agri-food sector in every detail and is able to evaluate raw materials and select reliable and convenient suppliers, manages the different certification systems of the agro-food sector and is an expert of health and hygiene legislation in food field. It is also able to build appropriate marketing plans and qualify the commercial offer towards an internationalization process.

The access to this pathway is allowed to students with Diploma of Higher Secondary Education (primarily from tourist-hotel, catering or agro Schools). Access is also allowed to those admitted to the fifth year of a high school path and to those with the professional diploma obtained following a fourth year path of Vocational Education and Training.

Persons without diploma can also access, upon prior assessment of the skills acquired in previous education, training and work paths. Duration: 800 hours

Internship: 320 hours

EQF4

Master Degree 1st level – EQF7

Laurea in Scienze Gastronomiche – Parma

The degree in Gastronomic Sciences wants to address aspects related to the knowledge and enhancement of foods and places where they are produced. Training in Gastronomic Sciences, in addition to a basic knowledge of the scientific, technical and nutritional aspects of food, therefore gives great emphasis on the "culture" of food, deepening its historical, anthropological, psychological and economic aspects.

The course is scheduled for three years; during this time lectures, practical exercises, internships and company internships will be offered for a total of 180 CFU.

Scienze dell'Alimentazione e Gastronomia – San Raffaele Roma

The Degree in Food Science and Gastronomy, class L26, has the objective to train a qualified professional profile who can operate in agro-food, food and gastronomy technologies. The specific objectives for the training of this profile are articulated and placed in four disciplinary areas:

The area of basic disciplines, which will provide the student with the fundamental notions necessary to understand: the behavior of substance, the characteristics of plant and animal organisms, the molecular composition of foods and the relationships that exist with their chemical-physical properties.

The area of food sciences and technologies, which will provide students with knowledge on the analysis of raw materials, on industrial processes of transformation and on processes that guarantee the conservation and distribution of food in conditions of hygienic safety, with particular attention to integrity of their organoleptic properties and nutritional value.

The area of economic and legal disciplines, which will introduce the student to the main economic, commercial and marketing theories.

The area of gastronomic sciences, which will provide students with the knowledge necessary to address the issues of gastronomy through an interdisciplinary, historical-geographical and socio-anthropological approach, aimed at defining food as a cultural element in human life and, more in general, in different ethnic groups.

Laurea in Scienze Gastronomiche Mediterranee (SGM) – Federico II Napoli

The objective of the Course is to produce Graduated in Gastronomic Sciences with a high professionalism that, starting from the gastronomic aspect, extends to the production processes linked to the territorial specificities (in particular the Mediterranean area), to the food technologies , both traditional and more advanced, to the history and culture of food, food security, entrepreneurship and management of companies and large groups active in the catering and promotion of our heritage.

International Level

The most relevant example at international level in the field of Cookery and Hospitality available in Italy is ALMA International School of Italian Cuisine.

The ALMA School is a Private Entity and an international point of reference as a Higher Education Centre for training Italian Cookery professionals.

ALMA is the most authoritative training centre for hospitality, wine and food.

Conveniently located in the heart of the Food Valley, 10km from Parma (declared by UNESCO as the "creative city of gastronomy"), every day ALMA trains tomorrow's catering professionals. Since 2004, ALMA has been pursuing this aim within the stunning Colorno Palace.

ALMA Courses

- ICP – new Italian Culinary Program

- IMPP - Italian Modern Pastry Program

- Tailor made programs

- Courses Abroad

- Joint Programs between ALMA and the Partner Schools

- Advanced Course of Italian Cuisine

- Cooking Techniques Course

- Basic Pastry Techniques Course

- Advanced Pastry Course

- Course in Modern Breadmaking

- Advanced Course of Restaurant, Bar & Sommellerie Management

- Master Sommelier ALMA-AIS

- Food & Beverage Manager Course

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ICP – new Italian Culinary Program

Among this catalogue, the ICP – new Italian Culinary Program (Unit I and Unit II) is accredited by the Emilia Romagna Regional Authorithy. At the end of the complete path, the certificate of "Operatore alla produzione pasti – level EQF 4" is issued.

The NEW Italian Culinary Program, organized in two educational units allows to become a professional chef of Italian Cuisine.

The Italian Culinary Program is a long term/one-year course: starting from the basics, it moves up to the advanced level and offers a fully and professional italian food&cuisine study experience.

It is a master course of Italian cuisine designed for international students: an opportunity to live the Italian cuisine from a privileged point of view, learning the best advanced techniques with ALMA chef trainers, working with excellent raw material during training lessons and meeting the greatest Italian Chefs, discovering and tasting the typical regional products during the field trips and visiting producers around the Italian Food Valley.

PROGRAM STRUCTURE

UNIT I - STARTING FROM THE BASICS

Duration: 3 months and half

The programs starts with the basics, combining lessons at ALMA premises and field trips all around Italy, for a first approach with the italian food and the culinary techniques. No previous experience in catering world is required. The Unit I ends with a final assessment of each student's path to verify the acquired skills.

At the end of the Unit I you will be issued the Certificate of Attendance "Fundamentals of Italian Cuisine -products & techniques" and the Certificate of Skills.

UNIT II - MOVING TO THE ADVANCED LEVEL

Duration: 4 months residential phase at ALMA premises + up to 4 months traineeship in Italian restaurants.

The course is designed to give International students not just theoretical and practical training in advanced Italian Cuisine but a comprehensive Italian Experience.The combination of Italian culinary culture, language, history, wine and the field trips together with the professional training in one of the top Italian Restaurants is a perfect way to learn how to become a real professional of Italian Cuisine.

FINAL EXAM: 2 DAYS

Final graduation

Professional Diploma "Cook of Italian Cuisine – Advanced Level"

Certificate of Professional Qualification of " Operatore alla Produzione Pasti – Level EQF 4"

Other relevant private schools are: Accademia Italiana Chef and Scuola del Gambero Rosso

LLL and Career development pathways

1. **ESF 2014-2020**

The Regional Working Programme ESF2014-2020, identifies 3 priorities of intervention:

• enhance the intellectual capital through investment policies of companies and Public Administration;

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• boost innovation, diversification and entrepreneurial capacity of the production system, orienting it towards growing and highly skilled sectors that work for sustainability and that produce services to people;

• pursuing the objectives of social cohesion, integration and quality of collective services.

The regions publish the calls for proposals that allow to finance, in a total or partial way, the training of employees, members and / or owners of companies.

2. **Interprofessional funds**

For the training of their employees, companies can choose to join one of the national inter-professional funds for continuous training, organisations with associative nature promoted by the organizations representing the social partners.

The Funds are fed by the supplementary contribution for compulsory insurance against involuntary unemployment that employers pay to INPS (Article 25 of Law No. 845/1978): by choosing to join a Fund, the company has the possibility that the 0.30% of the contribution paid will return back into training actions aimed at qualifying workers, in line with their corporate strategies.

The Anpal (National Agency for Active Labor Policies) supports the Ministry of Labor and Social Policies in its task of guiding the system of continuing vocational training, including that financed by inter-professional funds, to create a homogeneous framework at national level and monitor also, the activities carried out by inter-professional funds for continuing training.

Training can be provided through:

1. Individual training vouchers that the company can use to register its employees for multi-companies training courses

2. Avvisi di Sistema, financing general or thematic activities: in this way the adhering companies can join in common training plans, managed by accredited training bodies. Such Calls generally have a national feature.

3. Conto formazione aziendale (only some funds) made up of the resources set aside, to create customized business training plans, designed ad hoc based on specific company needs.

2.2 The competence and training needs according to the employers

Our Focus Groups, participated mainly by entrepreneurs, chefs and employers, provided interesting information and observations on the skills required by the labour market.

No one focused on the technical skills of the chef, but they all highlighted the importance of skills related to soft skills and managerial skills where the chef is meant as the coordinator of the Kitchen.

Soft skills could be defined as natural competences that can be applied to different sectors and exploited in different work contexts. Think of the ability to respond to criticism or the ability to accept a correction, without altering but feeling stimulated to do more and better: these are just some of the most wanted soft skills. Another example of soft skills is the ability to work in a team or to meet deadlines: these are not insignificant skills and in a very competitive work environment, are very useful.

Below are the soft skills that are required by employers:

Communication skills

It is not only a matter of having language properties but of being able to listen carefully, write without making mistakes and have a broad vocabulary and suitable for the context in which you work.

Knowledge of basic and advanced computer packages

Almost all jobs nowadays require staff who know how to use the computer.

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Relationship skills

The chef always works in a team. The ability to avoid problems and conflicts in the workplace is an ideal feature for any work environment.

Flexibility

Managing different situations or adapting to change is not an asset of many workers, yet it is one of the most searched, especially in workplaces such as the restaurant, characterized by high dynamism.

Curiosity and approach to deepen.

This develops critical thinking and new ideas.

Time management

To organize, plan, develop a project and deliver it in the right time, for this work this is a necessary condition.

Problem solving skills

Being able to solve the different problems that arise, maintaining determination and cold blood, is an uncommon ability but really valuable.

Ability to optimize resources

The restaurant has high costs; an employee able to make the most of the resources available is a good way to eliminate waste and give a new boost to the company's policy.

Strong work ethic

A willingness to see work as a way to achieve new goals and respond to different challenges. Employers, on the other hand, value ambitious employees who want to do their job brilliantly.

Empathy

In any working environment, the ability to understand at a glance and to empathetically listen to one another are essential values.

Employers also requires great motivation and passion, creativity, talent, accuracy and precision in work, resistance to stress and fatigue.

If the role tackled is the **Demi Chef** (also appointed chef de partie) he is a professional role in the food industry, responsible for the preparations for specific areas of the kitchen (eg. meat, pasta, fish, etc..). He reports directly to the chef for his work.

He works in organisations and accommodation facilities which need to cook in large quantities: restaurants, hotels, holiday villages, cruise ships, etc.

He collaborates with the chef in the creation of the menu, recipes and its control in the implementation phase. In facilities of excellence has the responsibility to prepare and present high quality dishes.

The knowledge and skills required include, for example: knowledge of how to prepare cooked and raw food, the various types of cutting of livestock, cleaning techniques, filleting, marinating of fish, how to cook different meats, fish, vegetables, techniques for cleaning and cutting vegetables, the art of confectionery, the appropriate use of herbs and spices.

The coordination and supervision activities carried out by the chef, together with his specific technical knowledge in preparing and cooking the food, are essential for the synchronization and efficiency of work in the kitchen. Another very important aspect is that a good Chef must be able to communicate effectively both with the cooks and assistants and with the superiors, and be able to keep calm even under pressure.

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Among the responsibilities of the demi chef are also the management of food orders and the control of the supply of the store, the verification of mise en place of the courses, control of compliance with current legislation on hygiene and food safety.

Summarizing among the competence of the demi-chef stand out:

- Preparation of the dishes for which he is responsible

- Control of the costs of prepared dishes

- Helping to respond positively to guests' questions in a timely and effective manner

- Ensure that raw materials are of good quality and properly stored

- Provide assistance to other departments, if necessary, and maintain good working relationships

- Report the risks and problems of hygiene and maintenance of the structure, respecting the safety rules

- Maintaining close contact with the management of the structure and with the reception service

The demi chef normally works in the established hours and is used to carrying out activities under pressure, coordinating a team; this requires strong organizational and relational skills.

The skills of a chef or executive-chef are those described above, to which must be added the passion for cooking and creativity, as well as a rigorous technical preparation, and managerial skills. Each dish is the result of the hands of the chef and his research to create something new and exquisite: new ingredients, new cooking techniques, new gastronomic customs, continuous innovation and experimentation, new combinations of ingredients, new technologies for cooking even the most modern and preparation of raw materials.

The chef must also have a very good knowledge of the techniques of conservation of raw materials and gastronomic dishes, must have extensive skills in nutrition and nutrition and the effects of changes in the food as a result of various treatments (cooling, freezing, cooking). Knowing and valuing the products and dishes of the territory where he works professionally, he must know the supply chains from the raw materials to the processed product. Only in this way a "dish" can be told and become an "experience" for the final customer.

Quotations from the Focus Groups:

"While they are still attending school, students should have more opportunities to interact with the world of work"

"In the selection procedure of a cook, the employer looks for the constancy of curriculum. I do not look for the cook who comes from the starred restaurant, I look for the one who has worked for some time in the same place, who has learned and demonstrated organizational skills."

"Chef: he is a person who has all-round skills and knowledge about everything in the kitchen"

2.3   Conclusions: training specific skills or training whole job roles

The stakeholders attending the focus groups were mainly from the following target groups: Cook-Chef, Star'ed Chefs, students, Trainers.

Cooks-Chefs have stressed that the market requires competences, independently from certified or not certified. Such competences are not easy to find, and so it is necessary to improve the education and training in the sector empowering:

1.   The practical component, stage and internship in different realities also abroad

2.   Soft skills: managerial competences (control-management), team-working, stress and time management,

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3.	Early screening assessment: Passion, Attitude, Motivation.

4.	Increase the Cultural, Open-Mind level required in the sector as key element for the continuing research of new culinary solutions (higher EQF level)

The trainers refer that the profile Cook-Chef, as well as the demi-chef, chef de parti, executive chef are roles recognised by the labour market, but are not certified by a relevant authority (Regional or State) of qualification certification.

Despite this, the Title is important for the Curriculum from the offer side of the Labour market.

The importance of having a qualification with an EQF higher means to lead the cook to a career pathway more structured, defined and advanced.

3. Occupations in culinary Arts

### 3.1	Occupations in culinary arts and occupational standards

Here following we report the occupations in culinary arts and occupational standards as defined by the National "Atlante del Lavoro" designed by INAPP – National Institute Analysis Public Policies Innovation.

Definition and Management of the Offer of Food production Services

Performance and output of the ADA (Area of Activity – Expected outputs)

RA1: Define the supply, prices and promotional initiatives of restaurant services, based on the analysis of market and cost-effectiveness data.

Activities carried out in support of the performance:

- Market analysis in restaurant services

- Definition of the supply of services and activities in restaurant services

- Definition of pricing in restaurant services

- Management and monitoring of revenue management strategies in restaurant services

- Concept of promotional projects in restaurant services

RA2: Planning and scheduling workflows and activities, also taking into account contingent situations, managing the resources of the restaurant facility

Activities carried out in support of performance:

- Operational management of personnel in restaurant services

- Planning of daily work activities in restaurant services

RA3: Establish customer satisfaction policies, starting from the identification of customer needs, defining strategies and operating methods aimed at maximising customer satisfaction

Activities carried out in support of performance:

- Management of the customer satisfaction system in restaurant services

RA4: Managing the procurement and maintenance processes, with reference to the needs of the structure, managing relations with suppliers and with the maintenance companies in charge

Activities carried out in support of performance:

- Management of supplies in restaurant services

- Management of ordinary and exceptional maintenance in restaurant services

Management and coordination of cooking activities

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Performance and output of the ADA (Expected results)

RA1: Manage supply flows, as required, by maintaining relations with suppliers and establishing pre-established methods for storing and conserving raw materials.

Activities carried out in support of performance:

- Management of supplies in restaurant services

- Management of raw material and food storage

- RA2: Designing the menu, taking into account the type of service and the valorisation of the dishes traditionally offered, at the same time innovating the proposals through the elaboration and development of new recipes and the originality of the visual propositions.

Activities carried out in support of performance:

- Elaboration of dessert recipes

- Design and development of recipes

- Menu design

- Design of the dessert offer

- Aesthetic proposal of culinary works

RA3: Ensure proper order management, establishing roles and assigning tasks to resources, based on workflow scheduling and contingencies

Activities carried out in support of performance:

- Coordination of kitchen staff

Food preparation and preparation of dishes

Performance and output of the ADA (Expected results)

RA1: Prepare the raw materials, within the assigned time frame and on the basis of the work plan received, by selecting, cleaning and processing the food and, where necessary, storing it.

Activities carried out in support of performance:

- Conservation of raw materials

- Control of raw materials

- Preliminary preparation of raw materials

RA2: Portion and distribute the food in plates or trays, respecting the standard rules of preparation, having cooked the different foods, applying the most suitable cooking methods, and prepared the necessary semi-finished products.

Activities carried out in support of performance:

- Preparation of dishes

- Cooking of food (dishes and desserts)

- Preparation of semi-finished products

RA3: Compose the dishes to be presented or trays to be displayed in a buffet, following a personal artistic sense, using different components for decorative purposes (e.g. elements of the same food or elements external to the content of the dish).

Activities carried out in support of performance:

- Artistic composition of plates and trays

- Decoration of plates and trays

RA4: Caring for kitchen equipment and hygiene of places and operating material, according to indications received and applying self-monitoring procedures for food safety.

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Activities carried out in support of performance:

- Application of self-monitoring procedures for food safety

- Checking the condition of kitchen equipment

- Care of hygiene of places, equipment and operating material

3.2 Trends in culinary arts at national level

Health

Health is becoming ever more important to consumers, as they become more aware of the impact their food can have on their health. Our food is evolving to meet consumer's health expectations, and Italian food is the perfect solution for health conscious people. Allergens and Sugar are out, whilst vegan based dishes reign supreme.

Tell Me A Story

The history behind what you are eating, where it came from, how it got to be what it's like and even who produced it. Each region of the country has its own story; small producers who are the best at what they do, through to big companies that are still proud of the products.

Rebellious Eats

Chefs are playing with our food and drink, looking for new ways to 'wow!' us. As our palates change, these innovative creators mix bitter and acid foods and drinks to excite us. A dessert is no

longer just for after dinner, but rather served with a savoury twist.

All Things Bright and Beautiful

Colour is appearing across food and drink, from brightly coloured pasta to cocktails glowing in the dark and both orange and blue wine. It started with squid ink pasta, black as coal and shiny, now we are seeing every colour of the rainbow, either in stripes or one colour. Powders are used to give added colour to the edges of pasta: pistachio powder sprinkled on to give a vibrant green finish, bright purple beetroot powder used as a quirky finishing.

Cooking With Fire

We are seeing the trend of cooking with fire to add flavour in kitchens across the globe. From charring vegetables to black almost burnt ingredients each brings whole new level to a dish. Adding smoke changes the whole dish and piquant pickles freshen the palate during the meal.

Family Style

Social eating and sharing food is extremely popular and restaurants are recognising this, serving either sharing platters or family style meals. Antipasti platters brimming with cured meats, cheeses and marinated vegetables are served with focaccia or flat breads, and how about a glass of frizzante on the side? Large family meals to serve 2 or more allows a little taste from each dish

Non semplici pasti, ma esperienze

Nel complesso, i clienti, in particolare i millennial, preferiscono spendere il proprio denaro per un'esperienza piuttosto che per una un semplice bene o servizio. Questo fenomeno già in atto continuerà nel 2019 e i ristoranti non faranno eccezione. Quando si mangia fuori, le persone cercano sia un buon pasto sia un'esperienza gastronomica coinvolgente.

3.3 Adding new occupations

Food Blogger

How many times have you consulted the web before preparing a new dish, buying a wine or discovering the best proposals of the place during a trip? In any of these cases, blogs

dedicated to food and wine are an invaluable source of information, advice, suggestions and must do. For this reason, food bloggers are among the most searched professionals to push activities in the start-up phase and promote restaurants and / or bars. The passion for good food, combined with culinary skills and web copywriting are essential prerequisites for success as a Food Blogger.

Sommelier 2.0

Sommelier 2.0 is a classic sommelier to which digital skills are added: he is not only asked to match the best wine to a specific course, but also the management of the wine list and, in some cases, the promotion of wine products. Sommelier 2.0, therefore, is a complete figure, contemporary and technical, with excellent management, marketing and communication skills.

Pastry Chef

Among the figures linked to the catering sector, the pastry chef remains one of the most requested professional figures in Italy and abroad: laboratory pastry chef, pastry chef in a restaurant or baker, this is an activity that allows excellent earnings and high specialization. From cake designers to chocolate masters, from experts in vegan sweets to professional ice cream makers: the skills required are creativity, technique and precision.

Sushiman

Sushi is now widespread in Europe, and that is a fact. The presence of a sushi expert, therefore, is increasingly required not only in Japanese restaurants and sushi bars, but also for catering activities or on cruise ships. Rapidity, aesthetics, attention to detail and impeccable technique: there are so many training courses on this subject necessary to prepare, in complete safety and hygiene, one of the simplest dishes, but at the same time risky, of Japanese cuisine.

Personal Chef

Chef at home: a self-employment that escapes the stressful dynamics of restaurant kitchens. The home chef practices his professionalism in private homes, luxury locations or embassies. He works with his own kitchen equipment and is supported, in general, by a team of collaborators. Satisfaction and independence are the main positive notes of this profession.

Food Innovator

The world of food is constantly evolving: there is no shortage of food innovators within the world who work on the creation of new products and new gastronomic experiences.

4. Challenges to work-focused higher education and LLL

WBL in higher education and LLL

Retention is a problem in Italy as almost two thirds of students (i.e. double the OECD average) drop out without completing their degree and young Italian students tend to progress slowly in their studies and almost two thirds of graduates exceed their normal completion time. In Italy, HE programmes are largely determined by the Ministry of Education, and are thus not tailored to the needs of individual students, though a certain amount of choice can be exercised through an individual study plan. A frequent criticism is therefore that little is done to encourage self-expression and personal development and educational methods are often held to be excessively didactic and not responsive to change.

Universities are autonomous in the planning of courses, as each university establishes the title, objectives, general framework and credits and assessment procedures. Common objectives and general criteria are, however, defined at the national and regional government level for all courses.

It appears that the employment and education climates in Italy are not yet conducive to WBL programmes. The high failure rate of students and the poor retention rate at HEIs act as a barrier to the development of such programmes. This is caused by the specific approach to

learning and teaching of Italian HEIs, which does not promote such modes of learning. This will need to be overcome for WBL programmes to be viable on a wide scale in Italy.

Generally speaking there are two main forms of dual system in Italy:

1.   Legislative Decree no. 107/2015 – «School-Work Alternance»

2.   Legislative Decree no. 81/2015 – Apprenticeship

Concerning «**School-Work Alternance**» it has been introduced with the aim of improving young learners work-related skills. It starts with an agreement between school and companies; young applicants are students, not employees, and the school is responsible for the entire learning process. The Legislative Decree 107/2015 has reformed school-work alternance in secondary education, making it mandatory.

Differently, the Italian **Apprenticeship** is a labour and training contract with a specific supporting legislation; it is located mainly in the labour market, with limited connections with the education system.

Italian apprentices are paid workers, who participate to training courses/experiences in order to acquire different kinds of qualifications

Target group: young people from 15 to 29 when entering; it can last up to 3 years according to collective bargaining

In Italy, the Legislative Decree No. 81 of 2015 ([http://www.jobsact.lavoro.gov.it/do](http://www.jobsact.lavoro.gov.it/documentazione/Documents/Decreto_L_egislativo_15_giugno_2015_n.81.pdf)[cumentazione/Documents/Decreto_L_____egislativo_15_giugno_2015_n.81.pdf](http://www.jobsact.lavoro.gov.it/documentazione/Documents/Decreto_L_egislativo_15_giugno_2015_n.81.pdf)) defines apprenticeship as a job contract with training purposes. The rule foresees that the employer is obliged to ensure the necessary training for achieving a vocational qualification or a degree. In Italy, the apprenticeship contract is divided into 3 kinds.

Three different forms of apprenticeship: 1st level, 2nd level and 3rd level; the first level one is similar to the German dual system, the second level one is the least connected with the education system.

To the purpose of this research only the "**Apprenticeship 1st level**" is taken into account.

Apprenticeship for the qualification and the professional degree (apprenticeship of 1st level - art. 43, Legislative Decree no. 81/2015). It aims at acquiring a three-year vocational qualification (valid also for complying with the compulsory education) or a professional degree. It targets young people aged between 15 and 25 years and includes in-company training and training outside the company (in-classroom training)

The apprenticeship contract for the qualification and the professional degree foresees 500 hours of training for the 1st, the 2nd and the 3rd year and 400 hours for the 4th year. On the other hand, the apprenticeship for the upper secondary education foresees that for the 2nd year the annual duration of the in-classroom training is of 70% of the total hours and for the 3rd, the 4th and the 5th year it is of 65%.

To the purpose of the CULINART project, the learning programme of the apprenticeship for the Higher Technical Education and Training (HTET) – IFTS – is divided into periods of: internal training, which takes place at the employer and external training (420 hours), which takes place at the training institution (636 hours).

-500 hours at the school

-300 hours of in company training

The remaining hours over the year, are working hours and the exact figures results from the difference between the hours object of the yearly employment contract (in hypothesis 1600) and the training hours (800).

5. Participation of governments and other stakeholders' groups

5.1   The role of the policy makers and the VET institutions

Today, vocational training is taking on an increasingly strategic role within the production system. On the one hand, it responds to the needs expressed by companies; on the other, it responds to the training needs of young people who wish to acquire skills for their entry into the labour market and of workers who wish to be constantly updated and competitive, an essential and strategic condition for preventing their exit from the labour market.

Generally speaking, VET institutions role is to orient young people to choose their own path but also to accompany adults, in training but above all in the transition to new jobs, often as a result of moments of employment crisis. However, the identification of qualification, updating and requalification, specialization or reconversion paths, functional to capitalize on the talents of which each one bears, is an effective process only if it is seriously anchored to the knowledge of the labour market and of the professional needs that it expresses.

Training institutions consider the daily confrontation with companies a decisive resource to contribute, on the one hand, to recover, through training, the high mismatch between skills possessed and those required by the market and, on the other hand, to promote and mediate the encounter between demand and supply of labor in the market, in response to the needs of outplacement but also of flexibility and conciliation, in synergy with the network of institutional, economic and social actors.

5.2   The role of the social partners and other stakeholders

The major challenge in higher education and LLL is to ensure that the qualifications people obtain are actually of value to them on the labour market, and so that employers can employ people who possess the skills they need. To achieve this, the cooperation between 'Social parts' and 'Vet Institutions! should be much more intensive and more substantial. These two worlds (education and labour market) need to address and overcome existing barriers between them and understand that only a joint approach will deliver what people really need and want. A more flexible, responsive education and training system is good for learners, good for employers, good for the economy and good for the community(ies) it serves. It will help balance the labour market and ensure that individuals and employers acquire the skills they need.

One of the first tool to reach such goal is to have a representation of the real Demand of workforce. Not always, the structure of the labour market is clearly defined, and very often the comprehension of the profiles searched is misunderstood between the parties. To this regard, the organisations representing the employers' interests should be more involved and be effective in collecting and transferring the results to the training providers.

6. Key issues according to country experts

6.1   Strengths

Presence of Private Schools very valid for the presence of experienced teachers and professional chefs and the opportunity to experience the technological innovations and not only.

Awareness of the value of tradition in relation to products linked to the territory and room for innovation starting with traditional products.

From an economic point of view, the sector is growing and also enters the supply chains of other sectors and the supply chains of raw materials used.

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6.2   Weaknesses

In Italy, the professional institutes are very unqualified. This type of school is chosen by those who do not have a good academic performance, therefore also the personal motivation to the role, a key element for this profession, is not an element of evaluation and choice in the phase of orientation already in the lower middle school.

The training in the sector is not of good quality. Hotellery Schools do not prepare students well, not so much from a technical point of view, but from the point of view of soft skills, which are essential for this role. There is also a weakness at the level of the trainers of the technical subjects, as they are not prepared for innovations and have little professional experience in the subjects they teach.

The training institutes of the sector are lagging behind the evolutions, given by the technologies that influence preparation times, product quality and cost recovery.

The practical component is insufficient. The Italian legislation governing internships and internships is strict with respect to working hours and restaurateurs are not willing to manage with rigidity.

The training of the sector should also lead to qualifications of a higher EQF level, possibly also of a university level.

7. Summary of the results and conclusions

The existing qualification Production of meals Operator refer to the Profile of Cook. It does not include the research of new dishes using peculiar raw material of the territory.

One of the main finding of this research is that at Regional Level, no qualification exist that is referred to the profile of "Chef", meant as specialist working in (star level) Restaurant, with managerial competences, and with capacity of inventing/researching new dishes using peculiar raw material of the territory.

The existing Schools of HIGH KITCHEN, whose teachers are famous Chef, are very expensive and are referred to the only one Qualification existing of Operator of meals Production EQF4 that is OPERATOR level. The learning outcomes should to be referred to an EQF level higher, of Technician/Middle Manager since these schools train Starred Chefs.

With a view to thinking of a Chef-Executive qualification that can respond to the evolution of the sector and that can cover the gaps identified, two possibilities are envisaged:

-        Introduce the new CULINART Qualification EQF level 5 or 6 to the Regional Authorities;

-        Assess the possibility with the Emilia Romagna Regional Authority to adopt the CULINART Qualification Content for a post-diploma course of 2 years duration leading to level EQF 5.

References:

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Assessore all'Agricoltura Regione Emilia-Romagna

Associazione Chef to Chef

Fondazione FICO

Stakeholders partecipanti: 10 Chef stellati; 20 studenti; cuochi e ristoratori 19

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VET Need Assessment Report (NAR) PORTUGAL

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1. Introduction

1.1 Some words about the VET national system

The Portuguese VET system has been changing significantly in the last 2 decades. The system has been getting more mature and, globally, closer to the world of labour market. VET system is based on principles of lifelong learning and includes specific courses to adults and young people.

In Portugal, Vocational Education and Training (VET) are under the responsibility of the Ministry of Education (responsible for general non-higher education) and the Ministry of Labour, Solidarity and Social Security (responsible for continuing vocational training). Higher Education is of the responsibility of the Ministry of Science, Technology and Higher Education. Finally, adult education and training is a joint responsibility of the Ministry of Education and of the Ministry of Science.

The public-school network is organized in school clusters, which are made up of schools offering all education levels (from pre-school to secondary).

The National Qualification System (SNQ) reorganised VET within the remits of the education and employment authorities into a single system.

Vocational Education and Training is possible at different levels:

a) at lower, secondary level, VET programmes (CEF, ISCED-P 254; EQF 2), that are school-based, targeting young people aged +15 with complete cycle of basic education and who are at risk of early leaving;

b) at upper secondary level, all programmes lead to a double certification (secondary education certificate and VET qualification), leading to employment of further studies including higher education (ISCED-P 354, EQF 4);

c) at post-secondary level, VET programmes combine general education, science and technological training with Work-Based Learning (WBL) (CET, ISCED-P 454; EQF 5).
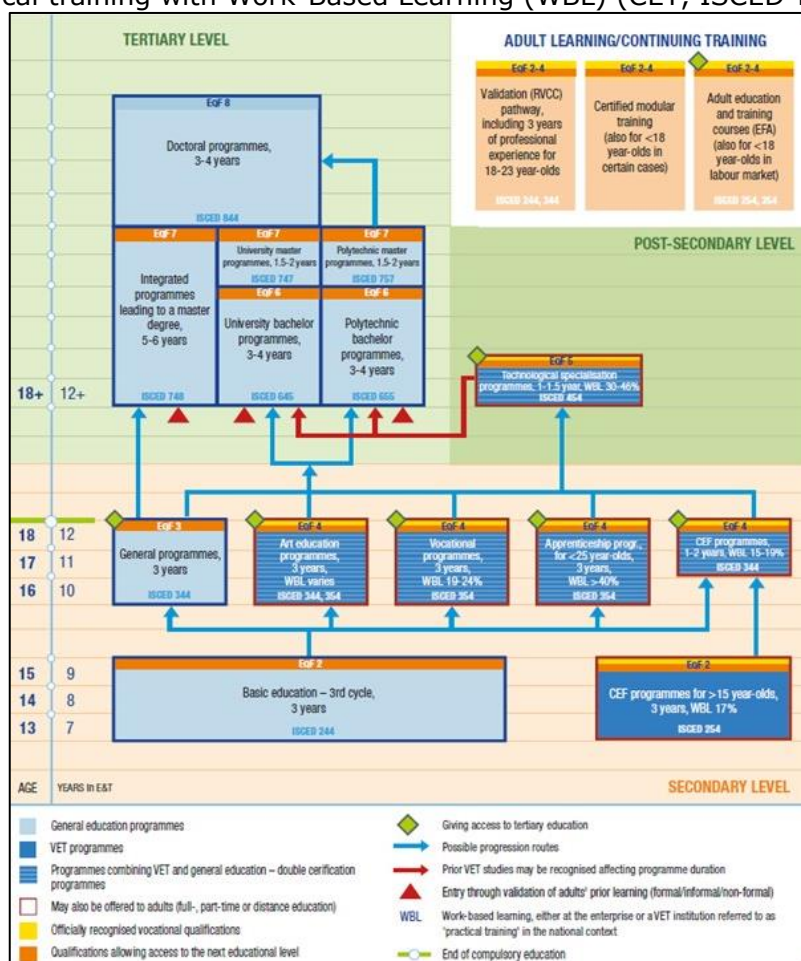

Figure 1 – VET System in Portugal (Source: CEFEDOP Portugal).

Considering adult education and training there are also the QUALIFICA Programme, designed for adults, with the objective of improving their education and training and individual's employability. This programme is based on a qualification strategy, involving educational and training options, as well as a range of tools that promote adult qualification and an extensive network of providers.

In 2017, was implemented a National Credit System for Vocational Education and Training, which allow credit point to be assigned to qualifications in the National Qualifications Catalogue (CNQ) and other certified training courses, as long as they're registered in the Information and Management System of Education and Training Provision (SIGO). This system incorporates the principles of the European Credit System for Vocational Education and Training (ECVET).

Upper Secondary Education
The upper secondary education provides students with pathways that seek to meet the vocational interests, allowing them to complete compulsory school and enter into the job market and/or pursue their studies, namely at high education level.
The provision in upper secondary education includes:
- Science-humanities courses;
- Vocational courses;
- Specialized artistic courses;
- Programme-specific courses;
- Dual Certification courses, designated Education and Training Courses (*Cursos de Educação e Formação* – CEF), to conclude compulsory schooling and help students access labour market.

The CEF courses are an opportunity to complete compulsory schooling through a flexible and tailored course, that meets the interests of the students, either to pursue further studies or to obtain specific training to qualify them for the working life.
All these courses enable the acquisition of knowledge and skills, awarding a certificate and Grade 12 diploma, and in the case of Dual Certification courses, a level-4 professional qualification.

Post-Secondary non-Tertiary Education
One of the aims of the Post-Secondary non-Tertiary Education is to expand the specialised technological courses, giving high-level training.

The Specialised Technological Courses (*Cursos de Especialização Tecnológica* – CET) offer a specific training pathway in different technological areas. These should help the trainees to enter the labour market of further studies in higher education. This level may give credits in the higher education course chosen by the student. It allows the acquisition of level-5 professional qualification.

The creation and implementation of these CET is the responsibility of the competent ministry, subject to the training institution's proposal, after consulting the Technical Commission for Post-Secondary Technological Training.

These courses are meant for people who:
- Are + 18 years old;
- Have finished their upper secondary education or equivalent;
- Hold a level-4 QNQ qualification;
- Have passed grades 10 and 11, but not finished grade 12;
- Possess a technological specialisation certificate or a higher education degree or certificate and wish to retrain.

The duration is normally between 1 and 1,5 years, corresponding to between 60 and 90 credits (ECTS). The general and scientific training and technological training components last between 840 and 1.020 hours. The WBL may last between 360 and 720 hours.

The institutions which can operate at this level are:

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- Public, private and cooperative schools;
- Vocational training centres of the Institute for Employment and Vocational Training (IEFP, IP);
- Other accredited training institutions (e.g. technological schools under the authority of the Ministry of Economy).

-

Under the Decree-Law n. 43/2014, of 18th March, it was created and regulated a short study cycle in higher education that does not confer academic degrees (vocational and technical higher education courses – CTeSP), with effect from the academic year of 2014/2015, the provision of CET was gradually phased out in Higher education institutions (HEI).

2. Skills requirements by an Executive Cook/Chef

2.1 The training offer

QUALIFICATION	LEVEL NQF	LEVEL EQF	ECVET Points	TYPOLOGY
Cook	Level 2	Level 2	134,25	Adults / Modular Formation
Floor Employee	Level 2	Level 2	136,50	Adults / Modular Formation
Restaurant Employee / Bar	Level 2	Level 2	138,75	Adults / Modular Formation
Hotel Maintenance Operator	Level 2	Level 2	143,25	Adults / Modular Formation
Hotel Receptionist	Level 4	Level 4	191,25	Adults / Modular Formation / Apprenticeship Courses / Professional Course
Cooking / Pastry Technician	Level 4	Level 4	198	Adults / Modular Formation / Apprenticeship Courses / Professional Course
Pastry / Bakery Technician	Level 4	Level 4	189	Adults / Modular Formation / Apprenticeship Courses / Professional Course
Restaurant / Bar Technician	Level 4	Level 4	193	Adults / Modular Formation / Apprenticeship Courses / Professional Course
Technical Specialist in Food and Catering Management	Level 5	Level 5	106,5	Technological Specialization Course (CET)
Technical Specialist in Kitchen Management and Production	Level 5	Level 5	106,5	Technological Specialization Course (CET)
Technical Specialist in Pastry Management and Production	Level 5	Level 5	106,2	Technological Specialization Course (CET)
Technical Specialist in Hospitaly and Accommodation Management	Level 5	Level 5	102	Technological Specialization Course (CET)

Source: Presentation_PORTUGAL_P7+P9.ppt

QUALIFICATION: COOK (level 2 NQF)

GENERAL DESCRIPTION: Organize, prepare, cook and pack food, respecting hygiene and safety standards, in production units, catering establishments and beverages, whether or not integrated into hotel units, in order to guarantee quality service and customer satisfaction.

QUALIFICATION: RESTAURANT / BAR EMPLOYEE (level 2 NQF)

GENERAL DESCRIPTION: Organize, prepare and execute the restaurant/bar service, respecting hygiene and safety standards, in catering and beverage establishments, whether or not integrated into hotel units, in cooperation with other members of the team, in order to guarantee a service of quality and customer satisfaction.

QUALIFICATION: TECHNICIAN OF RESTAURANT / BAR (level 4 NQF)

GENERAL DESCRIPTION: Plan, coordinate and execute the restaurant and bar service, respecting the hygiene and security in catering and beverage establishments, whether or not integrated into hotel units, with a view to guaranteeing quality service and customer satisfaction.

QUALIFICATION: TECHNICIAN OF BAKERY / PASTRY (level 4 NQF)

GENERAL DESCRIPTION: Plan, coordinate and carry out cook/bakery production activities, respecting hygiene and safety standards, in production units or in food and beverage establishments, integrated or not integrated into hotel units.

QUALIFICATION: TECHNICIAN OF COOKING / PASTRY (level 4 NQF)

GENERAL DESCRIPTION: Plan, coordinate and carry out kitchen and pastry activities, respecting hygiene and safety standards, in catering and beverage establishments, integrated or not in hotel units, in order to guarantee a quality service and customer satisfaction.

SCHOOLS OF TOURISM IN PORTUGAL

The Schools of Tourism in Portugal have curricular programs adapted to the needs of the market. These courses are planned to equip students with a solid technical preparation which will grant them a fast placement in the market.

The courses set a high emphasis on the fast employability of the students and also prepare those who wish to start their own business or enroll in a university degree. To enter the course, students may have the 2, 3 or 4 level.

School of Hospitality and Tourism – Algarve

School of Hospitality and Tourism – Lamego

School of Hospitality and Tourism – Lisboa

School of Hospitality and Tourism – Porto

School of Hospitality and Tourism - Viana do Castelo

School of Hospitality and Tourism – Coimbra

School of Hospitality and Tourism – Estoril

School of Hospitality and Tourism – Portalegre

School of Hospitality and Tourism – Setúbal

School of Hospitality and Tourism - Vila Real de Santo António

In 2018, regarding to General Direction of School Establishments (DGEsTE - https://www.dgeste.mec.pt), there are 28 schools that started courses in the culinary arts in region of greater Porto in Professional Courses:
    23 courses – Technician of Restaurant/Bar
    17 courses – Technician Cooking/Pastry

2.2   The competence and training needs according to the employers
-   As for Cook / Chef position, 57% conclude that the position is occupied by sufficiently skilled workers, but that there is a shortage of qualified Cook / Chefs.

-   In terms of employability, Chef candidates, according to 65% of the catering respondents in the Focus Groups, are selected based on practical tests of their competencies.

-   About the duration of the Chef de cuisine training, 47% consider learning in the work context (internships) for several years and full-time training in a secondary school (3-4 years) to be ideal, and 22 % understands that specialized short courses (up to several months duration) are the ideal training model.

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- 57% of respondents (64% in the specific group of restaurant managers), understands that the level of education and training most appropriate for the position of "Chef" is Professional Training in the Kitchen area, followed by 17% who understands which is Secondary Education in Tourism (including the Cook level) and in a lower percentage the level of higher education.

- 47% of participants consider that the business requirements for culinary arts professions are partially in line with existing qualifications and 39% believe that they are fully in line with existing qualifications.

- The employers need people who manifest:
  - professional experience / competences / knowledge
  - ambition
  - responsibility
  - effort
  - creativity
  - work by objectives
  - autonomy

2.3   Conclusions: training specific skills or training whole job roles

Quite relevant is the opinion of 91% of the interviewed entrepreneurs, who consider it is very important that employees have other types of professional skills (besides cooking), to deal with high level cuisine. These should be ensured in order to have professionals fully capable to:
- Achieve goals,
- Reach and maintain a higher level of productivity,
- Keep up with the changes,
- Learning skills and challenges of continuous learning,
- Improve soft skills,
- Incorporate innovation,
- Generate consistent/sustainable profit.

3. Occupations in culinary Arts

3.1   Occupations in culinary arts and occupational standards

The Portuguese Classification of Occupations (CPP), as structured and organized, is a fundamental tool for statistics on professions, in terms of observation, analysis, series consolidation, international comparability and statistical technical coordination. Although the CPP is primarily for statistical purposes, its application in other fields, such as the definition of professional profiles, regulation and accreditation of professions, also makes wide use. According to this publication, we can identify some existing professions associated with the area of kitchen and catering, such as:

1412 Restaurant Director and Manager (restaurants and similar)
1412.0
It gathers the tasks and functions od director and manager of restaurants, that consist in:
- Plan the menu, in collaboration with the Chef and with the Cook.
- Keep the register of stock levels and finantial transactions.
- Ensure that the dining room, kitchen and food warehouse respect the rules of hygiene and are perfectly clean, functional and with pleasant aspect.
- Talk with the clients to evaluate their level of satisfaction about the meals and service.
- Select and establish working schedules, create and supervise the restaurant employees/waitress and kitchen personnel.
- Proceed with the reserves, receive the clients and help on the request's execution.
- Negotiate agreements with clients and suppliers.
- Ensure the fulfilment of the Hygiene, Health and Work Safety rules.

It includes, namely, manager of a café, restaurant or meals supplier establishment (catering).

3434 Kitchen Chef
3434.0
Comprehends the tasks and functions of Kitchen Chef, that consists, specifically, in:
- Plan and develop recipes and menus, calculate costs, buy the food, monitor the quality of the plates in the preparation and presentation phases.
- Discuss the orders of preparation of meals, with managers, dietitians, kitchen personnel and waitresses.
- Give instructions, supervise and control the activity of the cookers and other workers involved in the preparation, confection and presentation of the meals.
- Inspect the supplies, equipment and working areas, in order to ensure that are according with the established rules.
- Prepare, spice and cook special and complex dishes.
- Explain and enforce the rules of hygiene and food safety.

It includes, namely, person in charge of cafeteria.

512 Cook
5120
5120.0
Comprehends the tasks and functions of cook, that consists, particularly in:
- Plan, prepare and cook dishes, based on the recipes or under instruction of the kitchen's Chef, in hotels, restaurants or other places.
- Plan and coordinate the work of the kitchen helper/assistant.
- Verify the quality of the food.
- Regulate the temperature of the ovens, grills and other kitchen equipment's.
- Inspect and execute the cleaning of the kitchen and its equipment, for the fulfil of the hygiene and safety rules.

Includes, namely, preparer of precooked meals.

5131 Waitress
5131.0
It comprehends the tasks and functions of the waiter which consists, in particular, of:
- Place tables placing towels, plates, napkins, glasses and cutlery.
- Receive customers, present menu and beverage list.
- Advise on the choice of dishes and drinks.
- Take note of the customer's choice and transmit to the kitchen or bar.
- Serve dishes and drinks, clean tables, bring crockery and cutlery to the kitchen.
- Present accounts, receive payments and operate with sales terminals and cash registers

It includes, in particular, head of table and Professionals specializing in wines.

5132 Waiter (Barman)
5132.0
It comprises the tasks and functions of the barman, which consists in particular of:
- Record customer orders from the bar over the counter or at tables.
- Preparing and serving alcoholic or not alcoholic beverages in bars.
- Wash used glasses and clean areas and service equipment to the bar.
- Receive payments and operate cash registers.
- Support in refilling the bar (drinks, glasses, etc.).
- Check the age of customers not to sell alcoholic drinks to minors.
- Take measures to avoid problems arising from the excessive consumption of alcoholic beverages.
- Mix ingredients to make cocktails and other drinks.
- Serving small meals to bar customer.

9411 Fast Food Preparer
9411.0
It comprehends the tasks and functions of the fast food preparer which consists in particular of:
- Prepare simple or pre-cooked meals (sandwiches, pizzas, salads, etc.) and beverages.
- Washing, cutting, weighing and mixing food for cooking.
- Operate cooking equipment (grill, fryer, etc.).
- Reheating pre-cooked food.
- Clean areas and cooking utensils.

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- Record orders, serve meals and drinks.
- Maintain work areas within health, safety and health standards.
- Ensure that ready meals meet quality requirements.

9412 Kitchen helper

9412.0

It comprises the duties and functions of the kitchen helper which consist, in particular, of:

- Washing, cutting and cleaning food from the instructions of the chef or cook.
- Prepare dish trimmings.
- Clean kitchen, preparation and meal areas.
- Washing and cleaning glass, crockery and cutlery.
- Unpacking, checking and storing ingredients in (refrigerators, cabinets, etc.).

It includes, in particular, butler.

3.2 Trends in culinary arts at national level

The trends are somehow following other European and worldwide social demands, such as gourmet kitchen, use of organic farming products and promote healthy food.

Regarding these, there are some concerns and wishes/requests:

Locally-Sourced Ingredients

Local food is fresher and more sustainable (concept of "Zero kilometre"), and it gives conscientious diners the ability to check out their food sources first-hand.

Vegetarian & Vegan Options

Versatile plants and grains have been buzzing in foodie circles for years and it looks like that won't be changing any time soon. As more diners pursue ingredients that didn't cause any animal suffering, meat-free menu items are becoming more and more practical.

Besides, plant-based meals are almost always cheaper to prepare, and it's important to accommodate vegans and vegetarians, in all type of food offers and locations.

Healthy Kids' Meals

The obesity of children has long been a hot topic among paediatricians, nutritionists, educators and lawmakers. This is why more chefs are stepping up their efforts to be part of the solution, rather than the problem and chain restaurants are responding to parent demand for healthier kids' options.

3.3 Adding new occupations

One of the challenges society is facing nowadays is directly related with digital skills, ICT systems and processes' automation. In fact, Cedefop's European Skills and Jobs survey has revealed that about 43% of EU adult employees recently experienced new technologies at work, such as introduction of machines and ICT systems and about seven in ten EU workers require at least moderate digital skills to do their job.

There are concerns about the rapid evolution of "phenomena" such as the digitalisation of the markets, the Internet of Things, robotics and Artificial Intelligence, because of the potential disruption in EU labour markets, including a risk of job losses.

But technological progress is also offering opportunities for marked transformation in most jobs and business models, including an increasing reliance on independent or online platform labour, improvement in skills anticipation and matching capabilities and improved diagnostics with the assistance of Big data and algorithmic decision making.

Thus, there are some possible annotations on possible evolutions and new occupations:

- Improve the contact between chefs and the food ("hand on earth" or "from the land to the table" concepts);
- New professions directly related with products ("product advisor") culture ("gastronomy historian") or ICT ("3D food printer" or "AI programmers").

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4. Challenges to work-focused higher education and LLL

Commonly but unfortunately, the society considers VET as a 2nd option ("if nothing else works…" and also traditional VET at upper secondary level (EQF 3-4) is under considerable pressure (participation seems to drop).

However, vocationally oriented education and training is expanding and is increasingly delivered by institutions outside the traditional VET sector:
- • At higher levels (EQF 5 and above)
- • By private sector organizational and companies, in sectors and at national and international levels

The work-focused higher education and LLL have to deal with some challenges:
• Declining population of young people.
• Need to improve matching skills supply to skills demand.
• Pace of technological change means that skills systems need to be flexible in responding to the emergence of new skills / new occupational standards.
• Technological change places considerable pressure on providers.
• Financial issues (some of them related to the number of students in class).

On the other hand, the national policy intent to improve VET, incorporating this training (level 4), into school clusters allows the creation of a greater training offer that give local answer to students and, in a way, enhancing the image associated with VET.

VET in the early 1990s compared with today

	Early 1990s	Mid 2010s
VET as formal part of the education system	Emerging from the fragmented provision of largely industry led training	A coherent system of VET fully integrated into national qualification systems (and made visible through national qualification frameworks)
Attractiveness of VET	Strong labour market relevance and attractiveness in some sectors, but overall limited attractiveness due to limited progression opportunities (VET as dead-end)	Still lower attractiveness than general education but has turned into a main-stream choice at upper secondary level
Standard setting	Often in the hands of specific industry who set their own standards	Centralised control of standard setting with some autonomy granted to vocational schools / regional authorities
Competence based approaches	Only just being established	Now an accepted part of the VET system
The prioritisation of work placed and/or work-based learning	While recognised as advantageous in some countries and sectors, also contested by some.	The preferred means of delivering VET in many countries
Skills anticipation	Not much in evidence; piecemeal approaches	Increasingly integrated systems being put in place
Recognition and validation of learning acquired outside of formal education system	Not much in evidence	An integral part of the VET system in many countries
Higher level VET / progression to higher education	Not much in evidence	Still patchy, but an active area of policy development

Source: Changing nature and role of VET

Other relevant perceptions are:

- In the Portuguese educational and training system, Higher education institutions (HEI) have a high level of autonomy.
- There is a global perception about the importance of flexibility of the training system and an alternative to the excessive weight of the school model.

Probably common to other European regions and countries, there are some explicit guidelines or directrices to pay attention too. Namely the following one:

- Demographic developments will increasingly require a reorientation of systems towards lifelong learning, potentially further blurring the distinction between initial and continuing VET. The reorientation of systems may also require a rethinking of the content and profile of VET programmes and qualifications; for example by giving more space to general and transversal skills and competences.
- Apprenticeship-type training is increasingly being recognised as critical to the future of VET. Apprenticeships (and Work Based Learning in general) are seen as particularly effective means of linking training to the needs of the labour market. This learning format is also seen as essential for developing labour market relevant competences where theoretical knowledge is applied to concrete situations. Expanding the use of work-based learning in higher education could open up to a further strengthening of this approach.
- Intensify the efforts to increase the participation of industry/employers in VET so that students have access to the latest technologies (i.e. to those typically not available in vocational schools because of their cost).
- VET at post-secondary and higher education levels are becoming more wide-spread, making it possible for upper-secondary VET-candidates to continue education at higher levels (either in or outside the VET stream).
- Partly as a reflection of the shift towards competence oriented systems we observe a reconfiguring of the dialogue between industry and the VET system in specifying competences and curricula. This is sometimes reflected in giving employers more say over the content of VET.

The introduction of qualification frameworks in the last decade has increased the visibility of VET, including VET at higher levels (EQF levels 5-8).

5. Participation of governments and other stakeholders' groups

5.1   The role of the policy makers and the VET institutions
- It is recognized the need to strengthen the relationship between local companies and training institutions and governmental competent training organisms.
- There is a global perception about the flexibility of the training system and an alternative with the excessive weight of the school model.
- There is a desire to diversify the spaces and types of learning, to the detriment of the binomial centre of training - stage, favouring the mobilization of online training resources and distance training, but also by the greater presence of Massive Open Online Courses (MOOC), e-learning, ERASMUS + program, artistic residences, etc.
- The strategies of Vocational Training Schools which have produced good results were based on an integrated approach, mobilizing and utilizing internal and external resources, making a special effort on establishing a degree of proximity between students, schools and families, allowing for a continued relationship and the development of socio-emotional skills that encourages personal growth and the pleasure of attending school.

5.2   The role of the social partners and other stakeholders
- Local and regional stakeholders are crucial for the identification of professional trends and needs.
- In the face of social and professional changes, it is important to introduce in the training the dimension of uncertainty and anticipation for the progression of the profession itself, but also to associate training with the priority issues of the life of each trainee.

6. Key issues according to country experts

6.1 Strengths

- There is already good training offer (certified by ANQEP), in the field of culinary/kitchen professions, that can be considered well-adjusted to the actual needs and to the offer of technicians with this specific training;
- Participants in the Focus Groups acknowledge the existence of vocational education and training programs, which offer qualifications for the Chef's profession (52% for secondary and higher education and 43% for secondary education).
- High employability rate of professionals in culinary arts and high practical component on their training.

6.2 Weaknesses

- Portugal is facing a significant loss of trainees and students in all types of training entities, being for the opening of new training courses in public secondary schools or private training centres/schools or being by the global reduction of students;
- Some training entities don't consider essential the creation, in this framework (culinary arts), of new local training offers.

7. Summary of the results and conclusions

- The Portuguese education system is very centralized in terms of organization and funding, although pre-school, basic and secondary education schools have some autonomy, namely at pedagogical level.
- It is recognized the importance of having a greater number of training experiences, instead of larger training contents.
- Invest in training pathways and activities more based in the endogenous resources, that can after represent a distinctive offer.
- Ensure a wider and deepen knowledge about the origin of these endogenous products, their conditioning and transforming.
- It is considered important the attraction and involvement of the trainees, founded in values such as: passion, attitude, self-confidence, sense of progress and co-responsibility.
- It is also relevant the clear distinguish between the different training actors/roles: trainers, facilitators and presenters/animators.
- Concerning the gap between the supply of education and vocational training in the culinary arts and the skills required by the companies in the sector, 42% of Focus Groups participants believe that there are shortcomings, mainly related to specific skills (54%) and to the profession concerned, in general (38%).

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VET Need Assessment Report (NAR) TURKEY

Content:

1. Introduction

1.1 Some words about the VET national system

Nationally, the main actors in VET governance are the Ministry of National Education (MoNE), responsible for higher vocational schools (post- secondary VET is under the Council of Higher Education); the Ministry of Labour and Social Security (MoLSS); the Ministry of Development (MoD); and the Ministry of Science, Industry and Technology (MoSIT). MoNE is engaged in six out of seven functions of VET governance.

In Turkey, formal ISCED 3 VET is delivered through 4-year programmes in 62 fields and 226 branches in VET schools and institutions. Vocational Education Council (VEC) provide apprenticeship programmes in 31 fields / 152 branches. A range of private institutions also provides non- formal social, cultural and vocational education to fee-paying adults. The Tenth Development Plan (2014-18) includes plans for VET development in the Basic and Vocational Skills Development Programme. The vision for the VET system mainly lies in the Vocational and Technical Education Strategy Document and Action Plan 2014 - 2018 prepared by MoNE in cooperation with other ministries and the social partners and which will be implemented, monitored and evaluated in collaboration with relevant parties under the coordination of MoNE. The VET Strategy is complemented by the Lifelong Learning Strategy 2014 -2018 (which commits to increasing participation in lifelong learning to 8% by 2018 and 15% by 2023 and provides for an integrated monitoring and evaluation system on key performance indicators) and by the National Employment Strategy (NES)

Legislative or normative-orientated mechanisms exist in the framework of targets and roadmaps for VET and lifelong learning in the government's Vision 2023, the Tenth Development Plan 2014– 18 and the Medium-term Plan 2013–15. This framework includes the Vocational and Technical Education Strategy and Action Plan 2014–18 by the Ministry of Development (MoD), Ministry of Labour and Social Security (MoLSS) and NGOs representing business. It focuses on improving the VET and training system through flexibility, transparency, innovation and involvement from stakeholders, so it supports economic and social development, linking individuals' needs to labour market needs. The strategy emphasizes access to VET by improving capacity and enhancing employment outcomes for graduates with vocational guidance and a stronger qualifications system. It also focuses on efficient management and quality assurance, and better financing systems for schools and institutions. Implementation is the responsibility of MoNE's Directorate General for Vocational and Technical Education.

VOCATIONAL QUALIFICATIONS AUTHORITY was established in 2006, with the following functions and authorities below:
- To prepare the principles of national vocational qualifications system, based on the national vocational standards.
- To have occupational standards prepared, to determine the bodies who shall prepare the occupational standards.
- To validate the vocational qualification certificates held by the foreigners working in Turkey.

In order to further improve vocational education and training which has a dynamic structure in Turkey, some of the new important projects are as follows:
- Specialized VET Centers for Employment- UMEM (National) (2010-2015) (51 Million €)
- Operation to Improve the Quality of VET- 1/2 (European Union)(2011-2015) (33 Million €)
- Increasing Schooling Rate of Girls-1/2 (European Union) (2013-2015) (16 Million €)
- The Project of Improving Lifelong Learning (European Union) (2009-2011) (15 Million €)
- Movement of Increasing Opportunities and Improving Technologies – FATIH (National) (2010-2013)

The protocol was signed and put into effect on 23 June 2010 for the project titled "Specialized VET Centers for Employment-UMEM" prepared to improve the qualification of our young generation in order to increase their employability. The budget of this 5-year project is nearly 80 Million Dollars.

Objectives of the UMEM Project:
- To strengthen the technological infrastructure of the 140 secondary level technical and vocational schools selected 81 provinces,
- To provide in-service training to the teachers at the above-mentioned schools, To determine the demand for qualified work force in the provinces, to provide on-the-job training and unemployment to nearly 1 million trainees.

2. Skills requirements by an Executive Cook/Chef

2.1 The training offer

Turkish National Education System has two main parts:

(1) Formal Education: (regular education provided in formal schools)

- ✓ Pre-school education
- ✓ Primary education
- ✓ Secondary education
- ✓ Higher education

(2) Non-formal Education: (all educational and training activities organized in addition to or except from formal training)

- ✓ Public training
- ✓ Apprenticeship training
- ✓ Distance education
- ✓ Certificate trainings provided by NGOs
- ✓ Training provided by other institutions / organizations such as İSKUR and municipalities' Vocational education and training has an important status all over the world. Vocational education and training based on knowledge, skills and competences has gradually been gaining significance.

It has been aimed that vocational education and training;

- ✓ is realized in line with the demands and requirements of the labour markets
- ✓ is conducted in a participatory-approach within the context of school- institution-sector cooperation
- ✓ is given in such a way that the graduates could be employed internationally
- ✓ is developed continuously and its quality is improved

Basically, vocational training is provided through branched vocational high schools. The students who have applied and theoretical courses in vocational high schools have the chance to experience the real sector and working conditions by applying internship in the 10th grade, 11th grade and 12th grade according to the characteristics of the school.

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EDUCATIONAL CHART OF VET
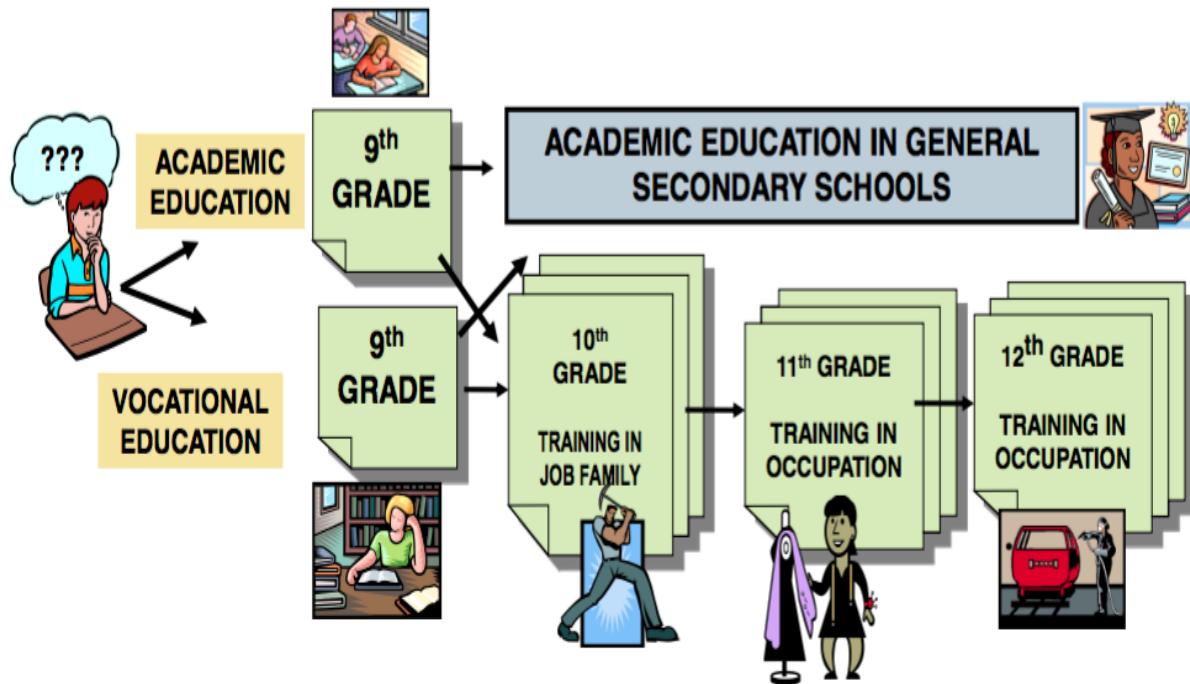
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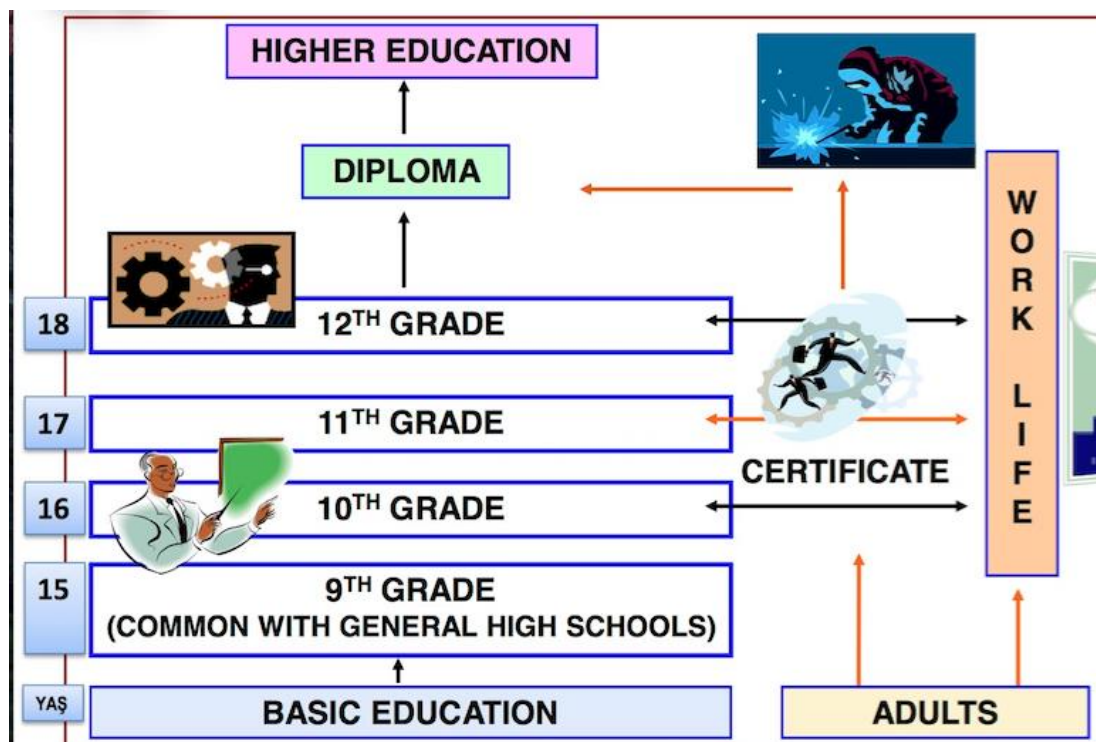
About Certificate Programs

Certificate programs are training programs, which are open to everybody, apart from the undergraduate and postgraduate degree programs of a university. These programs are administered and executed according to the academic rules approved by the University Senate.

Certificate programs mainly target at equipping participants with the knowledge and skills required by a rapidly changing economy.

Among the types of certificate programs include:

- ✓ Professional Programs
- ✓ Vocational Training Programs
- ✓ Skills Development Programs
- ✓ Short-term Courses

Some universities organize certificate programs that would contribute to a qualified workforce and benefit a group of people of all ages and professions. Most of times schools require individuals to hold a high school diploma and/or university diploma.

Apart from individuals who need an extra training to be competitive in the job market, some companies also invest in human resources by training their employees with certificate programs. In this way, without a need of any diploma or any long term commitment, they could benefit knowledge and skills required for any specific job. This kind of investment is of great importance in terms of competitive advantage of companies. Employees, who are equipped with the necessary trainings, are more united with their companies and more productive in their works.

Courses

There is a variety of courses given in the certificate programs. You should intensively search for a course specifically designed for your need. Each school, university or institute organize different seminars or training courses on a number of topics. To give you an idea, here you may find some of the topics:

- ✓ Integrated Management Systems
- ✓ Quality Professionalism in Educational Organisations
- ✓ Speciality in Human Resources
- ✓ Specialty in Training Management in Business
- ✓ Specialty in Sales and Marketing

2.2 The competence and training needs according to the employers

The well qualified labor force is an indispensable component for a productive economy. The way that has been the well qualified labor force is possible with well-planned vocational and technical education. In this respect, vocational and technical education is critically important for the developing economies. Turkey feels a lack of well qualified labor force to employ in its own developing industry. The cause of the problem has been faced problems both secondary and higher education level of the Turkish vocational and technical education system.

Headings put forward by employers and sector representatives can be listed as follows:

- ✓ Difficulties in vocational guidance
- ✓ Problems arising from curricula of educational programs
- ✓ Incompatibilities with the real sector
- ✓ Inadequate infrastructure and old technology
- ✓ Inadequate teachers qualifications

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✓ Legal conditions

Suggestions

In order to meet the evolving technological needs, a more flexible vocational training structure that can adapt rapidly to technological developments should be established.

Occupational fields should be determined in line with regional and sectoral needs, and studies related to new occupations should be carried out with the developing technology within this framework.

The projects carried out for the modernization of vocational education should be increased and the share allocated from the general budget to vocational and technical education should be increased.

Curricula should be dynamic and sustainable to keep pace with sectoral developments.

According to employers, a cook should possess the following competencies and skills.

✓ Cooking techniques
✓ New cuisine technologies
✓ Food and work safety
✓ Cultural diversity
✓ Food product & design
✓ Quality management
✓ Self-esteem
✓ Multitasking
✓ Creativity
✓ Achieve goals
✓ Time management
✓ Teamwork
✓ Resource management
✓ Conflict management
✓ Communication
✓ Work ethic

Skills/knowledge/competences required for the Executive Cook/Chef occupation

Assessment Results the FGDs in Muğla

Three focus group discussions were held in Turkey, dated 12th, 19th and 26th of February 2019 in the hosting of the Turkish partner Mugla Provincial Directorate of National Education (MEM). A total of 83 representatives of Mugla Sıtkı Kocman University, Bodrum, Marmaris and Mentese Vocational Education Centres, three pilot schools from Bodrum, Marmaris and Mentese, Union of Artisans Chambers of Craftsmen from Bodrum, Marmaris and Mentese and six hotels participated in the discussions.

The participants were asked what the skills/knowledge/competences are required for an executive cook / chef occupation.

The questionnaire was applied to 50 participants with different profiles such as; teachers, hotel owners, chefs, academicians, directors, hotel CEOs. The results are given in order starting from the most frequently mentioned skill to the least. The results are as follows:

Social skills and empathy	27
Research /of new foods, technologies, local products and recipes, etc. /	26
Monitor and implement new techniques and technologies	26
Costing	18
Creating recepies/menues	18
Leadership	17
Ability to train and teach	16
Speaking at least a foreign language	16
HR management	15
Team management	13
Efficiency in the various sections of the kitchen	13
Experience	12
Disciplined	10
Willingness	9
Ability to cook	9
Well-educated	9
Recepies/menu/price management	6
F&B management	5
Critical thinking	5
Regulations and legislation knowledge	4
Creating and designing traditional meals	4
Diction	4
Quality management	4
Responsible	4
Risk management	3
Bar management	3
Problem solving	3
Planning	3

2.3 Conclusions: training specific skills or training whole job roles

According to academics, students, teachers, representatives of the sector and guiding stakeholders, the meaning of gaining specific skills is considered to be more sensitive and functional than enhancing whole job roles.

In this respect, the following skills and competencies should be acquired;

- ✓ Cooking techniques
- ✓ Research /of new foods, technologies, local products and recipes, etc. /
- ✓ Extensive knowledge of gastronomy
- ✓ Cooking and health
- ✓ Food product/design
- ✓ Recycling and environment
- ✓ Human habits/change
- ✓ Communication
- ✓ Managerial skills

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✓ Quality management
✓ Speaking at least a foreign language

3. Occupations in culinary Arts

3.1 Occupations in culinary arts and occupational standards

According to the type of training and certification in Turkey, training is provided for the following professional groups.

✓ Ass. Cook
✓ Cook
✓ Pastry chef
✓ Butcher
✓ Baker
✓ Service specialist
✓ Sommelier

3.2 Trends in culinary arts at national level

The New Trend in Gastronomy

Black Food
Black: Associated with cold, mystery and ambition. In the dark food group, which is perceived as a cold, prestigious and sophisticated color in marketing communication; chocolate, coffee, cocoa and energizing foods are known to be.

If we take black foods under two groups; the first is natural black foods, which are said to be healthier than other colored vegetables and fruits secondly, active charcoal, bamboo charcoal and cuttlefish are used to prepare foods that are prepared and presented completely black in appearance.

Street Foods

Delivery of traditional flavors with innovative and practical presentations. Unlike modern and luxurious restaurants, quality and familiar tastes come to the stalls with innovative touches.

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Back to the Traditional

As a result of constantly changing human habits and expectations, there is a constant renewal in culinary arts and gastronomy. As a new trend in recent years seems to be a return to the traditional foods and culture. Menus that are suitable for current gastronomic developments, which include different techniques, give importance to presentation but do not lose their traditional essence are outstanding. In particular, the Ottoman cuisine is being revived by integrating modern gastronomy and different cuisines. This is not only a commercial activity, but also an effort to promote culture and increase awareness.

Mutancana

3.3   Adding new occupations

New professional profiles related to the cook or specialized.

- ✓ Gastronomic advisor
- ✓ Gastronomic photographer
- ✓ Culinary taster
- ✓ Gastronomic historian
- ✓ Detox cooking
- ✓ Gastronomy writing
- ✓ Molecular cookery

4. Challenges to work-focused higher education and LLL

4.1. The outstanding role of dual vocational training

Dual vocational training in Turkey

The theoretical education given to students should be experienced with practical courses in schools and with applications such as on-the-job training, internship and observation in reel sector. This combination of theory and practice gives them a real head start into their job: by the time they have completed their training, they will not only have the required technical knowledge, but they will also have hands-on experience in their job.

Dual Vocational Training Model was put into legal framework with the "Regulation on Vocational Training Center and published in the Official Newspaper No. 21846 dated 11.02.1994.The main objective of the Dual Vocational Training is to provide the intermediate staff needed and heard by the industry sector in cooperation with schools. In order to apply to the Vocational Education Center, the student must be under the age of 18, be a graduate of secondary school and sign a contract with an enterprise. This situation has also led to the development of the curriculum and system applied in vocational high schools. The high school level of vocational education in Turkey is reinforced through training courses. A student studying in tourism high school takes common lessons

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with all high schools in the 9th grade. After the 10th grade he takes theoretical and practical courses according to the branch he has chosen with, and internship in hotels for 4 months in summer.

In accordance with 2023 vision, as of 2018, a new model was developed and 11 pilot schools were selected and the studies started. The selected 11 pilot tourism high schools are paired with strong hotels in the sector. The following objectives were determined within the scope of the protocol.

- ✓ Adding a foreign language preparatory class to 9th grade level
- ✓ Providing continuous and qualified training to teachers
- ✓ In summer, students will be given on-the-job training for 4 months
- ✓ Providing Russian and English courses to students during skills training
- ✓ Renewing the classes/kitchens in schools and making them suitable for technology
- ✓ Employment opportunities for students graduated from pilot schools
- ✓ Participation of hotel staff in practical classes at school
- ✓ To meet the need of tools and supplies/also food supplies to be used in the lessons

4.2. Challenges of dual FP

4.2.1. Necessity

Curricula and education systems must be able to keep up with emerging technology and gastronomic trends. A vocational training to meet the needs of the sector can only be realized through on-the-job training in the field as well as theoretical courses. Practices in schools are incompatible with operations in the reel sector. Therefore, cooperation and process design is very important in vocational education.

4.2.2. Participation

The ideas and participation of the decision-making ministry is not sufficient in process design. All stakeholders such as teachers, students, sector representatives, supervisors and experts should be active in the process.

4.2.3. Setting priorities

Training processes should be evaluated in the light of all available data and with the participation of all stakeholders. When the needs of the sector, the qualifications gained by the students and the results obtained in the field are considered together, key competences should be determined. Accordingly, the achievements should be reviewed in cooperation.

4.2.4. Core competences

Key competences should be identified on the basis of the sector's basic expectation, in line with national standards and the European qualification framework.

4.2.5. Excellence in dual vocational training

Dual vocational training should be feasible and designed for the purpose. This acquisition and process should be realized with the common opinion of the stakeholders. Face-to-face and work-based practices to support the courses should be planned correctly. Pairing schools with specific hotels and designing the process by signing a protocol will be beneficial for students' quality of education and employment priorities.

Provincial employment and vocational education boards have been created to mobilize local facilities and resources to lessen unemployment by providing collaboration and peer contact

between different institutions and organizations. Boards consist of the representatives of other public authorities, as well as workers, employers and trade organizations, industry chambers and other local organization representatives. The expected priority tasks are:

- ✓ To determine and monitor the needs of the local labour market, needs and problems by the persons concerned,
- ✓ To provide vocational courses in the areas of labour force demand and to prevent job losses.

4.2.6. E-training and flexible methodologies

Online training is provided to individuals who do not meet the requirements of time and economic conditions and the certificate is obtained at the end of this training. It is a question of how efficient this method is or to what extent it meets the requirements to meet the needs of the sector.

4.2.7. The agility of dual vocational training

The agility and sectoral suitability of dual vocational education is one of the most important problems. Dual vocational education should be in a dynamic structure that will be in line with the developing and changing trends and habits, as well as the sectoral expectations. Therefore, dual vocational training must be in a structure that captures the moment, is open to development and change, follows the current situation and is renewed.

4.2.8. Dual vocational training and SMEs

Although entrepreneurs want to contribute to the process and become a stakeholder in training programs, the current economic conditions make it difficult to keep up with the necessary innovations. Even though the students who are sent for internship in the summer can benefit small and medium-sized enterprises due to government incentives, there are problems regarding the quality and compatibility of education.

4.2.9. Specialized tutors

The quality of dual vocational training is directly proportional to the quality of professional teachers providing training. This also raises the issue of training of trainers. The fact that curricula are not renewed and cannot reflect the current situation necessitates further efforts to increase the qualifications of teachers. Therefore, in-service activities and on-the-job training practices for teachers are important. In addition to the training provided to students in pilot tourism schools, the joint enterprise provides foreign language training to teachers and on-the-job training in business. The aim of this course is to improve the self-renewal and questioning of the qualifications of the teachers who observe in the direct working environment, not from the books, in accordance with the current conditions.

4.2.10. Continuous training and career plan

Although graduating from vocational training acquires an equipment and infrastructure, it is not possible to say that this provides a guarantee in terms of employment. However, the quality of sector cooperation in vocational education can partially overcome this problem. Students who go to on-the-job training and internship within the scope of cooperation will also have the chance of employment with the training and practice they receive in these enterprises.

4.2.11. The students

Students are the main actors to achieve the goals and objectives of education. In this respect, it is important to evaluate the examination systems firstly. The conditions of entrance of the

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students to the vocational schools and the examination system should be reviewed. Vocational high schools are the schools that take students without examination. Students who do not have enough points for Anatolian high schools prefer vocational high schools close to their homes. Reading in a school they do not want and have to compose raises the problem of loss of motivation and interest.

5. Participation of governments and other stakeholders' groups

5.1   The role of the policy makers and the VET institutions

Responsibility for the design and implementation of educational programs belongs to the ministry of education. All stakeholders must be active in the process and touch the content of the programs. In doing so, it is responsible for reaching the Ministry of National Education and related institutions, sector representatives, enterprises and other stakeholders. It should act with the same awareness not only in on-the-job training and program design, but also in writing textbooks and creating curricula. Physical infrastructure, protocols, teacher training, and strengthening of institutions should be completed. A continuous assessment and innovation process should be designed taking into account the country's resources, employment status and sectoral change and development.

Cooperation and programming should be based on legal basis according to their characteristics. In order for the vocational education to be successful, the schools preferred by the students should be created. If necessary, vocational high schools without exams and compulsory must be brought to the level that will have the students who want to do that profession. This makes it necessary to review the examination system.

Institutions providing vocational training should become schools that increase teacher competencies, where teachers are learners and follow current developments. Schools should produce policies that ensure the development of students as a whole in terms of professional competence, career plan, personality development and foreign language. The school representatives should sign cooperation protocols with the enterprises and host the chef experts in the field and benefit from them in practical training.

5.2   The role of the social partners and other stakeholders

Stakeholders have an important role in the quality of vocational training and in putting it into a sustainable program. The tourism association, NGOs, cookery federations and businesses must take part in and be involved in every aspect of vocational training. Businesses are the place where the students will be employed when they graduate. Therefore, the expectations of the enterprises have to give direction to the programs. This also brings responsibilities to businesses. Such as allocating quota for students' internship practices, providing financial and moral support to the education process, and being in constant communication with institutions. Businesses should not see this as a necessity or burden, they should focus on training qualified personnel needed by the sector by making long term plans. However, this situation does not work from time to time due to the difficulties encountered in practice. The heavy workload and financial problems of the enterprises affect the quality and quantity of the support to be given. It is only possible for enterprises to allocate time, money, equipment and personnel for vocational training only if the enterprises have the necessary resources. State policies and incentives should be increased.

6. Key issues according to country experts

6.1   Strengths

- ✓ Young teachers open to innovation and development
- ✓ Legislation enabling cooperation with the sector
- ✓ Providing vocational training opportunities for trainers/teachers
- ✓ Human resources open to innovation and development
- ✓ Taking into account the views and suggestions of stakeholders in the determination of training policies
- ✓ New and up-to-date technological information tracking mechanisms are functional
- ✓ Deep-rooted cultural accumulation
- ✓ Having a strong and large culinary culture
- ✓ Making sectoral collaborations on the legal ground and monitoring by the ministry
- ✓ Increasing the budget allocated to vocational education and increasing the number of projects

6.2   Weaknesses

- ✓ Inadequate teacher education policies in vocational education
- ✓ High number of students per classroom and dual education problems
- ✓ Certification systems do not meet the educational objectives and that there are no certification systems suitable for professional fields.
- ✓ Lack of personal educational and vocational guidance services
- ✓ Entry system to vocational high schools is not functional and suitable for purpose
- ✓ Ineffectiveness of social partners and stakeholders in the process
- ✓ Lack of practical classes and physical conditions in schools
- ✓ VET does not have a regional and inter-institutional standard program
- ✓ Inadequate resources and curriculum studies to keep up with current gastronomic and technological developments
- ✓ Failure of employers to participate in vocational training processes due to economic difficulties
- ✓ A large number of establishments with a low level of quality and a reduced culinary offer.
- ✓ Difficulties in finding teachers who meet the requirements of public administrations in terms of the qualifications required to practice

7. Summary of the results and conclusions

The National Lifelong Learning Strategy 2014–18 complements the national strategic framework. It aims to get more adults into lifelong learning by building awareness, increasing provision and access, developing guidance and counselling, and developing systems for monitoring and evaluation, and recognizing prior learning.

The 2010 Action Plan for Strengthening Links between Education (TVET) and Employment focuses on qualifications, curricula based on occupational standards, guidance and counselling, and accrediting VET institutions. It also aims to strengthen the links between public and private stakeholders. All parties were involved in designing the action plan, coordinated by MoLSS with support from the Vocational Quali cations Authority (VQA). The Basic and Vocational Skills Development Programme 2014–18 aims to build skills like ICT, languages, communication and job searching, and strengthen links between education and business. The 2012 law lets Organized Industrial Zones set up private VET upper secondary schools, while a programme designed by MoLSS with help from agencies, social partners and communities aimed to close the gap between skills supply and demand. With a new regulation in March

2016, apart from Organized Industrial Zones, the private sector had the right to set up private VET upper secondary schools where available. They are called generally 'thematic VET schools'.

In line with the 2023 vision document, strong links between the sector and schools are an important opportunity for stakeholders and institution to work closely together and to plan the vocational training. For this purpose, vocational standards to be re-determined, basic skills that students should acquire, on-the-job training practices and curriculum scopes will be an important factor.

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