



CULINART: Designing a Joint VET Qualification in Culinary
Arts and Pilot Pathways for Continuing Training
Grant agreement No. 2018-1739/001-001

JOINT VET QUALIFICATION

"CHEF"

LLL guidance and flexible pathways
of the joint qualification graduates
to further study at tertiary level in
the partner countries

Project Ref. No. 597848-EPP-1-2018-1-BG-EPPKA3-VET-JQ
***CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for
Continuing Training***

is co-funded by the Erasmus+ programme of the European Union.
The European Commission support for the production of this publication does not constitute
endorsement of the contents which reflects the views only of the authors, and the Commission cannot
be held responsible for any use which may be made of the information contained therein.



Contents

Introduction	3
1. Progression and succession to further studies – formal and informal.....	4
Bulgaria	4
Spain.....	6
Italy	8
France.....	10
Portugal.....	12
Turkey	14
2. Recognition of skills acquired through work experience outside formal VET	
15	
Bulgaria	16
Spain.....	18
Italy	19
France.....	21
Portugal.....	24
Turkey	27
3. In-company training opportunities and internship programs within and	
outside CULINART partnership	28
Bulgaria	29
Spain.....	30
Italy	30
France.....	31
Portugal.....	33
Turkey	33
4. On-line, distance learning and informal study opportunities	35
5. Liaison to the curricula of the BA programs in Culinary Arts in Europe	36
Bulgaria	36
Spain.....	39
Italy	40
France.....	42
Portugal.....	47
Turkey	47
References:	51



Introduction

The presented document (LLL guidance and flexible pathways of the joint-qualification graduates to further study at tertiary level in the partner countries / Guidelines) is developed in the framework of project "**CULINART: Designing a Joint VET Qualification in Culinary Arts and Pilot Pathways for Continuing Training**". The Guidelines are part of the developed by the project's partners **Joint VET qualification for "Chef"** which is composed of the following units (deliverables):

1. a detailed **qualification profile** – a document outlining the expected learning outcomes and competences (knowledge, job-specific and soft skills, attitudes) that the qualification graduates (professionals) are expected to possess;
2. a joint trans-national VET **curriculum**, which is transforming the expected learning outcomes into training modules and outlining the training and learning strategy, recommended literature and study resources, the pre-requisites for the learners, profile of trainer/s, facilities needed, etc.
3. **assessment standards** that specify the requirements the learners have to comply with to be successful.
4. **LLL guidance and flexible pathways** of the joint-qualification graduates' to further study at tertiary level in the partner countries – the present document aimed at describing the progression and succession to further studies opportunities; recognition of skills acquired through work experience outside formal VET; in-company training opportunities and internship programs, etc.
5. **Strategy for enhancing the joint qualification's productivity** in the education institutions who decide to offer it.



1. Progression and succession to further studies – formal and informal

The Lifelong Learning (LLL) is strongly encouraged by the national and European educational and training schemes and present important foundation for achieving and sustaining competitiveness of the individuals on the labor market. The LLL is carried through both formal and non-formal educational initiatives and is closely related to the validation of the skills competencies. The LLL is done in compliance with the following principles:

- Encouraging the leadership role of the learners and providing the citizens of all ages with tools for managing their own educational and career paths for advancement
- Facilitating the educational and vocational mobility through ECVET (European Credit system for Vocational and Educational Training)
- Improving the employability of the individuals
- Recognizing the acquired knowledge, skills and competences and providing opportunities for further studies

LLL benefits workers, businesses and society. It promotes transfer and adoption of innovations especially in relation to the accelerating technological changes in all industries and areas of production. LLL boosts staff motivation, improve individual performance and employability. Upskilling opportunities for low qualified workers serves as a tool for assuring social equity by giving access to further training and education thus enhancing individual welfare and social status. LLL and particularly the Continuing vocational education and training (CVET) which is an integral part of the LLL, has the potential to meet the challenges posed by the intense globalized competition, technological advancement and the shrinking workforce on national and European level. Improving adult learning is crucial for increasing the industry performance and sustaining competitiveness in an economy based on knowledge and innovations.

In the following sections we provide a review of the legislative framework, the current situation in the VET sector and possibilities for progression to further studies of the “Chef” qualification graduates in the project CULINART partner countries.

Bulgaria

Bulgaria is aiming at elaborating an educational and qualification systems, which complies with the new business and labor markets needs and requirements. Despite the decreasing unemployment rate, many enterprises experience an increasing deficit of skilled worker, which is perceived as a significant impediment for the economic growth of the country. The gap between supply and demand on the labor market is further widened by the rapid dissemination of modern technologies, which calls for revision of the academic and training programs and curriculum. This also includes building a mentality for lifelong learning and providing flexible pathways for enhancing the level of knowledge and key competences of the employees in all production and service industries.

According to the National Strategy for Lifelong Learning (2014), people pass through the system of formal education and make a transition to either further education or employment. One in every eight (or 12,5 %) Bulgarian leaves the educational system without acquiring a secondary education. This value is slightly below the average for the EU countries. Moreover, the statistics showcase a significant gender inequality with women



dropping out of school more often than men. There is also a regional correlation with the rural and least economically developed districts witnessing higher probability of early school leavers. This confirms the notion, that challenges in the education and training have economic and social implications that need to be addressed via number of strategic measurements at a national and regional level.

Table 1. *Bulgaria and the EU in terms of the major objectives and indicators in education and training for 2012 and 2020*

Indicators	Best performance in EU-27	Worst performance in EU-27	Average for EU-27	Bulgaria	Bulgaria 2020	EU 2020
Early leavers from education and training, 18-24	4.2%	24.9%	12.8%	12.5%	11%	10%
Completing higher education, 30-34	51.1%	21.7%	35.8%	26.9%	36%	40%
Participation in preschool training of children aged 4 to 1 st grade age	100%*	74%*	93.2%*	87.8%	90%	95%
Participation in lifelong learning, 25-64 - LFS	31.6%	1.4%	9.0%	1.5%	5%	15%
Participation in lifelong learning, 25-64 – AES	71.8%	8.0%	40.8%	26.0%	not stated	not stated
Participation in formal education, 25-64 – AES	13.5%	1.4%	4.9%	2.4%	not stated	not stated
Participation in non-formal training, 25-64 – AES	68.0%	69.0%	38.4%	24.4%	38%	not stated
Share of students (%), whose skills have been assessed as being beneath the critical second level ¹² in the reading cognitive area ¹³ , as per the scale of the Programme for International Assessment of Students	9.1%	39.4%	17.8%	39.4%	30%	15%

Source: NSLLL, 2014

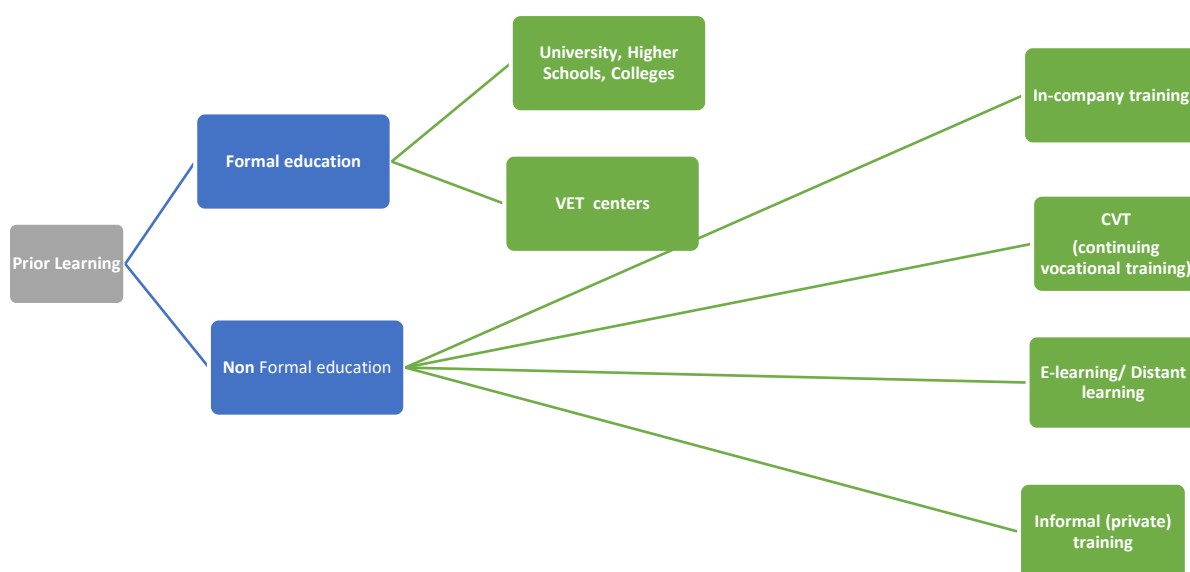
The data provided by NSLLL indicates that unfortunately, Bulgaria is at one of least favorable positions in terms of educational and training indicators compared to the rest of the European countries. It accounts for only 1.5% of the population being involved in LLL initiatives (which is well below the European average of 9%. University graduates are half of the share of the best performing EU country (26.9% compared to 51.1%) and the share of students with inadequate reading and cognitive skills is at the bottom line, indicating the crucial need for adopting and implementing urgent strategic measurements for improving the overall training and education level of the Bulgarian citizens.

Concerning the above, the Bulgarian government has adopted a Lifelong learning strategy which is based on the principles of:

- ✓ **Quality:** transforming lifelong learning into a factor for the success and competitiveness of the citizenry, the institutions, and organizations by providing the conditions to achieve higher educational objectives;
- ✓ **Equality and diversity:** ensuring equal opportunities for all individual and stakeholders to exercise their rights and duties arising from their participation in various and multiple forms of lifelong learning, which take place in diverse socio-economic contexts;
- ✓ **Decentralization:** transfer of powers and resources from central government bodies and public institutions to the regional administrations, non-governmental organizations, etc.;

- ✓ **Cooperation:** conduct of consultation processes at various levels, proactive dialogue and allocation of the rights, duties, and risks among all stakeholders in order to achieve the strategic objectives and priorities of the lifelong learning policy through implementation of the specific measures scheduled for the impact areas;
- ✓ **Measurability:** enhancement of the opportunities for monitoring and measuring the education objectives;
- ✓ **Flexibility:** Preparedness of the stakeholders to respond upon occurrence of unforeseen social and socio-economic processes through adoption and expansion of the measurements and actions.

Figure 1: LLL pathways to further study at tertiary level¹



Spain

Adult education in Spain is regulated by the Education Acts (LOGSE, LOCE and LOE), which stress the importance of lifelong learning for the social cohesion and social development.

The General Educational Act (LOE - Ley Orgánica de Educación, 2006) established the current legal basis for adult education. The Act outlined the following aims for adult education: - to enable adults to acquire basic education; - to improve professional qualifications or to acquire skills needed to start new professions; - to develop personal capacities in communicative, expressive, and interpersonal relations; - to develop the right of democratic citizenship; - to reduce social exclusion by developing specific programmes; and - to promote effective equality of rights and opportunities between men and women.¹

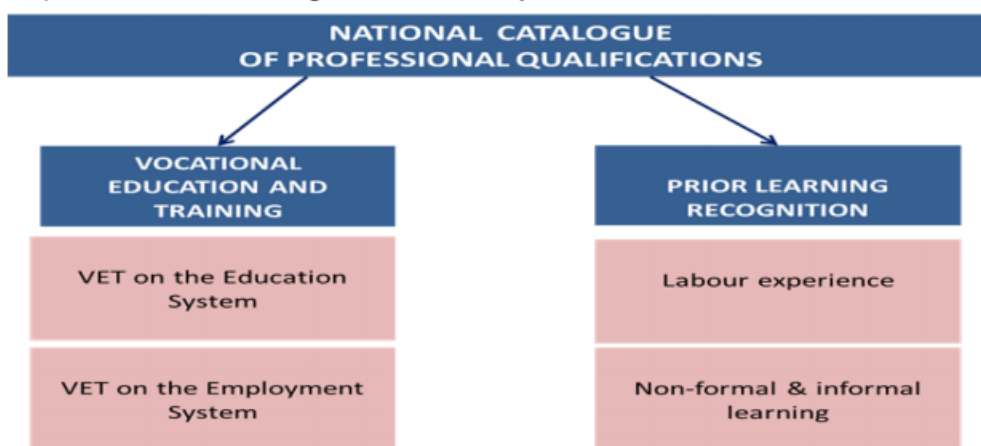
The LOGSE (Ley de Ordenación General del Sistema Educativo) (1990), established three main fields of action, firstly an instrumental or basic field of action, with the aim of acquiring and updating basic training and enabling access to the different levels of the educational

¹ EAEA (2011): Country report Spain. (Helsinki). www.eaea.org/country/spain; https://eaea.org/wp-content/uploads/2018/01/spain_country-report-on-adult-education-in-spain.pdf

system. Secondly, the work field of action, with the aim of improving personal qualifications or acquiring training in order to be able to work in other professional fields. And finally a participatory field of action, with the aim of developing the ability of participation in social, cultural, political and economic life.

The EAEA Country Report on Adult Education in Spain stresses that various efforts were made during the last few years to improve the adult education system. Firstly, The "Organic Law on Qualifications and Vocational Training" ("Ley Orgánica de las Cualificaciones y la Formación Profesional" 5/2002) for Qualifications and Vocational Education and Training (LO 5/2002), which affects vocational education and training involves the labour, as well as educational administrations. It structures the three large branches of vocational training in Spain; for youth in their initial training period, for the unemployed, and for working people. Secondly, Act 56/2002 (December 16), on Employment (L 56/2003), deals with improving ongoing and occupational training as an active employment policy. Lastly, The Organic Act 2/2006 on Education (May 3, 2006), regulates the entire non-university education system and The Organic Act 4/2007 (April 12), which amends The Organic Act 6/2001 (December 21), on Universities (LO 6/2001), and regulates university education.

Graphic 1. **National Catalogue of Professional qualifications**



Source: Cedefop ReferNet Spain (2012). VET in Europe: country report,
https://cumulus.cedefop.europa.eu/files/vetelib/2015/ReferNet_ES_2014_WBL.pdf

Ongoing training includes courses addressed to active and inactive individuals with the aim of improving their employability, as well as encouraging their professional specialisation. Since 2002 these programmes have been managed by the Tripartite Foundation for Employment Training (Fundación Tripartita para la Formación en el Empleo, FORCEM), a body composed by trade unions, entrepreneurs' associations and the Public Administration.

But, according to "OECD Skills Outlook 2021"² in Spain, 49% of adults do not participate in adult learning and report being unwilling to participate in the learning opportunities that are currently available to them ("i.e. they are disengaged from adult learning"). This rate is lower than the 50% average disengagement rate across all OECD countries. Workers who obtained a tertiary qualification ("highly educated") are 31 percentage points less

² OECD (2021), Spain Country Note - Skills Outlook 2021: Learning for Life, OECD, Paris,
<https://www.oecd.org/spain/Skills-Outlook-Spain-EN.pdf>



likely to be disengaged than workers without a tertiary qualification, a difference that is more pronounced than it is on average among OECD countries.

Italy

The Italian public administration has a decentralised organisation. Regions and local authorities (metropolitan areas, provinces and municipalities) carry out all the administrative tasks that are not expressly assigned to the State. The State and the Regions work in collaboration through a collegiate body called the State/Regions Conference (Conferenza Stato/Regioni).

As for the education and training field, the State and the Regions have exclusive legislative competences in some sectors, while in other sectors they share responsibilities.

The State has exclusive legislative competences on the general organisation of the education system: minimum standards of education, fundamental principles, school staff, quality assurance, State financial resources, foreign schools and cultural institutions in Italy.

The Regions, through their relevant offices, define the school network within their own territories, fix the school calendar and contribute to non-State schools. Moreover, Regions have exclusive legislative power on the organisation of the regional vocational education and training system (Sistema di istruzione e formazione professionale – IFP).

Local authorities are responsible for the establishment, aggregation, merging and the closing down of schools, the interruption of teaching for serious and urgent reasons, the setting up, control and dissolution of school collegiate bodies.

Schools have administrative and managing autonomy. Within the general frame on school autonomy set at national level (DPR 275/1999), schools define the curricula, widen the educational offer, organise teaching (school time, groups of pupils, etc.). Schools can be either State schools or non-State schools. These latter can be run by either private or public subjects. Upon certain conditions, non-State schools can be recognised the same status of State schools (paritarie).

At tertiary level, universities and institutes of Higher education for the fine arts, music and dance (Alta formazione artistica, musicale e coreutica - Afam) have statutory, regulatory, teaching and organisational autonomy (DM 509/1999, law 508/1999 and law 240/2010). Universities and Afam institutes can be either State-run or privately-run institutions.

The education system includes pre-primary, primary, secondary (lower and upper), post-secondary and tertiary education. Compulsory education lasts 10 years and covers from primary up to the second year of upper secondary education, from 6 to 16 years of age. The last two years of compulsory education can also be spent attending the courses offered by the regional education and training systems (IFP).

In general, national policies developed in the last two decades in the education field can be considered as part of the wider frame of lifelong learning. However, the implementation of EU lifelong learning strategies, which have the person in his/her learning activity as a reference, is transversal to the educational, labour and continuing professional development sectors.

Law no. 53/2003, which reformed the whole education system, introduced several changes that can be considered as general lifelong learning strategies. For example, law 53 established the right/duty (diritto/dovere) of all to education and training, either in the



State education system or in the regional vocational training system, for 12 years or at least up to the acquisition of a qualification within 18 years of age.

In 2007, the length of compulsory education was extended to 10 years, to include the first two years of upper secondary education. Dispositions on compulsory education also established both key competences of citizenship, in analogy with the EU key competences, and competences and skills that students must have acquired at the end of compulsory education.

Moreover, starting from school year 2010/2011 the reform of the second cycle of education has involved both the general and the technical and vocational pathways. According to the reform, all types of upper secondary school last 5 years and can lead directly to university studies.

More recently, law no. 92/2012, which reformed the labour market, has provided a formal definition of lifelong learning: 'lifelong learning encompasses learning activity, whether formal, non-formal or informal, undertaken throughout life with the aim of improving knowledge, skills and competence within a personal, civic, social and/or employment related perspective'.

According to the law, formal learning takes place at school level and at tertiary level. Formal learning leads to a qualification or to a recognised certification. Non-formal learning corresponds to an intentional choice of the learner carried out outside the formal system, in organisations with educational and training purposes, in voluntary settings, national civil service or private social services as well as in enterprises. Informal learning not necessarily corresponds to an intentional choice of the learner; it refers to activities and interactions in everyday life situations, at work, at home and in the leisure time.

Law 92/2012 and Decree 13/2013 have laid down the general dispositions on the national system of certification of competences. The aim of these dispositions is to make arise and develop professional competences non-formally and informally acquired, and to promote professional and geographical mobility, to facilitate the contact between labour supply and demand, to increase the transparency of learning and the recognition of certifications at national and European level.

At regional level, the vocational education and training system (Sistema di istruzione e formazione professionale – IFP) leads to qualifications and competences that are spendable in the labour market. In this view, they can be considered, as the other education and training pathways available in the Italian education system, as means to realize the lifelong learning strategies. Moreover, the recognition, in 2007, of regional IFP courses as means to fulfil compulsory education goes in the same direction.

As for higher education, measures have been taken to encourage the participation of non-representative groups of students and for the recognition of prior learning. First of all, the possibility to apply for part-time courses has been introduced; it implies a reduction in the annual study load – equal to 60 university credits – and an extension of the duration of the course of study. Moreover, the accreditation of online universities facilitates the access to university studies for disadvantaged groups of students, such as working students, students with disabilities, adults, etc. In the same way, traditional universities can offer online programmes of study.

Adults aged more than 25 years and without an upper secondary education certification, are admitted to the upper secondary education final exam without attending school courses.



Finally, universities can also start continuing professional development courses, focusing on scientific in-depth studies in specific areas. Courses usually last a few months corresponding to a workload of less than one year (less than 60 credits). At the end of courses, universities issue an attendance certificate or a diploma which denomination can vary. Higher education institutes can establish their own criteria for the recognition of prior learning within the limits (a maximum of 12 credits) specified for each course of study.

As for the adult education sector, the Presidential Decree no. 263/2012 replaced the former Permanent territorial centres and 'evening courses' with the new Provincial Adult education Centres (Centri provinciali per l'istruzione degli adulti – CPIA). The Centres provide an educative offer organised in levels of learning aimed at the obtainment of the qualifications released within the mainstream education system, as well as at the acquisition of basic competences for foreigners. CPIAs operate nationwide.

Highlights:

- The early school leaving rate is declining but remains above the EU average, particularly among the foreign-born population, while the tertiary attainment rate remains low.
- During the COVID-19 crisis most schools were able to implement distance learning at very short notice, but efforts are needed to include vulnerable students and increase quality.
- The recent reform of vocational education and training (VET) is expected to improve its labour market relevance, especially at local level.
- Transition from education to work is difficult, leading to a growing outflow of highly qualified young people.

France

In France, access to the first cycle of higher education in universities is open to all baccalaureate holders or holders of a specific diploma allowing access to higher education: 98% of general baccalaureate holders, 90% of technological baccalaureate holders and 45% of professional baccalaureate holders access to further education.

For general baccalaureate holders, university is the most common pathway for further study. While their university enrolment rate declined steadily from 2000 to 2008, it stabilized over the following four years. Since 2012, excluding simultaneous enrolment in bachelor's degrees and preparatory class for the grandes écoles (CPEG), the trend has been slightly upward, with an average annual increase of 0.2 points, reaching 62.8% in 2019. In contrast, the continuation of general baccalaureate holders in selective training has been declining since 2008 in the University Institutes of Technology (IUT), since 2010 in the Sections preparing Higher technicians (STS) and since 2014 in the CPGE (reaching 9.2%, 8.1% and 11.2%, respectively, in 2019).

STS is a French technical education program that prepares students for the higher technician certificate (BTS) – EQH Level 5, in two years. It is a national diploma under the auspices of the Ministry of Education that has the same value regardless of the institution in which it was prepared. In 2020, the STS welcome nearly 262,000 students, 65% of whom come from the vocational baccalaureate.

The Diploma in Technological Studies, named in French "Diplôme universitaire de technologie" (DUT), is a national university diploma EQF Level 5 of French higher education created in 1966 and awarded after the first two years of study in a University Institute of Technology (IUT). As of the start of the 2021 academic year, the professional license will



merge with the DUT to become a three-year diploma conferring 180 ECTS credits (EQF Level 6), offered in a university institute of technology (IUT), under the name "university bachelor of technology" (BUT).

Short vocational programs, particularly the STS, remain the main fields of study for technological baccalaureates. Their enrolment rate in STS (including through apprenticeship), at 39.8% in 2019, has been stable since 2014, after a decline observed between 2010 and 2013 (- 6.4 points), due to increased openness to vocational baccalaureates. Approximately 5% of technological baccalaureate holders continue their studies in STS via apprenticeship. Preparations for the DUT welcomed 12.2% of technological baccalaureates in 2019, a rate stable compared to 2018. Nearly one in five technological baccalaureate holders (18.6%) enrolled in 2019 at a university outside the IUT; this proportion has been stable since 2017 after declining between 2015 and 2017.

The majority of vocational baccalaureate holders who continue in higher education enter an STS in 2019. They represent 33.8% of vocational baccalaureates (more than 8 points in 5 years). The STS apprenticeship route is chosen by 8.7% of vocational baccalaureates. Only 5.4% of vocational baccalaureate holders enrolled in university outside of IUT at the start of the 2019 academic year, a rate that was stable compared to 2018, but down 2.3 points over 5 years.

Continuing education is based on the obligation for employers to participate in the financing of lifelong learning for employees, and on the **right of employees to receive training during their working hours**. In each professional branch, employers apply the national agreements negotiated by the social partners. Employees who have lost their jobs can also benefit from training programs. These are mainly financed by unemployment insurance, the regions or the state.

The personal training account (CPF) allows any active person, from the moment s/he enters the job market until the date of retirement, to acquire training rights that can be used throughout his/her professional life. Since 2020, employees who have worked more than or equal to half of the legal or conventional working time per year acquire 500 euros per year for training (up to a limit of 5,000 euros). For employees with few or no qualifications who have not reached a level of training awarded by an EQF Level 3 diploma (CAP, BEP), the annual amount of CPF credit is increased to 800 euros (limited at 8,000 euros). The Personal Training Account can be used for accessing in particular the following:

- a professional certification registered in the National Directory of Professional Certifications;
- a certificate of validation of a block of competences that is part of a professional certification registered in the National Directory of Professional Certifications;
- actions allowing for the validation of experience;
- skills assessment.

The professional transition project, allows employees to take time off from their jobs to take training to become qualified, develop or retrain. It is available under certain conditions and is granted upon request to the employer. The employee is paid for the duration of the training. The inter-professional joint commissions in each region (CPIR), approved by the State and made up of representatives of employee trade unions and professional employer organizations that are representative at the national and inter-professional level are in charge, among other of examination, authorization and coverage of the professional transition project and of verifying the real and serious nature of the retraining project.



Portugal

The current VET system in Portugal is the result of a 2007 large scale reform, which reorganised VET into a single system (Sistema Nacional de Qualificações, SNQ). This was done under the joint supervision of the Ministry of Education, the Ministry of Labour, Solidarity and Social Security, and in connection with the Ministry of State, Economy and Digital Transition. The main objectives of the SNQ are to ensure that VET qualifications better match labour market needs, promoting the competitiveness of enterprises, and to reinforce the recognition, validation and certification of competences (RVCC). It also aims to guarantee scholarly and professional progression of citizens in 43 sectoral areas of education and training. Permeability between general and VET programmes is possible.

Approximately 40% of upper secondary education learners attend VET programmes which grant double certification: education (nationally referred to as school) and professional certification. They comprise four components: general, scientific, technological training and work-based learning (WBL).

The main VET programme types are:

- at lower secondary level, education and training programmes for young people (CEF, ISCED 254; EQF 2) are school-based and include practical training. They target those aged 15+ who completed the first cycle of basic education (four years) and who are at risk of early leaving from education and training. Progression to upper secondary education is possible;
- at upper secondary level, the VET programmes (ISCED 354, EQF 4) are:
 - three-year professional programmes; approximately 33% of learners at upper secondary education attend such programmes. WBL is provided in the form of a traineeship carried out in an enterprise or a public organisation;
 - three-year specialised artistic programmes including visual arts and audiovisual, and dance programmes;
 - specific curriculum programmes granting autonomy to schools to diversify their education and training provision: designing a curriculum that combines elements of general and VET programmes. WBL takes place as traineeship in companies or other host entities, in periods of variable duration;
 - apprenticeship programmes are for young people up to age 25. A training contract between the apprentice, the training provider and the enterprise must be signed;
- at post-secondary level, technological specialisation programmes (CET, ISCED 454; EQF 5) last from one to one-and-a-half years, leading to a technological specialisation diploma. Through agreements with higher tertiary institutions, CET graduates are credited up to 90 ECTS points;
- at tertiary level, two-year short-cycle high professional technical programmes (CTeSP, ISCED 554) are offered by polytechnics. Graduates are credited 120 ECTS points and receive a higher professional technician diploma (not a tertiary education degree).

Adult learning includes the following programmes:

- education and training programmes for adults (EFA, ISCED 100, 254 and 354); these target learners who want to complete lower or upper secondary education and/or obtain a professional qualification at EQF 1 to 4;
- certified modular training (ISCED 100, 254 and 354), based on short-term training units (UFCD) of 25 or 50 hours, allowing learners to select an individual learning path offering them greater flexibility in obtaining a qualification. These learning paths can lead to a certification at EQF 1 to 4;



- RVCC (ISCED 100, 244, 344) is a process, leading to the certification of formal, non-formal and informal competences developed through life, including at least 50 training hours. The two RVCC paths (education and professional) can lead to a basic, upper secondary education, professional or double certification (EQF 1 to 4). Adults lacking competences required for a qualification are guided to relevant training programmes to acquire them.

Key principles of VET provision are the wide range of programmes accessible to young people and adults, the link between VET provision and labour market needs, and flexibility in type and duration of programmes for adults. Accrediting publicly funded VET providers and trainers, along with external evaluation, ensures VET quality.

The SNQ promotes upper secondary education as the minimum level of attainment. It adopted a governance model based on the involvement of the different VET providers, sector councils, and social partners, establishing common objectives and tools.

SNQ support tools are:

- the eight-level national qualifications framework (QNQ), designed in line with the EQF;
- the national catalogue of qualifications (CNQ), which helps manage and regulate non-tertiary VET qualifications. This aims to develop competence-based qualifications, regulate double certification, aid designing learning programmes, provide a reference framework for the RVCC process, promote the transparency and efficiency of public funding, and modularise the training offer;
- the Qualifica passport, an instrument for guidance and individual record of qualifications and competences;
- the System for anticipating qualification needs (SANQ), evaluates the relevance of qualifications to the labour market and monitors trends in qualified human resources supply;
- the National credit system for VET, which allocates credit points to VET qualifications.

Some recent and ongoing measures are highlighted in the enhancement of vocational education and lifelong learning:

- Adaptation of dual certification education and training offers to the National Qualifications Catalogue;
- Annual adjustment of offers to the dynamics of the labor market, using an Anticipation System for Qualification Needs, stressing that this is one of the main selection criteria considered for approval of training offers, particularly in the context of professional courses;
- Quality Assurance in Vocational Education according to European standards (EQAVET);
- Modular organization of courses and attribution of credits in line with the European system (ECVET), reinforcing flexibility, mobility and recognition of training paths, for which the updating of the National Qualifications Catalog is fundamental;
- Systematization and dissemination of all existing offers on the Training Offer Portal, as well as the results obtained by each educational establishment on InfoEscolas.

The diagnosis made in the Portugal 2030 Strategy indicates that Portugal continues to face major challenges in the qualification of its assets, with around 48% of the country's assets aged between 25 and 64 years old not having completed secondary education and 22% did not complete the 3rd cycle of basic education (CEB). At the same time, participation rates of adults in lifelong learning activities (ALV) are still very low, at around 10%, and it



is precisely among the least qualified people that the lowest participation rates are observed (only 4.2 % in people who have not completed secondary education). On the other hand, around a quarter of young people continue to enter the labor market without completing secondary education. Despite recent positive developments, also in terms of school failure, the indicators still need to be consolidated. It is also important to monitor the impacts of new learning models adopted in the context of the pandemic, namely distance learning, on the evolution of these indicators.

Turkey

Turkey is experiencing stagnation, especially in industrialization and production, with the increasing unemployment rate and the reluctance in vocational training. As stated in the 2023 vision document, protocols are signed to reveal the cooperation between the sector and the school in order to **expand vocational education and train qualified workforce**. In this context, new teaching programs that can keep up with the changes and developments in the sector have been implemented as of 2019. Apart from formal education, vocational training centers and public education centers also provide culinary education for all age groups and give certificates at the end of the training.

In the Turkish education system, VET programs are available for students in secondary education and higher education levels (Özer, Çavuşoğlu & Gür, 2011; Özer, 2018; Özer, 2019a; Özer, 2019b). In secondary education level, VET is structured as a four-year education and training program. In secondary VET education, students can select two types of VET institutions: **vocational and technical Anatolian high schools** (VTAHs) and **vocational training centers** (VTCs).

The European Union established the European Qualifications Framework by realizing the National Qualifications System on the axis of lifelong learning and the necessary institutional arrangements within this system. The National Qualifications System is "the structuring of all aspects of activities in the country related to the recognition of learning and other mechanisms, linking education and training to the labor market and civil society". Although lifelong learning strategies, which the European Union places great emphasis on and made it indispensable for education, seem more important for adults at first glance, it should not be forgotten that they are as important for young people as adults.

Since lifelong learning strategies cover all forms of formal, non-formal and informal learning, a secondary education is offered to young people who have left education early or have never been involved in the education process, especially in countries such as Turkey, which have not yet completed their development and whose general education level is relatively low compared to developed countries. By providing the opportunity for self-education, it can help this target group to be integrated into the labor market. Undoubtedly, non-formal education is one of the most important branches of lifelong learning, especially for Turkey. The main responsibility for non-formal education in Turkey seems to be placed on the shoulders of the Ministry of National Education. In addition, it is known that some other ministries, some public institutions, non-governmental organizations, local administrations and metropolitan municipalities are also involved in non-formal education activities. Among the non-formal trainings provided by the Ministry of National Education, the place and importance of the Apprenticeship Training Centers (**Vocational Training Centers**) is quite large for the employment problem of the youth. In Turkey, approximately 1 million young people join the education army every year. In a country with such a high youth potential, there is no doubt that an education system that the vocational and technical education school system will not be sufficient to train the workforce that will meet today's requirements and achieve high efficiency. Apprenticeship Education presents a dual structure in which the school and workplace jointly assume



duties, powers and responsibilities, and in this direction, theoretical trainings are provided at the **Apprenticeship Training Centers** opened by the Ministry of National Education. The fact that practical training is given under the control of these centers and in the workplaces allows both to be cheaper than the vocational training given according to the school system and to cooperate more closely between businesses and educational institutions and to be in constant contact with each other.

In October 2018, the Ministry of National Education issued the 2023 Education Vision document in Turkey, which identified important targets for strengthening VET (MEB, 2018b). One of the most important emphases in the report is to strengthen the education-employability-production relationship. Following the recommendations of the Education Vision 2023 the Turkish Ministry of National Education (MoNE) built collaboration with selective and leading sector delegates to strengthen VET in all vocational fields. Performing on-the-job and internship trainings in real working environments, professional development of trainers, updating of curriculum in current vocational fields, and developing curriculums in new fields, scholarships and employment priorities for graduates, and facilitating policies of teaching sector delegates in VET institutions are considered criteria in these collaborations.

Following the Education Vision 2023 in addition to the collaborations with sectors, the Turkish MoNE also strives to increase the share of private sector in VET. Private sector share in VET is quite low with around 6% in Turkey comparing to other developed countries (Özer, 2019a, Özer, 2019b). This low share is also seen in the number of graduates in VET institutions in the last ten years. In this context, VTCs, where on-the-job training is conducted intensively, provide an important opportunity to train human source in line with the demands of the labor market. Currently, the VTCs, where 88% of the graduates are employed, provide on-the-job trainings that are the most important resources for master, apprentice needs of the sectors. Due to legal regulations, although the private sectors can establish VTAHs, they cannot establish VTCs. In order to remove this limitation, the legal arrangement is made which allows sector representatives to establish VTCs with the approval of MoNE. With this regulation, sector representatives will be able to open VTCs in order to train students in the vocational fields deemed appropriate in the regions they need.

It is estimated that the number of people who want to learn a profession with the apprenticeship education system in Turkey is between 800,000 and 1,000,000. Most of them work as unskilled workers in their workplaces. It is considered very realistic and necessary for Turkey that this important segment, which is known to be composed of young people and started to work without any vocational training, should be **trained with the apprenticeship training system** and become a qualified workforce. After all, the main purpose of apprenticeship training is to make theoretical and practical vocational training of young people between the ages of 12-18, who want to learn a profession by **actually working in a real business environment** after completing their compulsory education, by providing them with a skilled workforce that the country needs.

2. Recognition of skills acquired through work experience outside formal VET

Traditionally, there are three basic categories of learning: formal, non-formal and informal learning. The *formal learning* takes place in educational or training institutions, derives from an organized and structured training programme and leads to officially recognized qualifications and diplomas. *Non-formal learning* takes place **at work** or in other types of activities that take place in civil society (youth organizations, trade unions, etc.), being



often embedded in planned activities that are not specifically designed as training but contain an important training component and do not usually lead to formal certificates. *Informal learning*, the third, is a natural complement to everyday life - to family and leisure activities, for example, not organized or structured in terms of objectives, time spent or learning media, and unlike the former, it is not necessarily intentional.

From an employment policy perspective, the **validation of professional experience** can be an institutional instrument in the service of educational and social projects, such as the re-qualification of certain categories of workers. But it can also be perceived as an individual right of the worker or of the simple citizen, who doesn't have any kind of qualification or diploma and who wish to have their work experience valued and accredited for purposes that can range from professional promotion, continuity in employment or improvement of their employability.

Validation has a large implantation opportunity in the culinary arts and gastronomy field. Those industries employ a number of workers who have very basic (or none) formal education in their professional area, but because of their considerable work experience, have acquired significant amount of skills and competences and have high proficiency and expertise in cooking or food processing. Those individuals could use validation as recognition for their skills and could strive for higher career positions that suits better their qualifications. This could also ease their transition from one employment to another, thus giving them more career options and enhanced social and professional status.

In this sense, the LLL is beneficial for both sides of the labor market. On one hand, it provides the job seekers and future employees with necessary skills, competences and opportunities for validation of their past working experience. On the other hand, it meets the employers' demand for skillful and knowledgeable workers and guarantee the quality of their job performance.

In the following paragraphs, a short review of the existing possibilities for recognition and validation of the skills acquired outside the formal VET systems is made for the CULINART partner-countries.

Bulgaria

The recognition of the skills acquired outside the formal VET system in Bulgaria is at the center of the Employment Strategy and National Action Plan 2013-2020 and the National Strategy for Continuing Education and Training 2015-2020. It is regulated by Ordinance No.2 concerning validation of professional skills, competences and expertise issued by the Minister of Education and Science.

The assessment and validation carried by a competent authority results in acquiring a professional qualification and takes form of documents such as certificates or diplomas. Those documents ascertain that an individual has achieved learning outcomes to a given standard.

The validation is aiming at facilitating the access to further vocational education or training or to the labor market opportunities. Those who are willing to continue their education need to have a minimum educational level, as per the VET Law and present a medical statement that their health status allows them to work in the chosen occupation.



The institutions allowed to validate skills and competences within the Bulgarian VET system are:

- professional and general schools, art schools, sports schools,
- professional colleges and
- vocational training centers (VET centers).

In Bulgaria, concerning the VET possibilities for adults (aged 16+), as of 2020 the number of operating VET centers in the country is 963 as to the National Register of the licensed VET centers. In the field of culinary arts and gastronomy, the numbers are as follows: 193 of the VET centers offer training in Bakery and Confectionery, 209 – in Restaurant management and 372 – in cooking (for the profession of Cook).

All of the above mentioned VET providers, once being licensed by the National Agency for Vocational Education and Training (NAVET) to deliver vocational qualification in a particular profession and specialities, are automatically recognized as bodies that can validate competences and skills in the frame of these professions.

The **mechanism for validation** of the previously acquired skills and competences is as follows:

- Step 1 The applicant (Individual who applies for validation) submits a request (application) addressed to the Manager of the educational institution or VET provider, chosen by the applicant.
- Step 2 A contract between the applicant and the training/educational institution is signed
- Step 3 A mentor/ consultant is assigned by the validating institution to facilitate and moderate the validation process and to support the applicant throughout the validating process
- Step 4 The applicant submits all relevant documents which serve as a proof for previously acquired professional skills, competences and knowledge in a single portfolio. The documents may include, but are not limited to: certificates, professional attestations, labor contracts, social security documents, diplomas, references and recommendations, creative projects (or photos of such), designs, awards, etc.
- Step 5 A commission is appointed to analyze the presented documents and to determine their compliance with the requirements for the desired qualification to be validated as per the List of Professions for VET (LPVET)
- Step 6 The commission compares the skills, knowledge and competences declared by the applicant with the educational requirements as per the State Educational Standards (SES) for the profession, including:
 - a. analyzing the proofs of skills and competences
 - b. testing and examining the skills declared by the applicants, for which he/she doesn't have proof of competence or the presented documents don't match the state requirements for the respective qualification level
- Step 7 The commission recommends further training and/or education in case of discrepancy between the presented and the required skills and competences according to the SES for the profession
- Step 8 The mentor/ consultant develops and consults with the applicant individual schedule for further training and completion of the validation process
- Step 9 Examination of the acquired knowledge, skills and competences after the completion of further training and education is implemented



- Step 10 In case of successful examination (state exams in accordance with the National Exam Program for the particular profession) a recognition of the professional qualification is granted.
- Step 11 The validation process ends with the issuance of a document certifying validation of the vocational qualification for the profession

The validation process is carried out within maximum duration of six months from the submission of the validation request and can be suspended anytime by the applicant. If for some reason, the applicant fails to follow the assigned time schedule or extend the validation period beyond the six months' deadline, he/she should resubmit a request for validation again and starts the procedure from the very beginning.

The validation is monitored by the Regional Educational Service (for the schools) or by the National Agency for Vocational Education and Training (NAVET) – for the VET centers.

The validation process in Bulgaria is facilitated by the instruments of the European Credit System for Vocational Education and Training (ECVET) transferred in the Ordinance No.2 of 13 November 2014 on the terms and conditions for validation of vocational knowledge, skills and competencies (in force from 01.01.2015). The ECVET system allows transfer of credits and is especially relevant in the mobility training programs (e.g. "Erasmus+"). It is directly linked to validation of professional skills and competences mechanism and provides for more flexible and individually tailored career paths of the learners because the ECVET is based on Units of Learning Outcomes (ULOs), unlike the traditional educational credit systems which are based on number of training hours.

The SESs in Bulgaria correspond directly to the ECVET principles determining the desired after the completion of the qualifications skills and competences possessed by the applicants in learning outcomes. Since 2015 all the SESs are step-by-step updated by the NAVET and are designed in ULOs. This enables the examination, certification and validation process and guarantee transparency of the vocational accreditation schemes, stimulating LLL processes. It also aligns the vocational education and training with the specific labor market needs.

In the process of the validation the Units of learning outcomes are individually assessed and validated for each applicant. All individuals can accumulate certified ULOs (for example, in course of the continuing training) within one professional field (e.g. Culinary Arts and Gastronomy). The validation provides for ULOs acquired through formal and informal training and aims at avoiding unnecessary repetition of already acquired training level. Further, the certified ULOs allow for transfer of separate units of one qualification to another (horizontally and vertically). In the frame of the LLL, the ULOs in one profession can be validated entirely or partially and the missing competences can be acquired by additionally assigned training courses.

Spain

Assessment and recognition process

In Spain in 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 one's 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.

REQUIREMENTS

- To get a Level I professional skill recognized, the candidate needs to be at least 18 years old when signing up;
- For a Level II or Level III professional skill, the candidate needs to be minimum 20 years old.
- The candidate also needs to demonstrate **a minimum of working hours** as working experience or a minimum of training hours related to the competences they wish to be recognized.

Level I → Basic Grade cycles

Level II → Intermediate Grade cycles

Level III → Higher Grade cycles

ADVANTAGES

- Having their professional skills recognized helps the candidates' personal and professional development, allowing them to have an official document that recognizes their professional skills;
- This document allows the candidate to have modules of a Vocational Grade for adults recognized, as well as completing the training necessary to get the Vocational Training or the Vocational Grade for adult's diploma;
- It helps employees's mobility (in the process of training as well as between different workplaces).

The reform mentioned before has aligned the VET diplomas (accredited by the Ministry of Education) with the individual competences (certified by the Ministry of Labour), so that typically completion of any diploma will include the acquisition of certain certified competences.

Italy

The debate on validation and certification of non-formal and informal learning continues within an increasingly defined regulatory and operational framework, at EU level (Council of the European Union, 2012) and national level.

For many years in Italy, institutions and social partners have widely debated and fundamentally agreed on the importance of ensuring institutional validation of learning outcomes acquired in non-formal and informal contexts. Nevertheless, until 2012 every attempt to create a national legal framework on validation failed due to the rigid rules (legal value of national qualifications) and the complex institutional governance of the education and training system (national level for school and university, regional level for vocational training with overlapping tasks). Despite the **lack of a national framework**, much practice and experience have been developed at local, regional and sectoral levels. Several regions began defining and implementing certification/validation systems and created specific services addressed primarily to the unemployed, hit by the economic crisis.



A key tool developed was the citizen's training log book (Libretto formativo del cittadino): its format and aims can be compared to the European skill portfolio, but it is managed through a public skills audit support service (at regional level). Development of **regional validation systems** varies and approaches are quite different, as the two cases presented in the First Italian referencing report to the EQF (ISFOL, 2012) illustrate.

Italy introduced legislation on **recognition of non-formal and informal learning** in 2013, with the Legislative Decree 13/2013 which includes:

- a) glossary, principles, institutional duties and responsibilities within the public certification system;
- b) process standards: the way certification and validation must be provided;
- c) attestation standards: what a certificate contains, what kind of information is being transferred and how it is traceable;
- d) system standards: division of responsibilities and quality assurance;
- e) a national register of education, training and professional qualifications, which is the unitary national reference framework for certification of competence.

The register will be made up of all existing registers so far encoded by the competent authorities: MIUR, regions, MLPS and Ministry of Economic Development. Over time it will be harmonised and made more efficient to allow greater permeability between systems and recognition of credits. The emerging regulatory framework at national level will affect the continuing coordination of respective rules and regional services.

Emilia Romagna case study

The certification system of Emilia Romagna region (where IFOA operates) is founded on the principle that **"each person has the right to obtain the formal recognition of competences acquired"**. This is a well-articulated system to certify individual professional background, while allowing individuals, young people and workers, to evaluate and plan their professional and training future. Certified competences (independent of the way they were acquired) are considered to be certain, reliable, credible and usable in education and training, since they refer or can be referred to the essential vocational standards indicated in the regional qualifications system.

The process of evaluation is based on an individual orientation phase, and on the preparation and verification of evidence:

- formal documents (declarations, collaborations contracts, self-declarations, certificates);
- output evidence (product sample-report letters, report, software, etc.);
- and action-based evidence (testimonies, audio-video recordings, log book, direct observation).

Where there is insufficient or incomplete evidence, the candidate may choose to sit an examination to demonstrate he/she has the competences that were not proven.

At the end of the verification and validation process, the candidate can obtain a certificate of vocational qualification (including all competence units comprising the qualification) or a certificate of competences (concerning one or more competence units of the qualification but not all of them) or even a knowledge and skills sheet (concerning only part of a competence unit).

The first two certificates can be acquired only after passing a formal examination, while the knowledge and skills sheet can be obtained after the evidence has been verified. This certification system is currently in its implementation phase. A first pilot of the validation



and certification system of non-formal and informal learning for the award of the healthcare operator qualification yielded excellent results.

Lombardy case study

Regional legislation of 2007 requires VET centres to validate credits based on evidence and documents submitted by the applicants: qualifications, diplomas, final marks and any other informal documentation of school results, intermediate certifications of competences awarded by schools and training agencies, concerning practical applications, training experiences or traineeships in Italy and abroad, positive evaluation of extracurricular activities, foreign languages certificates, cultural or work activities, experience gained in various civil society fields concerning personal development, community work and cultural development (work, environment, voluntary work, solidarity, cooperation, sport), certificates acquired in apprenticeship, as a result of work activities or self-training. Where documents are considered insufficient or incomplete, the applicant may take evaluation tests.

VET centres assign a value to the credits: validated credits can account for a maximum of 50% of the training programme. The validation is a personalised process in which the applicant plays an active role in identifying and reconstructing his/her professional identity, through the use of specific instruments such as drafting a curriculum vitae, orientation activities, personalised advisory services and customised access to other services.

At the end of the verification and validation, which lasts a maximum six months, the applicant will receive a certification of competence at the relevant EQF level, which will be registered in his/her training log book.

France

In France validation of skills is done through a process called *Validation des Acquis de l'Experience* (VAE), equivalent of prior learning that gives the possibility to **obtain a diploma or a professional certification** without taking any formal courses.

The Validation of Acquired Experience (VAE) allows any person engaged in working life to obtain a professional certification, regardless of their diplomas or their initial level of qualification. The certification can be a diploma, a title or a certificate of professional qualification. It must be registered in the *Répertoire National des Certifications Professionnelles* (RNCP) – National repository of certifications. All main diplomas (national) and certificates (delivered by sectorial organisations or professional branches) are registered there. Since 2019, for this, they need to be elaborated in blocks of competences (equivalent of units of learning outcomes) that can be validated or obtained separately (in different contexts and at different times).

Once obtained, this VAE certification will have the same value as that obtained through training, it is the same. A national diploma doesn't mention where it has been obtained and under which scheme.

The objectives of VAE

A VAE can be used to achieve different objectives:

- To obtain a certification when one does not have enough diplomas
- To validate a level of responsibility
- To have one's skills recognized
- To evolve professionally, obtain a raise or a promotion
- To change job



- To take a competitive examination or enrol in a training program requiring a certain level of qualification
- To validate experience for personal reasons and individual objectives
- To develop self-confidence

Conditions to apply for validation

Any person, regardless of age, nationality, status and level of training, who can prove at least one year of experience directly related to the targeted certification, can apply for VAE. The candidate can only submit one application per certification and up to three applications for different certifications during the same calendar year. To do so, they must first fill out an admissibility file. If the application is deemed admissible by the certifying body, the applicant must then prepare a validation file describing in detail his or her experience, previous diplomas and motivations. At the time of the validation, s/he may have to pass an oral interview before a jury or be tested in a professional situation. The process is done in several stages and requires a real involvement. It generally takes place over 8 to 12 months.

Applying for validation

Before starting a validation process, it is necessary to prepare the project as it requires an important commitment that goes through several steps. The starting situation will take into account all types of work experience, employed or not, training, associative and volunteer activities, union activities, activities as an elected person.

Information about validation can be obtained with an advisor located in the local structures dedicated to providing advice and information on validation that are run by organizations such as Pôle Emploi and Missions locales (employment centers), center for information of women and families, etc. The advisor will confirm or not the relevance of the validation. If the candidate already knows the organization that delivers the certification, s/he can contact it directly to find out the precise content of the certifications, the skills and knowledge required and the evaluation methods. This step allows the candidate to make sure that a validation procedure is feasible for his or her situation.

Then the admissibility stage makes the application official with the certifying body. The eligibility file allows the certification body to verify that the conditions defined by the law are respected. It is the certifying body that analyses the file to decide whether or not it is eligible. This file includes documents relating to the duration of experience according to the certification targeted (professional, associative, voluntary, trade union, elected, etc., as well as periods of initial or continuing training in a professional environment). Supporting documents must be attached depending on the situation of the applicant, they are:

- activity as employed worker: Salary slips, employers' certificates, experience certificates,
- Self-employed activity: tax returns, declarations of existence...
- Volunteer activity / Union / Local elected official: certificate signed by two people from the association or union, with signing authority,
- Volunteer: Certificate from the employing organisation, voluntary association contract.

Some certifying bodies may request other specific documents for the admissibility file. In higher education, the application form is accompanied by a file including diplomas, certificates and any other documents enabling the validation jury to appreciate the nature and level of the studies.



Once the notice of eligibility has been checked, the request for validation can be made to the certifying body. It is done through the filling of a validation file written by the candidate that will allow the jury to evaluate his skills with respect to the targeted certification. To complete the examination of this file, the jury may invite the candidate to an interview and, for certain certifications, propose a real or reconstructed work situation.

The applicant can choose to be accompanied or to work alone. Validation support can help the candidate to analyse his experience with regard to the skills required to obtain the certification. The accompaniment is an expertise and a methodological support to prepare the validation file, the evaluation by the jury and the interview and, if necessary, to prepare a professional situation. The support can be provided by the certifying body itself or by other accredited or referenced service providers. Greta for example will provide this support for diplomas delivered by the Ministry of education. It includes a basic module with methodological assistance in describing the experience, formalising the file and preparing for the interview with the jury or the work situation. It can also consist of assistance with orientation and the search for funding in case additional training is needed corresponding to mandatory training or a block of competences identified by the reference system of the certification sought. Depending on the situation the support is provided through individual interviews, in person or by telephone, small group work, or remote support via a collaborative platform. It lasts on average, between 10 and 40 hours, adjusted according to the needs and profile (identification of skills, help in writing the validation file, help in preparing for the work situation and the interview, etc.).

The validation file describes the professional and personal experience. This involves describing some of the activities carried out that are directly related to the activities expected of the holder of the certification, as well as the periods of initial and continuing training. It is supported by evidences of the reality of the practice such as organisation chart, works or photos.

The interview with the validation jury is carried out either on its own initiative or on the initiative of the candidate. It is often organised following the examination of the file and, depending on the certification, a professional situation. It allows the jury to obtain additional information or to confirm the elements mentioned in your file. The length of the interview varies according to the certifying bodies: in general, it does not exceed one hour. A work experience is one of the possible validation methods that can be requested by certain certifying bodies (for example, for the professional title of cook delivered by the ministry in charge of labour organised by the Afpa). It can be real (in a restaurant) or reconstructed (on a technical platform – kitchen of a VET center). In a real-life situation, the candidate is asked to prove, in practice, that s/he has the skills required to obtain the targeted certification.

Evaluation is done at no cost for the diplomas delivered by the Ministry of education. If support is needed, it can be financed through the individual training account of the candidate or by the Region, the support structure for disabled workers or by other bodies depending on the status of the candidate.

It may happen that only some blocks of competences (eq. Units of learning outcomes) are validated. In that case, they are definitively acquired. And the missing ones can be validated later, usually after going through additional formal training in a VET center. The financing of this additional training on specific learning outcomes can be supported by the individual training account or by different bodies, depending on the situation of the applicant. In the hospitality sector, it often happens that foreign languages courses are needed if the candidate has no previous diploma (in any field).



In the context of the CULINART project and the newly-developed joint VET “Chef” qualification it must be noted that it is a pre-requisite to register a qualification/certification so it can fully be obtained by validation of skills, without taking any formal training course. Full validation usually applies to learners who have a sufficient corresponding work experience (minimum one year). Partial validation can apply in that case too or if someone has gone through a training program that includes a unit of competences that is the same.

Portugal

In Portugal the certified training entities cannot validate and certify prior learning. This competence is the responsibility of ANQEP – Agência Nacional para a Qualificação e o Ensino Profissional (National Agency for Qualification and VET). Since the 2016 update, the changes described before fit with the commencement of operation of the **Centros Qualifica** (Portaria no. 232/2016, 29/08). This legal framework reinforces the recognition, validation and certification of competences (RVCC) as a public education and professional offer that values learning developed throughout a wide range of life experiences.

Centros Qualifica ensure the validation of non-formal and informal learning. The network of Centros Qualifica across the country ensures the management and development of the activity within processes for the validation of non-formal and informal learning locally. The national entity, the National Agency for Qualification and VET does the monitoring of the work achieved in Centros Qualifica.

It is the writing of the portfolio based on a life story and the validation of non-formal and informal learning, according to existing Key Competence Standards (In Portuguese Referenciais de Competências-Chave), that is at stake when the jury of certification meets adult learners in a final session aiming at assessing the RVCC process developed. Beyond the analysis of the portfolio (in school RVCC) and the assessment tools (in professional RVCC), the jury assesses an examination, as presented in the text introduced below.

In the certification of school competences, the certification examination consists of an oral presentation of work on a theme that demonstrates knowledge and competences in the key-competence areas of the respective standard. In the certification of professional competences, the certification examination is a practical demonstration of the competences held within the professional competence standard.

Validation in general education (basic and secondary education) refers to non-formal and informal learning aimed at obtaining school certification. It is carried out according to different areas of key competences and levels of school certification, according to the existing Key Competence Standards. It has the same legal value as any other way of obtaining school certification, allowing learners to pursue further studies in other forms of provision within the national education and training system. In terms of the RVCC, learners carrying out the validation of non-formal and informal learning can obtain school certification in the framework of general education, and a professional certification, as regards VET.

The validation of non-formal and informal learning is directed at acquiring school certification (equivalent to 6, 9 and 12 years of schooling, levels 1, 2 and 3 of the National Qualifications Framework – NQF - and of the European Qualifications Framework - EQF) or a school and professional certification (equivalent to levels 2 and 4 of the NQF and of the EQF). The RVCC includes a self-evaluation and evaluation of the portfolio by the team with the aim of assessing the competences acquired and their correspondence to the competence standards. It also includes an evaluation carried out by a jury, which establishes a relationship between the competences proven by adult learners and the Key Competence Standards. Concerning school education certification, several practitioners



form this jury, such as a guidance, recognition and validation technician; trainers/teachers and the Centro Qualifica coordinator for the centre in which the adult learner enrolled him/herself. In relation to VET certification, the jury is composed of trainers/teachers, as well as representatives of an entrepreneurial association and a trade union within the specific economic sectors, as well as the centre coordinator.

The Key Competence Standards underlying validation procedures for RVCC in general education have not changed since they were established in 2004, for the basic level, and in 2006, for the secondary level. The Professional Competence Standards are updated whenever considered necessary as part of the work developed within the scope of the National Catalogue of Qualifications. Additionally, since 2009, validation of non-formal and informal learning is part of the National Qualifications Framework (Portaria no. 782/2009, 23/07), which is referenced to the European Qualifications Framework.

The adult education and training policy that includes the RVCC as a central offer is one of a general kind; no specific target groups were established for the validation of non-formal and informal learning in Portugal. Validation processes may be carried out by adult learners who are over 18 and hold neither basic (4th, 6th, 9th grades) nor upper-secondary education (12th grade), or professional certification allowing them to recognise, validate and certify competences (school and/or professional) acquired throughout life in formal, non-formal and informal contexts. It should be noted that adult learners aged under 23 must have at least 3 years of professional experience to be able to develop these RVCC processes.

Validation procedures included in RVCC support the implementation of the **Upskilling Pathways** recommendation as they ensure a certification to those who accomplish the process, in accordance with national qualifications framework and education and training systems. The RVCC also supports low-skilled adults, although adult learners attending this process need to have developed previously basic literacy, numeracy and ICT skills, owing to the fact that portfolio presented for final evaluation is a written document.

Validation in education and training

The validation of non-formal and informal learning is integrated into the national education and training system for RVCC. It covers all basic and secondary education levels. These processes are unique and developed by all Centros Qualifica. Validation is based on Competence Standards. These validation processes are developed by these centres which might be connected to sectoral training organisations or to entities which act in specific economic fields as well as by a wide range of providers including regular schools, VET centres, town halls, local development associations, though this situation does not involve resorting to differentiated tools of validation of non-formal and informal learning.

Since 2016, a few changes occurred in school certification within the development of the recognition, validation and certification of competences. One of these changes refers to the compulsory character of adult learners to attend a minimum of 50 hours of training concerning issues related to Competence Standards – this training is developed in the Centro Qualifica or in training provided by training providers– joining short duration courses - in order to acquire the competences needed to complete the process and allow the validation of a competence which was not developed before. This training attendance was not compulsory before 2016.

Also an extra 25 hours are to be used by adult learners in the preparation of the final examination with the jury of certification.

The recognition, validation and certification of competences processes (school and professional) also include a scale from 0 up to 5 that supports the judgment of the jury of



certification when assessing the adult learners' portfolio and competences. For school RVCC, this scale has been used by teachers for validation purposes since 2012 when the Centres for Qualification and VET were created. The scale exists in validation tools for professional RVCC since its creation.

In VET, RVCC covers levels 2 and 4 of the National Catalogue of Qualifications. The four stages of validation (identification, documentation, assessment, and certification) are included in national validation arrangements, when basic and secondary education certification and VET are concerned.

No specific policy area or sector has been prioritised. It is possible for an individual to gain certification by means of validation of non-formal and informal learning at different stages of an individual's life/career progression. For example an individual may have achieved a certain certification by means of validation of non-formal and informal learning. If this individual then goes on to acquire new knowledge, skills and competences, he/she can apply to have this new learning validated, in order to obtain a new level of certification (up to level 4 of the NQF).

In HE, validation involves the accreditation of professional experience and/or training attendance in different education and training contexts developed in institutions officially allowed to do so (Decreto-Lei no. 115/2013, 7/08). Therefore, validation is linked to the credit system and unit-based structure of the different paths within the Bologna framework. Apart from Degree's, Master's or PhD's, HE institutions have recently created Professional Higher Technical Courses (Decreto Lei no. 43/2014, 18/03) which may also involve processes for the validation of non-formal and informal learning if required by learners. Learners who are successful in their validation application are given ECTS credits, which are used for exemptions from part of the Professional Higher Technical Courses, Degree's, Master's or PhD's pathways. The award of credits is only valid in the programme of studies in which students are enrolled in. HE institutions have to allocate their own funding to validation processes. Additionally, they determine specific fees to be paid by learners for the validation and accreditation processes, which vary largely across the different institutions.

Information, advice and guidance

The existing channels for recruiting adult learners are not devoted to specific target groups, although public policy is visibly concerned with working-age adult learners' school certification and professional certification. Information about RVCC is provided by the **Centros Qualifica** to all the individuals who approach them. Furthermore, the centres may give information about validation of non-formal and informal learning in information sessions that take place in working contexts, such as in companies, as well as in other social contexts, such as in parish councils, non-profit associations etc. Besides other institutions, the National Agency for Qualification and VET provides information on RVCC, namely through its website. These centres are devoted to informing, counselling, and guiding learners (young people and adults) who seek to improve school and professional certification through education and training and the development of processes for the recognition, validation and certification of competences.

National Credit System for VET

- It is in line with the ECVET system;
- The system is based on units of learning outcomes which are part of qualifications and can be assessed and validated;
- It enables learners to transfer and accumulate assessed learning outcomes;



- This enables learners to attain a qualification at their own pace by accumulating the required units, achieved in different countries and different contexts (formal, non-formal and informal);
- It facilitates the legibility and the flexibility of qualification pathways;
- It fosters permeability among VET pathways and also with higher education;

Turkey

The issue of workplace experience and recognition of work experience and prior learning in Turkey is regulated in Article 72 of the Ministry of National Education Secondary Education Institutions Regulation. This article is as follows: "The equivalence of the knowledge, skills and competencies acquired by the individual through formal, non-formal and/or free learning is made in journeyman and mastership training, the recognition of previous learning that is not based on documents is documented by measuring and evaluating in the standards developed for this purpose."

Certification related to the recognition of prior learning is made in the fields/branches within the scope of Law No. 3308. As a result of the equivalence made in this context, the exams of those who are entitled to take the journeyman and mastership exam are held: during the skill exams (held at the end of the academic year) and the responsibility exams (held in the first week of the second semester).

Recognition services for prior learning are carried out by **educational institutions** to be determined by the Provincial National Education Directorates, and the monitoring and evaluation of these activities is carried out by the National Education Directorate. In the recognition of prior learning, published **national occupational standards** and **national qualifications** are primarily taken as reference.

Establishment of equivalence and examination commissions for the recognition of prior learning, evaluation criteria and procedures and principles regarding similar works and transactions are determined by the Ministry of National Education in Turkey.

The candidate who is successful at the end of the recognition process of prior learning is given a **certificate** in accordance with his level within the scope of Law No. 3308.



3. In-company training opportunities and internship programs within and outside CULINART partnership

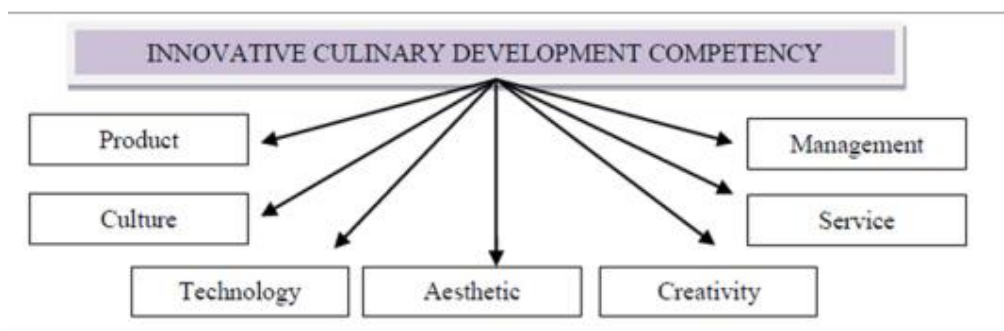
Companies remain one of the most important drivers of long life learning opportunities. Typically, adult learning is job-related and mostly employer sponsored (or indirectly endorsed by the enterprises). Work-based training could also be supported by the government via national or regional programs. Often, in-company training constitutes a compulsory element of the schools' study curriculum (on both secondary and tertiary levels of education) via so called "dual training" and internships. Those programs are considered as modern teaching approaches in terms of the "learning by doing" philosophy or a form of a "contemporary apprenticeship" where learners can apply theoretical knowledge acquired in the classrooms in practical, real-life cases. The dual training as well as the internship programs provide for acquisition of practical skills and gives numerous benefits for the learners, including increased employability, industry contacts, insights for the job and practical experience.

The continuing vocational education and training (CVET) is usually undertaken for job related purposes: to obtain knowledge or to learn new skills for a current or future job position, to increase earnings, and to improve in general the career advancement opportunities. It is usually financed by the companies, the workers, the public authorities or a combination of the above mentioned sources.

Within the CULINART project context the Work-based learning (WBL) or in-company training is particularly important for the hospitality workers and more specifically those involved in the fields of culinary arts, restaurant servicing and catering. The technical skills are again the most frequently trained skills and are often taught during the initial training. Other important areas for development are customer-related and team-building skill. As part of the branding policy of the hospitality organization, new staff should also receive the needed competences to follow and respect the company's values, missions and goals, as well as the standards and service procedures determining the respective levels of service quality.

Culinary professionals need to possess various skills, both technical and so-called "soft" (or social and personal) skills to advance successfully in their careers. The chef has to be all-rounded person, mastering every aspect of food production and servicing, from managing deliveries and preparing raw ingredients to serving guests and providing them with unique dining experience. Chefs must possess advanced culinary expertise and food knowledge. They are more than just cooks, because they are also involved in management, planning, monitoring, control and personnel training and supervision. In short, chefs should have scientific knowledge as well as artistic creativity. The Figure 2 below illustrates some of the areas of proficiency needed by the successful chef.

Figure 2. *Innovative Culinary Development Competency Model*



Source: Suhairom N, 2019

Moreover, for assuring the success of the LLL training, a strong collaboration between companies, VET providers and learners should be established. This collaboration might be effectuated through active partnerships including ongoing communication and common database of information concerning learners' study progress and work-based performances. This could enable identifying gaps and problem areas and adjusting training contents and format at an early stage of the CVET.

Bulgaria

The report about the CVET within the enterprises in Europe (EU, 2019) states that Bulgaria is among the countries that show increase in employer-sponsored CVET by more than 10% in the last 10 years. The same report indicates that 73% of the European enterprises offers in-company training for their worker, which is a 10.5% increase over the 2010 baseline.

The company training opportunities depend largely on several factors including the size of the enterprise, the industry area, the location (namely the economic development of the region in which the company operates) and the ownership. It is observed, for example that large companies provide larger educational and training opportunities than middle-sized and small enterprises. In 2015, almost 95,3% of the large firms in EU declared that they provide training for the staff, but only 69.3% of the small companies did so (EU, 2019). The corresponding time for CVET also differs from an average of 7.4 per 1000 working hours in the large companies, compare to 4.4 per 1000 for the small ones. Evidently, larger firms provide more often and longer training events for their staff. CVET also depends to the operating budget, the adopted HR policies, namely the staff motivation and career development as well as the technology and innovation level sustained by the firms. Obviously, companies that employ a great deal of IT products and innovative solutions need to perform more frequently trainings for their staff so that the employees can keep up with the technological changes.

Most often, companies organize training initiatives when the employees' skills and competences generally do not match the job's requirements and specificities. Sometimes, instead of providing training for the current staff, the companies opt to recruit new workers who possess the needed skills, thus circumventing the training costs and risks of not achieving the necessary qualification level even after completion of the study sessions. As obstacles before staff training provision, the companies in Europe most often indicate time or financial constraints.



The skills perceived as most important by the companies (and which are trained most frequently in CVET events organized by the firms) are: technical or job-specific skills (indicated by 45% of the respondents), customer-relation and team building skills (considered as important by 41% of the companies). Other useful skills are problem-solving (26%), management skills (25%), general IT skills (21%), foreign language skills (valued between 11% and 14 % across the various EU countries) and oral/ written communication skills (6-8%).

Spain

The WBL in the working company in Spain is regulated by the following legislation³:

- Royal Decree 1529/2012, of November 8th, by which the contract for training and learning is developed and the foundations of dual vocational training are established.
- Order ESS / 2518/2013, of December 26th, which regulates the training aspects of the contract for training and learning, in development of Royal Decree 1529/2012, of November 8, by which the contract is developed for training and learning and the foundations of dual vocational training are established.
- RESOLUTION of January 23th, 2019, of the General Director of Planning and Vocational Training, by which instructions are established for the organization of experimental projects of dual professional training, within the framework of the Operational Program of Employment, Training and Education 2014-2020, to start in the 2019/2020 academic year, by public and private educational centers that provide professional training for the education system in the Autonomous Community of Aragón.
- Decree 74/2013, of June 14th, of the Consell, which regulates the Dual Vocational Training of the education system in the Valencian Community [2013/6399].

Spanish labour legislation, has two different types of contracts: the *Internship Contract* and the *Contract for Training and Apprenticeship*. For the Internship Contract, the employee already has an university degree or professional training at higher or medium level. This degree qualifies the worker to practice in a particular field. With the Contract for Training and Apprenticeship, in contrast, the worker must still acquire the theoretical training and necessary practical experience to pursue the occupation.

Italy

Italy has taken important steps to address the challenge of equipping young people across the country with skills for further education and life.

The 2015 Good School Act (Buona Scuola) gives more autonomy to schools and introduces merit-based bonuses for teachers. The reform strengthens the accountability of school principals and establishes a National Plan for digital schools to improve the digital skills of both students and teachers, also creating a more modern learning environment with improved access to the internet and digital innovations. In particular, the Good School reform makes participation in **work-based learning mandatory in all upper-secondary schools** through the so-called *Alternanza Scuola Lavoro*.

³ Inventory on legal frameworks regulating professionals in WBL, Deepening WBL Impact & women empowerment Project ID: 2018-1-ES01-KA202-050222, <http://www.deepindualvet.eu/wp-content/uploads/2020/10/2-Inventory-on-legal-frameworks-regulating-professionals-involved-in-WBL.pdf>



Work-based learning is now part of all education pathways, after the positive experience realised in the regional system of upper-secondary-level vocational educational training (IeFP). General education students will have to complete at least 200 hours and technical/vocational education students at least 400 hours in their final three years. The government has allocated EUR 100 million per year for this purpose, starting in 2015. Finally, the recent revisions to the regulations governing apprenticeship contracts have the potential to strengthen the linkages between firms and students.

Reforms to work-based learning should help students acquire the skills needed for the world or work. Education and training should provide students not only with facts, but also with help to translate learning into professional skills. Combining school-based education with workplace learning can accomplish the dual goal of developing technical and soft skills and raising students' interest and motivation. The education and training system should also help students to discover and cultivate their talents. This function of work-based learning is clearly recognised in the text of The Good School Act, which explicitly mentions the importance of career guidance and mentoring programmes for both Italian and students with immigrant backgrounds.

The importance of career guidance was also mentioned by stakeholders in OECD Skills Strategy workshops. Stakeholders stressed that the education system should aim to translate knowledge into skills and recognised the important role played in this regard by the *Alternanza Scuola Lavoro* (ASL hereafter), *Istruzione e Formazione Professionale* (IeFP, here after) and apprenticeships. Work-based learning is also discussed in challenges 2, 3, and 5 of this diagnostic report. The ASL, introduced under the Good School Act, has made work-based learning compulsory both in technical and vocational high-schools (400 hours) and in the academic track (200 hours). The number of hours students are required to spend in traineeships have been increased also in the IeFP– the regional system of upper secondary-level vocational educational training – and now they total 400 per year. These initiatives are welcome, especially considering that until 2012 about 95% of students enrolled in upper-secondary vocational education exclusively attended school-based programmes, in comparison to 63% on average across OECD countries with available data (OECD, 2013a).

The success of the ASL will depend in part on how effectively businesses and schools collaborate to ensure that students are exposed to quality work-based experiences. With this challenge in mind, the government is working to build alliances with several large companies and a number of other stakeholders. OECD (2017b, 2017c) notes that finding businesses that can provide quality work-based training is likely to be more challenging in some of the economically less dynamic regions. The 2017 Budget Law provides firms with incentives to offer work-based experiences by extending social security contribution exemptions for newly permanent or apprenticeships contracts for young people who have completed a traineeship with the firm.

Recommended area for action is to increase incentives for firms to provide traineeships under the ASL reform and provide greater opportunities for integrating the views of employers both in the design of the content of work-based learning activities and in the assessment of the skills acquired by students during their traineeships.

France

All national diplomas registered in the National repository of certifications can be obtained by a variety of paths: initial training, continuous training (= lifelong learning), apprenticeship and validation of experience. Initial training, continuous training, apprenticeship are all organised under work-based schemes.



In initial training, the learner is a student and the path includes several weeks of practices in companies with blocks of competences (eq. Units of learning outcomes) evaluated within the company, in collaboration with the training center.

In continuous training, if the learner is unemployed, it works following the same principles. But most of continuous VET takes place through specific employment contracts called "professionalisation contracts" where training takes place on a dual system. The learner is an employee of the company that chooses a training provider responsible for the structuration of training and making sure that the learning outcomes are fulfilled so that the learner can take the exam (usually the exam through which a jury gives or not the diploma combines continuous control performed by certified teachers with a final examination – but a full continuous control during the training path is also possible). Blocks of competences are evaluated both in the company and in the training center. Each block of competences is evaluated and can be certified if passed.

The professionalisation contract is a work-study contract between a private sector employer and an employee who meets certain criteria (young from 16 to 25 years old to complete their initial training or beneficiary of the solidarity income or disabled worker or beneficiary of integration contract). It enables the acquisition of a professional qualification within the framework of continuing education. The professionalisation contract must be in writing and can be for a fixed term or for an indefinite term. The employee benefits from the support of a tutor in the company.

Apprenticeship contract is another way to prepare a certificate. Here also the learner is employed by the company who chooses an apprenticeship training center to manage the training path. It is important to note that since 2020, companies can be at the same time employer and apprenticeship training center provided they fulfil some conditions. The obligations to respect for creating an apprenticeship training center are the following:

- training is at no cost for the apprentice,
- establishment of a council of improvement to oversee the organisation and operation of training,
- keeping of a cost accounting system,
- annual publication of the results of the apprenticeship training center results (rate of obtaining certifications, rate of further study, etc.),
- for courses leading to a diploma, submission to pedagogical control (by public agents authorized by the ministries, representatives of the branches and consular chambers),
- Compliance with the principle of dual courses and the reference documents for the targeted certification (theoretical courses can be organized at a distance),
- Obtaining a quality certification specific for training.

In order to develop apprenticeship, the contracts have also been made more flexible with:

- the age limit for apprentices raised from 25 to 29;
- the hiring is now possible throughout the year;
- the minimum duration of the contract has been reduced from one year to six months;
- the minimum duration of training lowered from 400 hours to 150 hours (25% of the total duration of the contract or apprenticeship period).

The working conditions of apprentices have also been facilitated, with the possibility of derogating from the maximum weekly (35 hours) and daily (8 hours) working hours for underage apprentices. These should increase the numbers of contracts in particular in the hospitality sector.



Portugal

In Portugal there is a specific regulation in which only certified entities can provide professional training – Despacho No. 5756/2020.

There are two modes: private and financed training. Who pays for private training is the trainee or the company in the case of training required by the company itself. The funded training depends on the allocation of national and European funds, to which entities have to apply according to their areas of certification.

As for in-company training / WBL, within the CULINART project Alliance Proandi can accommodate interns and find entities that receive interns. The internships are part of financed training or other courses, projects and/or national and international programs and there are no costs for the participant.

The in-company training / WBL starts with an interview with the participants, after their enrollment in the internship. A set of criteria for the intern's profile are determined, depending on the areas of study and needs of the entities. After selection, the participant signs a contract (attendance record, plan of activities to be developed, duties and obligations of the participant and the host organization) with the host organization and an employment insurance is mandatory. There is a tutor in the company that accompanies the participant and another in the sending entity.

Internship monitoring is carried out and reports are drawn up. At the end, a performance evaluation of the entities and a qualitative and quantitative evaluation of the participant are carried out. A certificate of participation in the internship is issued.

Outside the frame of the CULINART project in Portugal these opportunities are available and there are private and public entities that promote internships. More information regarding the current and future internship and WBL training opportunities could be found on the following websites:

- IEFPOne - <https://iefponline.iefp.pt/IEFP/medida/estagioemprego/descEstagiosAtivarPT.jsp>
- <https://eportugal.gov.pt/cidadaos-europeus-viajar-viver-e-fazer-negocios-em-portugal/educacao-estagios-e-voluntariado-em-portugal/estagios-em-portugal>
- Estagiar em Portugal - <https://estagiar.pt/programas/>
- Portodigital - <http://cdp.portodigital.pt/estagios/programa-de-estagios-nacionais>
- In several companies, public entities consulting their websites.

Turkey

Although in-company training is seen as an important issue, it is not possible to talk about a systematic and regular mechanism in Turkey. There are different applications according to the size of the companies, the vision of the companies and their market share. It is known that companies with a corporate structure create a regular and sustainable in-company training policy.

It is seen that the most important factor determining the educational opportunities is the financial situation of the companies. Although the way to make more profit is to create a portfolio of qualified personnel, companies want to avoid heavy costs for training. Although medium-sized enterprises implement the trainings designed by external experts, in many of them the content of the training and the development dynamics of the sector are not



compatible. Large institutions/organizations such as Turkcell, Yapı Kredi Bank, and Milli Piyango prepare programs in the field of in-company training at world standards, establish academies and help their employees to develop in line with the era.

There are two possibilities for the learners to receive in-company training:

Training through internships

The internship application for personnel candidates is based on the principle that the candidates perform the said tasks for a temporary period in order to prepare them for the tasks they are likely to do in the future. The duration of internship applications is generally between 1-12 months. Internship practices, which are not given the necessary importance and considered as a formality by many businesses, actually have very beneficial results for businesses if they are planned effectively.

Supervised Education

The manager, who knows best his subordinates and what management expects from each subordinate, can help each subordinate to develop his abilities in line with his capacity to increase his success in his job. The manager, who knows the weak points of his subordinates, can increase the productivity of the particular employee by creating a suitable environment for the development of these aspects and the acquisition of new qualifications. Supervised training, which is especially effective in teaching simple tasks, is a frequently preferred method because of its very low cost.

Both the options are intended to current or potential employees in the given company. Unfortunately there is no practice of accommodating current learners from the VET system (actually these are school students) to be placed on a job position in the real work environment.



4. On-line, distance learning and informal study opportunities

The modern IT technologies altered the traditional ways of learning (visiting the education or training provider's premises: such as school, training center, laboratory, etc.) and provided many different options for the learners to participate in training process and to acquire knowledge and skills, without actually present at a certain place. Online or e-learning, as well as distant learning provide for flexible training arrangements during or outside the working hours in convenient setting and pace adjusted to the learners' needs. E-learning may remove a number of obstacles and barriers to LLL, particularly those related to time and cost constraints.

The abundance of on-line resources (such as MOOC platforms, e-Universities, webinars, blogs, sites and articles) are becoming increasingly important during the recent COVID-19 pandemic and will most likely continue growing in significance for the future to come. Many respected Universities, High Schools and VET centers digitalize their teaching contents and provide courses for distant and online learning either on their web sites or on bigger educational platforms such as Coursera, Alison, Futurelearn, Iversity etc.). Some platforms are especially dedicated for Hospitality and Culinary courses (such as Hosco). Most of those distance learning opportunities are either free or more accessible than the real one and results in certificates and diplomas which became better recognized and accepted throughout the industry as a valid proof of qualification. Some of them can also serve as units of learning outcomes and be adjusted to the educational and vocational credit system, thus becoming transferable in the system of formal and tertiary education.

In general, the legislation across the partner countries defining the forms and the methods of delivery, respectively – the certification, of the vocational education and training provided in a virtual environment is not aligned. In some countries like France, partial online/distance learning can only be organised in case of pandemic as was the case during the last more than one year. In others, like Spain, there is quite a flexibility for the VET providers to choose their ways and modes of delivery of the qualifications, as long as they have the technical assurance of the training. In other countries, like Bulgaria and Italy, there is no a straight regulation towards the online/e-learning training so it's up to the training body designing and delivering the course to decide to opt for it based on the content of the qualification.

In the context of the CULINART project the project partners were forced to abandon the idea of organizing field-trips with job-shadowing sessions in the partner countries to pilot the developed Chef qualification and to replace those with online training sessions. This created a lot of difficulties in the organization of the virtual piloting, but also provided valuable experience and feedback to the project consortium regarding the feasibility and effectiveness of such mode of delivery. The practical training and the simulation of an actual working environment were the key challenges that the CULINART partners faced in the process of implementation of the piloting course online.

In addition, choosing the online mode of delivery of the training both the providers and the trainees need to ensure the technical aspects of the organization and implementation. Following the CULINART piloting experience, the blended learning is probably the most feasible option for the delivery of the Chef qualification. It combines e-learning components, when the learners independently study provided by the project partners online training resources and implement individual or group assignments, but the learning process is guided by the trainees themselves, they chose the intensity of the learning



according to their availability, and virtual training sessions, synchronized by using a video conferencing software, when the teachers and the trainees actually interact in a virtual environment and can communicate in a real time.

Most of the CULINART partners maintain own online training platforms or use the popular ones available in Internet. These platforms are complemented with various online tools like virtual classrooms, video conferencing tools, etc. in order to deliver a complete learning experience. Even though the COVID-19 changed a lot the situation and forced the VET providers to the online training delivery and most of them reorganized their teaching strategies, still the WBL could not be fully replaced by the online tools.

Up-to-date information regarding the currently available and accessible online and distance learning courses and trainings, delivered by the CULINART consortium, it's separate members or other partnering or external bodies, is published on the project website: <http://culinart-europe.eu/>.

Informal learning refers to all information, knowledge, skills and competences acquired in everyday life or as a by-product of our mundane experience. This resource is especially relevant for culinary skills, since most of us develop some basic cooking techniques due to the necessity of preparing food for their families without aiming at some professional expertise or qualification. Our childhood memories are inevitable penetrated with some culinary experience (souvenir of granny preparing pancakes for breakfast or family gathering for a New Years' feast). Many families hand over traditional recipes and cooking techniques that are unique and are a real intellectual assets blended with personal history. Most of those treasures remain within the family and are never used in a professional setting, but some are transferred to the commercial kitchens and included in the menus of the most renown restaurants around the world. Therefore, informal studies should never be underestimated, especially those related to food and cooking experience.

5. Liaison to the curricula of the BA programs in Culinary Arts in Europe

Bulgaria

Tertiary education in the field of Culinary Arts and Gastronomy is a rare occasion not only for Bulgaria, but also on the global scale. Very recently, cooks' educational choices were limited to only secondary levels and similar qualifications (cook-EQF3, restaurateur with specialities from EQF3 to 5, technician in the production of dairy/meat products – EQF4, pastry-bread maker – EQF4, etc.) were offered mainly in the professional and vocational schools in Hospitality or Food Processing. In Bulgaria, there are four Universities offering Programs in Food Science and Technologies and several more that specialized in Hospitality and Catering. None of them provides for university (HE) level education in Culinary Arts and Gastronomy.

Varna University of Management (VUM) was the first and so far the only institution in Bulgaria (and in East Europe) to offer two tertiary level programs since 2016: Bachelor's Degree Programs in **Gastronomy and Culinary Arts** (3-year program for achieving the diploma of Professional Bachelor in Gastronomy and Culinary Arts, EQF level 6, ECTS credits: 180) and **Hospitality and Culinary Arts** (4-year program for achieving a diploma in Bachelor in Hospitality and Culinary Arts, EQF level 6). Those two programs are delivered



entirely in English language and lead to the award of double degree: Bulgarian (from VUM) and British (from the Cardiff Metropolitan University, a strategic partner in the UK). The programs are based on enhanced practical training, research and innovative approach to the culinary arts.

The **Gastronomy and Culinary Arts Programme** successfully combines theoretical and practical training. 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, etc. Their practical training takes place in the professional environment of the Culinary Arts Institute at Varna University of Management under the guidance of foreign and Bulgarian chef instructors.

The curriculum of the **Gastronomy and Culinary Arts Programme** is composed of core modules and elective modules. Just as an example the training modules that are obligatory for the students in the **Gastronomy and Culinary Arts Programme** at VUM are: Fundamentals of the Kitchen and Culinary Arts, Food Safety and Hygiene, Accounting, Management, Commodities and Nutrition, Information Technologies, Marketing and Business Environment, HR management, Food Cost and Pricing, Entrepreneurship and project management, F&B Operations Management, Innovation and Creativity in Hospitality and Culinary Arts, Strategic management, International F&B management, Conferences, exhibitions and corporate events, etc. complimented with laboratory exercises for developing Kitchen Skills (each semester), foreign languages and obligatory Culinary Internship Placements in the industry.

<https://vum.bg/bachelor-degrees/gastronomy-culinary-arts/>

Comparing to the CULINART joint VET qualification for Chef developed under the project the training modules cover the training contents and LOs foreseen within the Chef qualification and builds upon them to achieve an EQF6 level or to provide more in-depth knowledge, to develop more professional and managerial skills and and to contribute for building a higher level of autonomy and responsibility in the university's graduates.

Similar is the structure of the Bachelor Program **Hospitality and Culinary Arts** delivered by VUM, but focusing in addition to the hospitality industry management and Hotel management in general, leading to the acquisition of a Bachelor degree in 4 years (8 semesters) corresponding to the level EQF6.

<https://vum.bg/bachelor-degrees/hospitality-and-culinary-arts/>

Since the last academic year (2020/2021), VUM launched a third program in **Culinary Science and Technologies** (three years' program for acquisition of Professional Bachelor, delivered in Bulgarian and English).

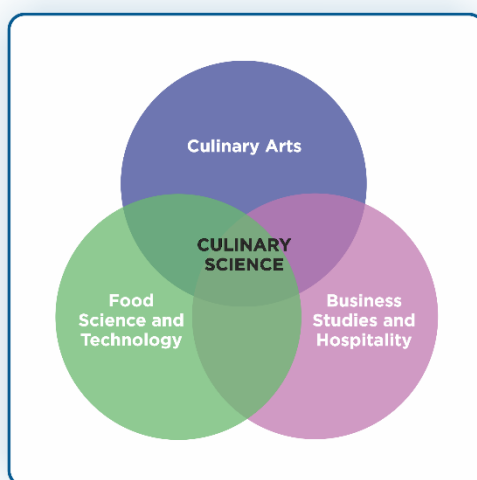
<https://vum.bg/bachelor-degrees/culinary-science/>

This is a cutting edge program blending culinary arts, food science and technologies with business acumen. It will provide for practical skills in the kitchen and theoretical explanation of the science that lies behind the various culinary processes. It will develop the leadership, managerial and entrepreneurial skills of the future specialists, allowing them to be creative and to invent new food products, dishes and menus which will be healthy, attractive and economically efficient. The program includes modules such as Food



Chemistry, Microbiology, Applied science, Nutrition, Sensor Analysis, HACCP systems and quality control, Basic and Advanced food technologies, Design of new products, Innovation and creativity in the Food Industry, Restaurant and Events management and Catering, Food writing, Introduction to Culinary Arts and many others.

Culinary Science Program at VUM as a meeting point of Culinary Arts, Food Technologies and Business Studies.



All three programs discussed above, require up to 12 months' internship, organized by the University in some of the most renown restaurants, food and hospitality companies, partnering with VUM. There is also a vast number of opportunities for academic or practical exchange via Erasmus+ programs within universities and enterprises from all over the world.

The objectives of the educational programs at VUM is to provide a solid academic background as well as practical experience for the students giving them an excellent start for their career in the Culinary Arts and Food related industries. The access to enroll into the programs is opened for graduates (in secondary schools) and also adults who wish to obtain a higher education diploma. Often the students applying for these programs are currently employees in the culinary and restaurant sector or owners of catering establishments aiming at widening and upgrading their knowledge and competence and thus advancing in their career or own business.

In Bulgaria, the systems of VET and HE are governed by different regulations and the legislation do not allow for the transfer of credits between the VET and the HE since the units of measurement are not only linked to particular learning outcomes (as is the case with the ECVET credits) but also to a particular time spent in education (as it is with the ECTS credits). However, since the curriculum in all the three programs in the field of culinary arts and gastronomy offered by VUM is foreseeing a minimum of 50% of the workload to be dedicated to practical training and also real industry experience (internships) the students make take advantage of the working experience they have to demonstrate the achievement of the intended learning outcomes from the programs and thus shortening the hours spent in education. In addition since the Chef qualification is developed to correspond to EQF5 and having the framework agreement for the mutual recognition of the LOs within the CULINART partnership, particular ULOs of the Chef



qualification could be recognized as already achieved and only verified by VUM using the assessment tools designated to the particular university's program.

Spain

There are various University Programs related to culinary arts offered in Spain among which:

Degree in **Gastronomy and Culinary Arts**

<https://www.educaweb.com/curso/grado-gastronomia-artes-culinarias-gipuzkoa-180937/>

This official bachelor's degree is aimed at covering all the needs to train qualified professional profiles; responding to the current challenges of the profession and providing learning with a scientific and technical vision, with a new interdisciplinary approach.

The main objective is to train professionals to design, implement and supervise both companies and high-level culinary processes: restaurants or any other company in the food and gastronomy sector.

At the end of the programme, students are expected to be qualified to generate and develop proposals for new products, services and businesses. They will must be able to offer advice and consultancy in the field of catering and gastronomy based on innovation and communication, making use of multiple tools, technologies and communication channels in different languages.

Degree in **Culinary and Gastronomic Sciences**

<https://www.educaweb.com/curso/grado-ciencias-culinarias-gastronomicas-barcelona-331273/>

This is the first inter-university degree (UB-UPC) in Culinary and Gastronomic Sciences in Spain led by two public universities. It was born from the union, will and commitment of the University of Barcelona (UB) and the Polytechnic University of Catalonia - Barcelona Tech (UPC), through the University School of Hotel Management and Tourism CETT-UB (a centre attached to the University of Barcelona), the Food Campus of Torribera (UB), where the studies are attached to the Faculty of Pharmacy, the School of Agriculture of Barcelona (UPC) and the Alícia Foundation, to offer the best high-level training that responds to the needs of the Cuisine and Gastronomy sector, and to promote studies and research in these fields.

University Degree in **Kitchen and Nutrition Management**

<https://www.educaweb.com/curso/titulo-superior-direccion-cocina-nutricion-sevilla-357373/>

The four-year University Degree in Kitchen and Nutrition Management is a private degree from the Escuela Superior de Hostelería de Sevilla, which is complemented by the University Extension Diploma from the Universidad Pablo de Olavide. Classroom training that combines theory and practice from the first moment, to get to face the daily work involved in leading a hospitality business.

The management of tourism companies in any of their modalities (hotels and tourist accommodation, catering establishments, intermediary companies, consultancies) requires the professional to know the peculiarities of their management. Therefore, the specialised training of professional managers in the tourism sector and the quality with which it is given content are a key factor in making the most of the qualified employment opportunities offered and demanded by the sector.

In this double degree programme, in the speciality of Kitchen and Nutrition Management for the comprehensive management of catering establishments, students are trained as



Chefs with extensive theoretical and practical knowledge in Cookery and Gastronomy, as well as in subjects related to health, nutrition, food safety and quality, management of the food and beverage area and research into food issues.

Degree in **Gastronomic Sciences and Culinary Management**

<https://www.educaweb.com/curso/grado-ciencias-gastronomicas-management-culinario-castellon-261829/>

The University Centre for Gastronomy and Culinary Management (Gasma) is a university training, research and innovation project aimed at the development of the gastronomic and culinary sector.

Gasma is the first private educational institution in the Mediterranean Arc to bring Gastronomy and Culinary Management studies to the classroom. The complementarity of these two disciplines is Gasma's differential commitment.

With the academic backing of the CEU-Cardenal Herrera University, an institution with more than 40 years of experience and strongly established in the Community, Gasma sees its innovative and avant-garde character reinforced by a university institution that stands out in the field of management and that has always strived to connect university activity with professional activity.

Gasma is born with a marked international vocation and with the aim of generating a gastronomic ecosystem that transcends the physical space of the classroom. The University Centre is born totally adapted to the needs of the market. Thus, in addition to the official degree in Gastronomy and Culinary Management, the educational offer is completed with different master's degrees, courses and workshops for professionals and cooking enthusiasts.

Degree in **Gastronomy and Culinary Arts**

<https://www.educaweb.com/curso/grado-gastronomia-artes-culinarias-gipuzkoa-353827/>

The main objective of the degree is to train qualified professionals to design, implement and coordinate culinary production and preparation systems and high-level gastronomic services in relation to different types of companies-restaurants and any other company in the food and gastronomy sector, and in relation to the needs and interests of customers, managing teams of people.

On the other side, there are different diplomas of VET Culinary arts, and from some of them, there is some slight possibility of recognition and passing to University degrees (again based on framework agreements between the providing institutions). For example, the "Higher Technician in Kitchen Management" diploma which is considered in national context as non-university higher education diploma (EQF5) provides access to University studies and is internationally recognized as Level 5 of the International Standard Classification of Education (ISCED5).

Lately, a new system which is aimed at integrating the VET of the educational system and the VET for employment is discussed in Spain and it will open up new gateways (liaisons) with university studies but it's still a process of public consultations.

Italy

In Italy the transfer of credit from VET (Regions competence) to Education (considering only University-state competence) is not institutionally regulated, therefore it is very fragmented, depending on bilateral agreement in the Regions. For example a VET provider (such as the project partner IFOA is) can have bilateral Agreements in some Regions where ITS title (EQF5) is recognised with a certain amount of credit (90) by the University, but



over a course duration of 3 years, the student still remain 1 year and a half minimum of University.

In the tertiary education a number of Universities is operating delivering HE diploma (EQF6 or higher) in culinary-related specialities, among which:

The University of Parma, chosen since operating in the so called Food Valley, delivers a **First cycle degree course** named **Gastronomic science**, Duration: 3 years, and ECTS Credits: 180. Course is delivered in Italian language.

Given the growing attention of the media and tourism to the food and wine sector, in 2004 the Department of Food Science set up the first public degree course dedicated to the complex world of gastronomic food quality and communication. The degree course in **Gastronomic Sciences** aims to address aspects related to the knowledge and appreciation of food and the places where it is produced. In addition to a basic knowledge of the scientific, technical and nutritional aspects of food, the **Gastronomic Sciences course** also pays great attention to the "culture" of food, exploring its historical, anthropological, psychological and economic aspects.

The course is structured over three years, during which students are offered face-to-face lectures, practical exercises, internships and company placements for a total of 180 university educational credits (CFU). The course is organised in 2 semesters (October-February, March-September). Classes are held in the first 3 months of each semester, while the remaining periods are devoted to individual study for exam preparation. Graduates are expected to have good basic and applied knowledge in the field of gastronomy-related activities.

This professional figure is expected to work in the following sectors:

- Food and wine tourism
- Production and distribution of typical products and gastronomy
- Protection and promotion consortia for typical products
- Organisation of trade fairs related to gastronomy
- Specialised commercial activities, large-scale distribution, e-commerce
- Communication, marketing, journalism and food and wine literature
- Food education

University of Bozen jointly with the Universities of Parma and Udine, known worldwide for their excellence in higher education in the field of food sciences, delivers a **Second cycle degree courses (Master's level)**, named **International Master in Food Sciences for Innovation and Authenticity**; Duration of the course: 2 years, ECTS credits: 120. Courses are taught in English.

This two-year master degree provides with sound knowledge of current and future challenges and trends in food sciences, combining innovation and authenticity, and offering you the opportunity to interact closely with the food industry. The course aims at training professionals who are able to work confidently in areas of food sciences, such as technology, engineering, microbiology, chemistry and sustainability.

After the first year, the students can choose among five different profiles:

- Applied Engineering and Genetics;
- Food Quality and Management;
- Nutrition Sciences;
- Food Chemistry;
- Food Packaging.



The latter two learning tracks are offered in partnership, respectively, with the University College Cork, Ireland, and the Technical University of Munich, Germany. Students have the opportunity to spend up to two semesters in one of these European partner institutions. The programme is supported by industries belonging to AssoImprenditori Alto Adige - sezione Alimentari - and Südtiroler Bauernbund - Unione Agricoltori e Coltivatori Diretti Sudtirolesi. This partnership allows students to write their research thesis with joint tutorship from both the university and the food industry. Participating companies are: Assolatte, Barilla, Consorzio Gorgonzola, Consorzio Grana Padano, Consorzio Parmigiano Reggiano, Consorzio Prosciutto di San Daniele, Consorzio Montasio, Consorzio Tutela Speck Alto Adige, Despar, Dr. Schär, Forst, Loacker, Mila, Pan, Unione Parmense degli Industriali, VOG Products and Zuegg.

France

There are 5 different certificates EQF level 6 in the hotels and restaurants sector, but they are different from CULINART in the sense that they focus on management of commercial units and that they don't prepare chef. Meaning that a chef needs to have been trained as a cook through other paths as it can be understood through their short description below.

1. DIPLOVIS - Diplôme de Management de l'hôtellerie et restauration / Diploma in Hotel and Restaurant Management, certified by Institut Paul Bocuse and the Ministry of higher education

Objectives and context of the certification:

The hotel and restaurant business has been in constant evolution over the last few years. The profession is looking for better and better trained employees. The most sought-after positions in terms of management functions concern general management functions including: strategic management, operations management, administrative and financial management and marketing and sales management with an indispensable opening to the digital environment and the creation of customer experiences.

Targeted activities:

The holder of this diploma is in charge of an activity, a service or a hotel and/or restaurant unit, in France or abroad. Through his decisions and managerial creativity, he contributes to the overall performance of the company and to the satisfaction of customers and staff. As a responsible manager, he is keen to include initiatives in a sustainable development approach. His duties are carried out in an international context thanks to his mastery of foreign languages and adaptability to multicultural environments in terms of managerial practices and human relations. Particularly at ease with new technologies and the digital world, he will be required to perform functions in the following areas: Operations Management, Marketing and Customer Experience, Human Resources Management, Accounting and Finance Management.

Competences:

Management of hotel and/or restaurant operations:

- Coordination of means and resources
- Forecasting and optimisation of sales and results
- Management of teams
- Management and anticipation of risks

Marketing and customer experience:

- Proposal and implementation of a marketing mix strategy
- Creation of customer journey and experience
- Designing new offers and concepts



- Management of customer relations and loyalty
 - Matching projects and initiatives to maximise revenue and profit
- Management and human resources management:
- Administrative management of its teams: recruitment, remuneration, disputes, etc.
 - Planning and budgeting of personnel needs
 - Implementing a policy of leadership and motivation of teams
- Accounting and financial management, economic performance:
- Drawing up budgets and operating accounts
 - Analysis of results and ratios and decision making
 - Drawing up business plans
 - Optimisation and maximisation of profits

It can be accessed through initial training with the status of a pupil or student, continuous training or by validation of experience.

2. Manager en hôtellerie et restauration internationales / International Hotel and Restaurant Manager, certified by the school Ferrière.

Targeted activities:

The Manager in International Hotels and Restaurants is required to manage all the staff: Dining room, Kitchen, Hotel, as well as to develop the activity and profitability of the restaurant, hotel, hotel-restaurant, in line with the objectives set by the management. He manages and develops customer relations, and all this in an international environment.

The main activities identified for the job are:

- Organising and managing the hotel and/or restaurant service: Organising reservations, welcoming and accompanying customers according to their specific needs, taking into account the needs of customers according to their specific needs, marketing the different offers, producing the different products and services marketed, invoicing and collecting BtoB & BtoC, monitoring customer relations and satisfaction.
- Identifying technical and financial constraints: Selection and use of the most suitable tools (materials, products, techniques) according to the specificities of the different services practiced: gastronomic, bistronomic, brasserie, cafeteria, bar, banquets, 4* hotel.
- Optimising the usage ratios of the activities and services offered: Stock management, implementation of performance and monitoring indicators, creation of dashboards, budget forecasts and tools for monitoring the performance of the activity - Development of stock and performance control procedures.
- Implementing development processes
- Analysing the challenges and constraints of the market environment
- Developing the pricing policy
- Identifying several channel marketing levers to be implemented and the associated expected returns on investment
- Proposing technical means, human and digital devices in line with the objectives set
- Creation of an employer brand
- Identification of skills needs
- Implementing recruitment strategy:
- Information and training of personnel: company professionals and young people in training:
 - Implementation of corrective actions and career plans.
 - Development of monitoring indicators and objectives:



It can be accessed through initial training with the status of a pupil or student, apprenticeship, professionalisation contract, continuous training and by validation of experience.

3. Licence Professionnelle - Organisation et gestion des établissements hôteliers et de restauration / Professional degree - Organisation and management of hotel and catering establishments, certified by the following universities: Université Savoie Mont Blanc – Chambéry, Université d'Evry-Val-d'Essonne, Université Jean Moulin - Lyon 3, Université de Montpellier, Université de Nantes, Université Paris-Ouest-Nanterre-La Défense - Paris 10, Université de Rouen, Université Jean Monnet – Saint-Etienne, Université Jean Jaurès - Toulouse 2, Université de Versailles, Saint-Quentin-en-Yvelines, Université des Antilles, Université du Maine - Le Mans, Université Paris-Est Créteil Val-De-Marne, Université Gustave Eiffel, Université Grenoble Alpes, Cy Cergy Paris Université, Université Paris 1 Panthéon Sorbonne, Université d'Avignon et des Pays de Vaucluse, Université de Toulon, Université de Tours, Université du Littoral Côte d'Opale, Institut Polytechnique de Grenoble.

Targeted activities:

- Participation in the design, organisation and production of goods and services in the hotel/restaurant industry
- Management of reception, customer relations and satisfaction
- Supervision and animation of work teams
- Monitoring the activity of a production or service unit
- Participation in the execution of the commercial and digital strategy

Competences:

- Designing, organising and implementing various commercial/collective catering or hotel systems
- Designing and monitoring culinary production and distribution facilities in any catering unit
- Establishing the necessary contractual relationships with the stakeholders of a catering operation and monitor their development
- Managing human resources: recruiting, training, managing, leading
- Negotiating with a supplier or a customer
- Collaborating in the design and implementation of a marketing strategy
- Using management and marketing tools linked to digital technology
- Collaborating in the design and implementation of a quality approach and guarantee the rules of hygiene and safety (HACCP, etc.)
- Applying the legislation related to the field and traceability in collective catering
- Using digital tools of reference and the rules of computer security to acquire, process, produce and disseminate information and to collaborate internally and externally.
- Analysing and synthesising data for use.
- Developing a critical argument.
- Using the different registers of written and oral expression of the French language with ease.
- Communicating orally and in writing, clearly and unambiguously, in at least one foreign language.
- Characterising and developing one's identity, skills and professional project in relation to a context.
- Identifying the process of production, dissemination and valorisation of knowledge.
- Situating one's role and mission within an organisation in order to adapt and take initiatives.
- Respecting the principles of ethics, deontology and environmental responsibility.



- Working in a team and network as well as in autonomy and responsibility in the service of a project.
- Analysing one's actions in a professional situation, to evaluate oneself in order to improve one's practice.

It can be accessed through initial training with the status of a pupil or student, apprenticeship, professionalisation contract, continuous training and by validation of experience.

4. Responsable de service en hôtellerie, tourisme et restauration / Service manager in hotels, tourism and catering, certified by Ecole Supérieure Internationale de Savignac (depending from the chamber of commerce of Dordogne).

Objectives and context of the certification:

At the heart of the reception and customer relations system, the Hotel, Tourism and Catering Service Manager, in collaboration with the other departments, actively contributes to the achievement of both the economic and qualitative results of the establishment and is responsible for the implementation of its policy. As the operational leader of his department, he organises its operation, manages the budget, ensures the quality of the services provided and manages a team. He is also responsible for optimising the management of customer relations, in particular by collaborating in the creation of new services adapted to the expectations and needs of different types of customers.

Targeted activities:

Depending on the company in which he works, he may carry out all or part of the following activities:

1. Operational coordination of the service and quality monitoring of services
2. Financial and administrative management of the service
3. Commercial and marketing management of the service
4. Management and development of customer relations
5. Team management

Competences:

1. Coordinating the activities of his department, ensuring the quality of the services provided and compliance with the standards and procedures specific to the establishment
2. Managing the financial and administrative aspects of the department by ensuring that the objectives set are achieved and by making the necessary adjustments to optimise turnover
3. Managing the operational marketing and communication activities, ensuring that they are consistent with the development strategy of the establishment
4. Managing customer relations, taking into account the types and characteristics of each category, satisfying specific requests and resolving conflicts that may arise, while respecting the interests of each party
5. Managing a team by implementing a management style that encourages involvement, respects cultural dimensions and the interests of each person in managing situations that may cause problems



It can be accessed through initial training with the status of a pupil or student, apprenticeship, professionalisation contract, continuous training and by validation of experience.

5. Responsable d'un centre de profit tourisme / hôtellerie / restauration / Manager of a tourism/hospitality/restaurant profit centre, certified by the French chamber of commerce and industry.

Targeted activities:

The manager of a tourism, hotel and restaurant profit centre is responsible for managing and administering the establishment for which he is responsible. With the objective of profitability and in compliance with the establishment's quality charter and health and safety standards, he markets the service offer, manages the staff and runs the establishment. He is responsible for achieving the objectives and financial results.

Skills:

- Evaluating the means and conditions to be met in order to provide a service adapted to the target clientele
- Structuring the general organisation of the establishment
- Drawing up the provisional annual budget
- Analysing the results of the activity
- Ensuring the conformity of the premises and equipment
- Negotiating with service providers and suppliers
- Drawing up the annual recruitment plan for new staff
- Drawing up work schedules
- Manage social relations with employees and trade union representatives
- Conducting annual performance reviews
- Analysing the characteristics of the local market
- Identifying institutional and professional players with whom to develop partnerships
- Drawing up the operational sales strategy
- Drawing up the action plan
- Designing an evolving pricing plan
- Establishing a diagnosis of communication
- Designing an operational communication strategy
- Drawing up the communication plan
- Collaborating in the design of a web marketing strategy
- Defining its positioning on the Internet
- Deciding on the adjustments to be made in order to improve its communication

Four blocs of competences:

- Managing teams
- Commercial development of the unit
- Designing the strategy and overseeing communications operations
- Organising the establishment and managing it administratively and financially

In all the listed cases the programs are accessible through various paths including apprenticeship, professionalisation contract, continuous training and by validation of experience thus, thus creating a possibility for the CULINART Chef qualification graduated to continue to further studies at tertiary level. It is important to be mentioned that a prerequisite for the enrollment of these programs is that the candidate is of a minimum age 18 years and possess secondary school diploma or equivalent.



Portugal

In Portugal there are professional courses and higher courses in culinary arts. Gastronomy reveals itself today as an area of growing demand and expressive recipes, requiring approaches based on in-depth knowledge, arising from the investigation and production of scientific knowledge, nationally and internationally. In this sense, bachelor's degrees and degrees aim to train professionals capable of responding to constant changes in consumer behavior, providing them with strategic thinking in terms of the organization and management of gastronomic products, with an emphasis on sustainability, creativity and tradition.

If the participant hold a Technological Specialization Diploma - level 5 attended in Portugal, must apply for a special competition and is subject to the conditions set by the desired higher education institution. In case one attends a level 5 course abroad, he/she will be subject to specific regulations aimed at international students – Decreto-Lei No. 36/2014, regulates the International Student Statute.

These HEIs and educational providers offer programs related to the culinary arts and Gastronomy:

- Universidade do Porto/Escola Superior de Hotelaria e Turismo do Porto - <https://www.esht.ipp.pt/>
- Escola Superior de Hotelaria e Turismo de Braga - <https://ipca.pt/utesp/cursos-tecnicos-superiores-profissionais/escola-superior-hotelaria-turismo/>
- Instituto Politécnico do Porto - <https://www.esht.ipp.pt/>
- Universidade do Porto - https://sigarra.up.pt/fcnaup/pt/cur_geral.cur_view?pv_curso_id=18681
- Escola Superior de Educação de Coimbra - <https://www.esec.pt/estudar/cursos/gastronomia-0>
- Instituto Superior de Agronomia - Universidade de Lisboa - <https://www.isa.ulisboa.pt/ensino/outros-cursos/cg>
- Politécnico de Leiria - <https://www.ipleiria.pt/curso/tesp-de-cozinha-e-producao-alimentar/>
- Politécnico de Viana do Castelo - https://www.ipvc.pt/estudar/estudar-no-ipvc/cursos/licenciaturas/?gclid=EAiaIQobChMIkq6t7L-f8wIV14XVCh1GIw3SEAAAYAAAEgIEY_D_BwE

The VET and the HE systems in Portugal are differentiated and normally credits are not transferred between them. However, in some cases when there are agreements reached between the education and training providers and based on the validation possibilities envisaged within the legislation, some ULOs from the CULINART Chef qualification could be (partially) recognized and verified for tertiary level if meeting the particular requirements set out in the educational program

Turkey

The current structure of the Higher Education system in Turkey is already compatible with the 3 cycle system (Bachelor's, Master's and Doctoral) provided within Bologna Process. In addition, "short-cycle (Short cycle-QF-EHEA and 5. Level-EQF-LLL)", which was set forth in European Upper Qualifications Framework and is mentioned as interim qualifications, are provided as "associate's degree" in Turkish Higher Education System. As a result, it is considered appropriate that National Qualification Framework for HE in Turkey can be defined with 4 (four) cycles including: associate's, bachelor's, master's and doctoral degrees with its current design.



Further the according to the profile of the qualifications within the Turkish NQF for HE, they are classified as

- (1) Qualifications for Higher Education and
- (2) Qualifications for Vocational Higher Education.

There are different kinds of degrees awarded for each level within higher education system in Turkey;

- Associate's degree: associate's degree within bachelor's degree programmes,
- Bachelor's degree: faculty, higher school and conservatoire undergraduate degree programmes,
- Master's degree: master's with or without thesis,
- Doctoral degree: doctorate, proficiency in medicine and doctorate in art.

In the context of the CULINART project several educational programs suitable for further study are identified, delivered by universities and generally designed in accordance with current conditions, containing cultural learning and technical information on food and beverage. At the same time, there are programs that provide practice and internship opportunities. Here are examples of the offered HE programs linked to the Chef qualification profile:

1. Bachelor's Degree in Gastronomy And Culinary Arts

Offered by: Nevşehir Hacı Bektaş Veli University Faculty of Tourism

Level of Qualification: Undergraduate (Bachelor of Science)

Program structure: compulsory and elective courses delivered in 8 semesters (4 years) (corresponding 240 ECTS) to be taken in the program and students are required to have at least a 2.00 GPA on a 4.00 scale. In addition, in order to graduate from this department, students are required to do an **internship for 140 days** in tourism businesses.

A set of more than 20 Learning Outcomes of the Programme are listed among which

Occupational Profiles of Graduates: Highly educated and experienced alumni have a wide range of job opportunities including the following ones:

1. Middle and upper level kitchen manager at F&B department of the Accommodation-enterprises, restaurants, bars, independent food and beverage enterprises
2. Have opportunity to work as a master trainer / instructor for the practical lessons related to Culinary, Service, Bar, Cooking at Anatolian Hotel and Tourism Vocational High Schools, Anatolian Girls Vocational and Girls Vocational High Schools, other vocational high schools and Tourism Training Centers
3. Academic career opportunity for successful and inclined students
4. There is an opportunity of becoming a teacher of vocational courses in secondary schools for the graduates of Masters in Education Studies.

Access to Further Studies: Upon successful completion of undergraduate degree, candidates may study graduate programs on condition that they get a sufficient grade in ALES test and have a sufficient level of English language skills.

Source: <https://tf.nevsehir.edu.tr/en/gastronomy>



2. Gastronomy and Culinary Arts

Offered by: Maltepe University, Istanbul, Faculty of Fine Arts

Level of Qualification: Undergraduate (Bachelor of Science)

Program structure: compulsory and elective 58 courses delivered in 8 semesters (4 years) (corresponding 240 ECTS) to be taken in the program.

The department in which practice and theoretical courses equally weigh includes kitchens (main kitchen, patisserie kitchen) equipped with technology at world standards. Students gain practical knowledge and skills about food and beverage techniques from Turkish and international cuisine. The program includes theoretical courses that enable students to be trained as qualified managers and directors.

Occupational Profiles of Graduates: The mission of Gastronomy and Culinary Arts Program is to train high qualified chefs, academicians and managers who have contemporary values in the food and beverage sector, are equipped with practical and theoretical knowledge and skills at international standards and are capable of serving as senior manager.

Source: <https://aday.maltepe.edu.tr/en/academics/department/23/gastronomy-and-culinary-arts>

There are others programs also available such as:

- "Gastronomy and Culinary Arts" (B.A.), offered by the Faculty of Fine Arts of Istanbul Gelişim University, <https://gbs.gelisim.edu.tr/en/general-information-1-179-2>
- "Gastronomy and Culinary Arts" program (B.A), offered by Yeditepe University, <https://gsf.yeditepe.edu.tr/en/gastronomy-and-culinary-arts-department>
- "Gastronomy and Culinary Arts" program (B.A), offered by Bilgi University, Istanbul, <https://www.bilgi.edu.tr/en/academic/school-of-tourism-and-hospitality/gastronomy-and-culinary-arts/about/>
- "Gastronomy and Culinary Arts" program (B.A), offered by Özyeğin University, Istanbul, <https://www.ozyegin.edu.tr/en/undergraduate-gastronomy-and-culinary-arts-program/overview>, etc.,

but since the state requirements are unified following the National Qualification Framework in HE, they vary only as to the training contents and structure of the different courses only.

Especially in the last 5 years, with the high interest of culinary branches at the high school level, faculties of gastronomy and culinary arts at the higher education level have started to increase. In fact, it is so strange that the scores of the gastronomy and culinary arts department have almost reached the level of law faculties. For this reason, it can be said that faculties of gastronomy and culinary arts in Turkey attract great attention.

All the HE programs are accessible only after the secondary schools diploma obtainment. Respectively, the VET learners who graduated from vocational schools are allowed to further studies in the HE system, either in qualifications for higher education or qualifications for Vocational Higher Education. It is also important to be mentioned that the enrollment in the universities' programs is arranged within the framework of Turkish Higher Education Council Law and decisions and one of the usual admission requirements in HE qualifications, in addition to the completed secondary education, is that the students pass



a selection procedure for admission arranged by the authorities in cooperation with the university and they need to present student placement examination result.

The positive effect is that once accepted for HE the courses taken from undergraduate program or associate degree program of any higher education institution and those managed by a student before enrolling to the university can be transferred to the desired program by a decision of the universities governing bodies and the student may be exempted from a course or courses.



References:

- Recommendation of the European Parliament and Council for Establishing a European Credit system for Vocational Education and Training (ECVET), 2008
- Ordinance No.2 for the Validation of the vocational skills, competences and knowledge, 2014
- National Strategy for Lifelong Learning for the Period 2014-2020, Ministry of Education and Science, 2014
- Council recommendation of the European Qualifications Framework for lifelong learning, 2017
- ECVET, European Credit System for Vocational Education and Training, 2018
- Continuing vocational training in EU enterprises, Development and challenges ahead, EU, 2019
- Evtimova P., Georgiev N., Zlatarska P. (unknown), Dual training: Practical Guidelines, Bulgarian-Swiss Cooperation Program
- Suchairom N., Musta'amal A.H., Amin N.F.M, Kamin Y., Wahid N.H., A., Quality culinary workforce competencies for sustainable career development among culinary professionals, International Journal of Hospitality Management, 2019
- Özer M., Suna H.E., Future of Vocational and Technical Education in Turkey: Solid Steps Taken After Education Vision 2023, Journal of education and humanities, Critical Review, 2019
- OECD, Spain Country Note - Skills Outlook 2021: Learning for Life, OECD, Paris, 2021, <https://www.oecd.org/spain/Skills-Outlook-Spain-EN.pdf>
- PRR – Recuperar Portugal, Construindo o Futuro, 22.abr.2021, <http://www.portugal.gov.pt>
- EAEA: Country report Spain. (Helsinki), 2011, www.eaea.org/country/spain
- Internet sources:*
- https://www.cedefop.europa.eu/files/4132_en.pdf
- www.ANQEP.pt www.cedefop.europa.eu
- https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-39_it
- https://eacea.ec.europa.eu/national-policies/eurydice/content/lifelong-learning-strategy-39_en
- <https://www.oecd.org/skills/nationalskillsstrategies/Diagnostic-report-Italy.pdf>
- <https://www.unibz.it/en/faculties/sciencetechnology/master-food-sciences-innovation-authenticity/>
- https://cumulus.cedefop.europa.eu/files/vetelib/2015/ReferNet_ES_2014_WBL.pdf
- https://eaea.org/wp-content/uploads/2018/01/spain_country-report-on-adult-education-in-spain.pdf
- <https://uluslararasi.yok.gov.tr/en/internationalisation/nfq-hetr/nfq-hetr/nqf-hetr-in-general>