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HORECA ZERO WASTE ENHANCING THE ACCESS TO TEACHERS AND GREENING THE CURRICULA

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Summary review of educational curricula for the professions of Cook and Waiter

PARTNER ORGANIZATIONS

Level H Ltd
BALGARSKA STOPANSKA KAMARA - SAYUZ NA
BALGARSKIA BIZNES
Skills Zone Malta co. Limited
ASOCIACION DE INNOVACION EMPRENDIMIENTO Y
TECNOLOGIAS DE LA INFORMACION Y LA
COMUNICACION (INNETICA)
Innovation Frontiers IKE
NEW ISLAND Ltd
TIR Consulting Group j.d.o.o

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INTRODUCTION

The HoReCa sector is characterized by great dynamism, a growing number of services, the construction of new niches, as well as continuous introduction of new technological innovations. This professional field provides a significant number of jobs in the services sector, and for many EU Member States and the national economy as a whole. One of the major problems in the sector is related to the gap between skills and needs, which creates the need to provide effective and adequate education and training that responds to the changes and current needs of businesses and society as a whole. Vocational education and training should be able to respond to the demand for more specialized vocational skills relevant to a particular economic context.

The basic survey will include a review and overview of existing curricula in the professions of „Cook“ and „Waiter“, as major professions in the field of personal services. The results of this first phase will be used to develop educational content, adapt it to the digital environment, and integrate it with new waste management training content.

Responding to the European Food Waste Reduction Policy by 50% by 2030, part of the project envisages the development and presentation of educational content thematically targeted at food waste prevention and adapted to the digital environment - an online platform created by the project.

Up-to-date educational content in food waste management will be created for the cooks and waiter professions, which will combine traditional teaching with a range of online learning tools. Within the framework of the activity, a methodology will be developed to guide experts and trainers to adapt the training content in a digital environment. The purpose of this document is to outline the main steps that should be followed when adapting training content and to provide examples of topics in the field of food waste management. The methodology will also outline the main technical features that the online platform must provide in order to implement the proposed training model. It will be open for use by all partners and stakeholders.

This report presents a summary review and overview of the curricula for the Cook and Waiter professions and the qualification standards in the VET system in each partner country. Research was also done on the availability of educational content for food waste management, as well as on the availability of digital platforms providing the opportunity for training in the professions of Cook and Waiter.

The derived results and recommendations will contribute to the development of learning content and the implementation of follow-up activities.



CHAPTER I

CURRICULUM DESCRIPTION AND PROFESSIONAL QUALIFICATION STANDARDS IN THE VET SYSTEM

BULGARIA

In Bulgaria, significant changes to vocational education and training took effect from November 2018 with the amended Bulgarian Vocational Education and Training Law. The amendments address the structure and functions of the National Agency for Vocational Education and Training (NAVET), dual VET system, licensing procedures and the work of Vocational Training Centres (CVTs). The aim of the changes is to improve the performance of VET institutions and the governance of the VET system. In terms of the division of powers, the amended law does not change the balance between central and local level but recognises the role of municipalities in financing and managing the dual VET system.

The central government is responsible for:

- The overall legislation;
- Setting the requirements for the system of the professional education and training;
- Educational requirements for acquiring qualification for professions;
- Development strategy of vocational education and training

District Regional authorities are responsible for:

- Coordinating the interaction between the schools, the centres for vocational training, centres for information and vocational orientation and the centres for qualification of training specialists;
- Coordinating the proposals of the schools for the state admission plan, and
- Participating in the organisation of the examinations for acquiring professional qualifications.

Municipal authorities are responsible for:

- The opening, transformation, change and closure of vocational colleges, and will take an active role in their management,
- The hiring of training specialists;
- The vocational orientation of students, unemployed persons, as well as of other persons;
- The allocation of the financial resources approved by their budget;



- The development of the material and technical facilities;
- The determining of the state admission;
- Plan for the schools;
- Participate in the funding of education under the revised dual system.

In recent years, Bulgaria has shown great will to reform its vocational education and training (VET). However, significant challenges remain, related in particular to the system's responsiveness to labor market needs and its capacity to ensure fair outcomes for learners. This report is a focused review of the possibilities of the vocational training system on waste management in the restaurant system. This is a key element in the provision of qualified VET graduates. The report assesses the strengths of the VET system and the challenges it faces in terms of waste management, with the ultimate goal of training restaurant staff to address this issue. Four specific challenges related to the governance of the VET system have been identified: decision-making authority and capacity, the use of data and evidence to inform policy decisions, the engagement of social partners and the oversight of VET provision for students and adults.

The brief description of the Bulgarian education system is as follows:

| Education | School / Level | Grades | Age | Years |
|------------|-------------------------|--------|-------|-------|
| | | | | |
| Primary | Primary | 1-7 | 7-14 | 7 |
| Secondary | Secondary | 8-12 | 14-19 | 5 |
| Vocational | Vocational Secondary | 8-12 | 14-19 | 5 |
| Tertiary | Tertiary | | 19+ | |

Table 1

The purpose of the research is aimed at the professional training of students and persons over 16 years of age, trained in the professions of "Waiter" and "Cook".

The general vocational training is a set of competences in the field of:

- Health and safety conditions of labor,
- The economy;



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- Entrepreneurship.

General vocational training is acquired through the study of training subjects or modules and is uniform for all professional fields.

The industry vocational training is a set of competences necessary for the exercise of the professions from the relevant professional direction. The industry vocational training is acquired by studying coursework subjects or modules and is uniform for all professions of the professional direction when reporting of the specifics of each profession. The training for the acquisition of sectoral vocational training is carried out in the compulsory study hours of the curriculum.

The specific vocational training is a set of competences necessary for the exercise of a specific specialty of the profession. The specific vocational training is acquired through the study of coursework subjects or modules, taking into account the specifics of each specialty of the profession.

The extended one professional training is a set of competences that develop and improve individual competences from the general, sectoral and/or specific professional training.

The state educational standards (SES) for acquiring professional qualifications from the List of professions for vocational education and training (LPVET) under Art. 6 of the Vocational Education and Training Act (VETA) are documents that pursuant to Art. 42, paragraph 3 (b) of VETA. They are developed and updated by the National Agency for Vocational Education and Training and are approved by orders of the Minister of Education and Science in coordination with the respective ministries and administrative units. The state educational requirements for acquiring professional qualifications define the obligatory professional competencies required for practicing the profession and they are mandatory for all training institutions entitled to organize training courses and to issue the corresponding Certificates of vocational qualification or training upon their completion.

The state educational requirements for acquiring professional qualifications provide the necessary information regarding:

- Individual career planning;
- Developing curricula and syllabi;
- Planning human resources development in enterprises;
- Personnel selection and employment;
- Personnel training and competencies assessment;



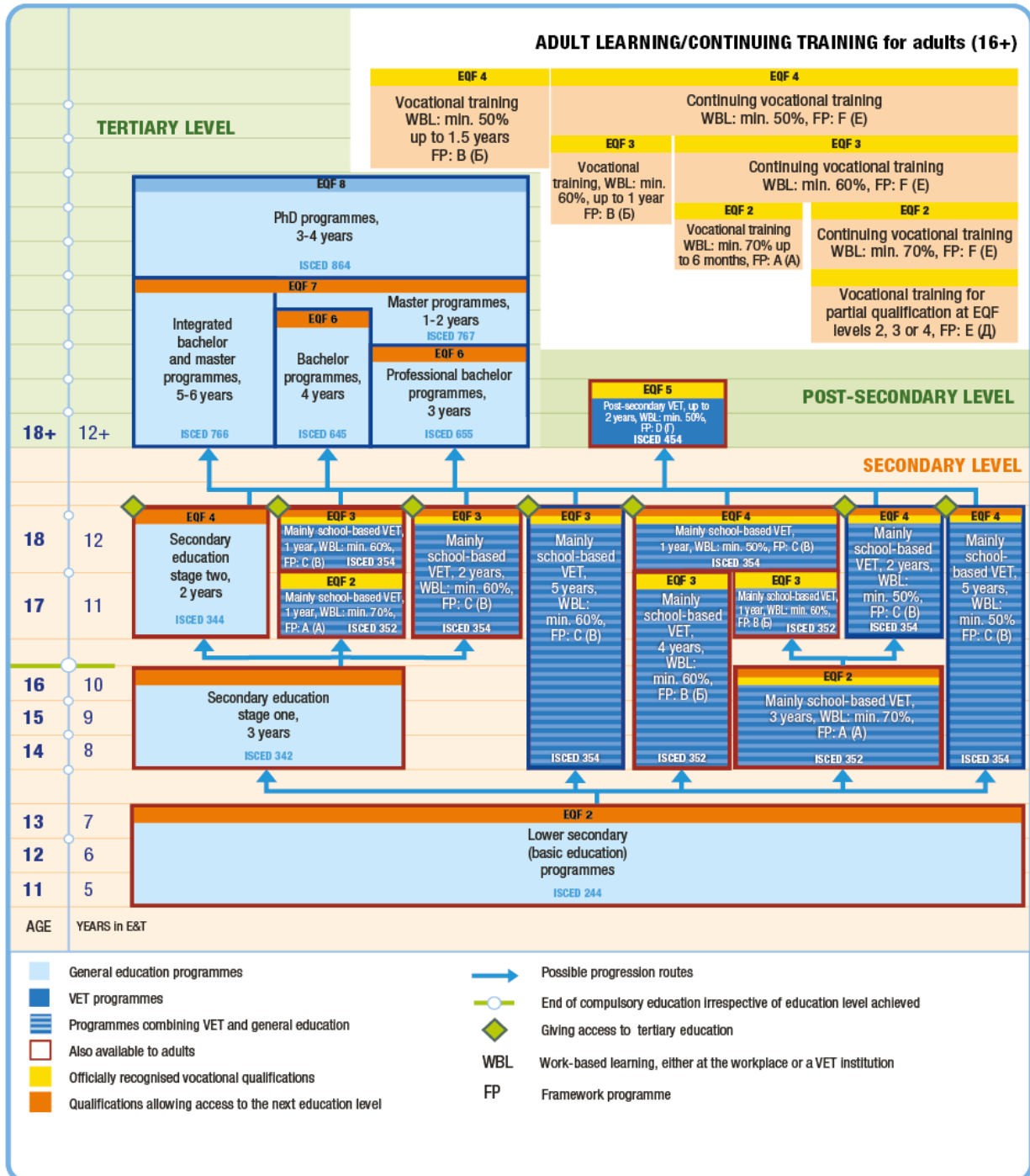
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- Developing proposals for changes in the content of vocational training.

The state educational standards by professions include:

- Minimum entry-level qualification and education requirements for pupils and adults;
- Option for validation of professional knowledge, skills, and competencies;
- Description of the professional work activities, responsibilities, personal qualities, characteristics of working conditions, equipment, and tools;
- Opportunities for continuing vocational training;
- Opportunities for professional development according to the National Classification of Professions and Occupations;
- Units of learning outcomes – knowledge, skills, competencies;
- Requirements for theoretical and practical training facilities;
- Requirements for trainers.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Bulgaria, 2022.



MALTA

Malta has an official and National Curriculum Framework which is a policy instrument as well as information on the implementation strategy, actions and benchmarks for implementation, monitoring and evaluation within education. VET subjects were mainstreamed as part of the national curriculum framework and in line with Malta's education strategy after successful pilots in 2011, which included training to prepare teachers (MEDE, 2014b).

Learners with six Matriculation and Secondary Education Certificate Matriculation and Secondary Education Certificates (SEC) passes can enter sixth form (A sixth-form college is an educational institution, where students aged 16 to 19 typically study for advanced school-level qualifications and offering a wider range of subjects and qualifications than traditional schools), provided they meet subject and grade requirements. This two-year general education follow-up programme offered by State, church, and independent schools, prepares learners for the matriculation certificate, a qualification giving access to higher education. Alternatively, these students can enter a VET programme at one of the State providers: the Malta College of Arts, Science and Technology (MCAST), or the Institute of Tourism Studies (ITS), or – in some cases – a private provider. These lead to EQF level 4 qualifications and also open up progression opportunities to higher vocational (at the ITS and MCAST) and academic tertiary education (at the University of Malta).

Since 2015, all compulsory education students aged 14 to 16 in State, church and some independent schools, have the option to select up to two VET subjects. These Vocational education and training in Malta Short description 24 subjects respond to several studies and policy documents advocating their reintroduction (19). Industry priorities and labour market needs informed the offer: agribusiness, engineering technology, health and social care, hospitality, and information technology.

A sound level of English language writing, speaking, listening and reading is necessary since English is the language of instruction.

Upon research of the curriculum content we have found that each different hospitality course has different curricula, however a theory aspect and a practical training aspect is standard.

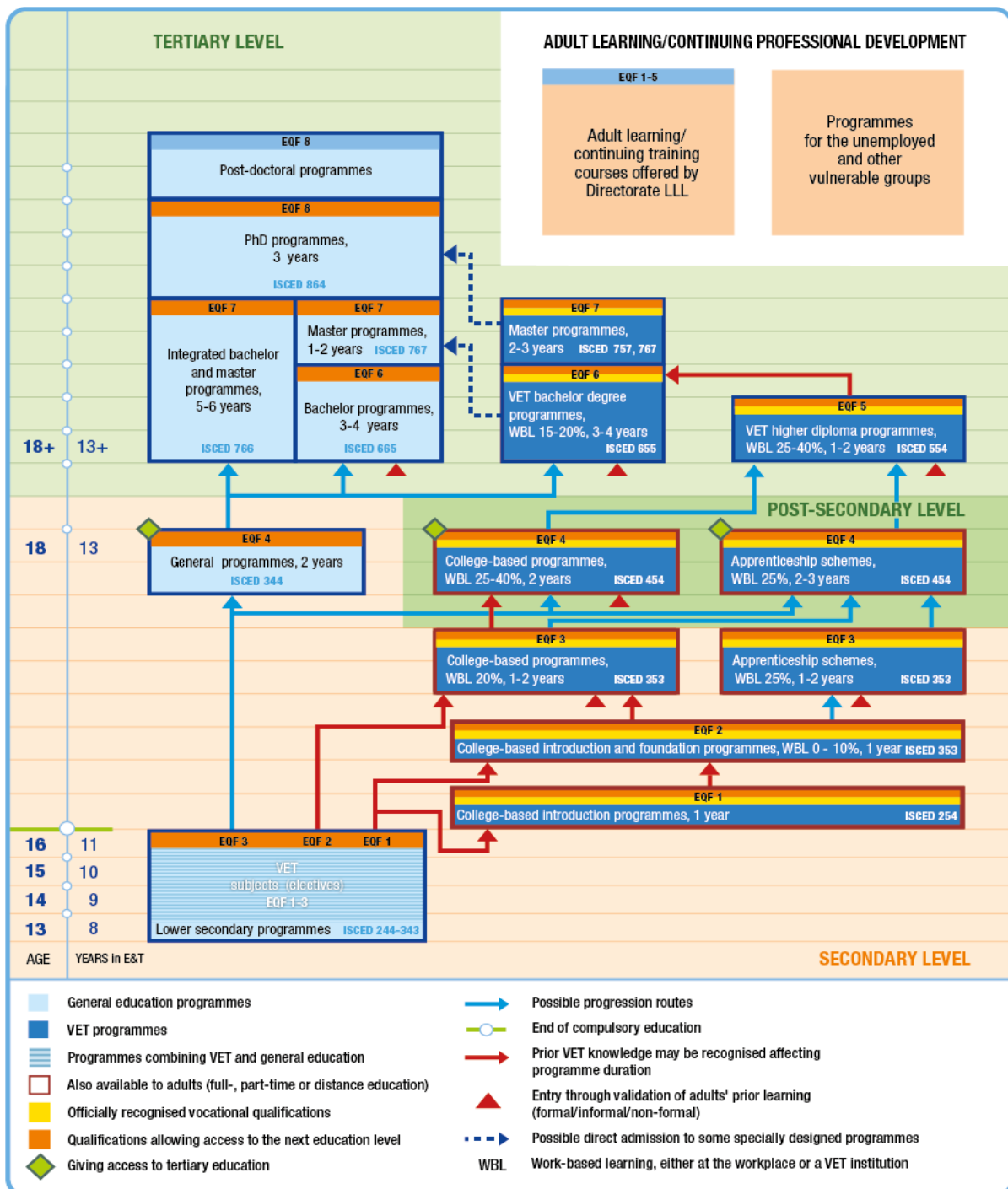
Each theory and practical component includes several different key modules within it which are dependent on the specific degree one is choosing to partake in.

For example, a Higher National Diploma in Food and Beverage Management will include more modules relating to writing/communication, basic accounting and software management in order to fulfill the roles of management successfully.

A Diploma in Food & Beverage Service Operations will contain more practical modules such as Food Service Practical and Beverage Practical. Individuals who are eligible for the



Diploma in Food and Beverage Management would have already completed such practical modules prior and so are required to take on more administrative, problem solving and theoretical subjects.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Malta, 2022.



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Below is an example which clearly stipulates the vocational training modules between roles of hierarchical difference such as management and supervisor/operations.

Higher National Diploma in Food and Beverage Management

Programme Learning Outcomes:

1. Be responsible (at junior management level) for an operational department or section within hotels, catering establishments or hospitality oriented organisations.
2. Understand and apply contemporary systems and theories related to the administrative and operational areas in food and beverage.
3. Comply and exhibit sound ethical behavior in the workplace, excellent leadership and interpersonal skills.
4. Assist in the generation of business and/or departmental ideas based on specific economic and market situations, trends and contemporary solutions in hospitality practices.

Entry Criteria:

Successful completion of Diploma in Food & Beverage Service Operations (MQF/EQF Level 4)

Job Roles:

1. Restaurant Manager
2. Banqueting Manager
3. Bars Manager
4. Assistant F&B Manager



Course Modules:

| Year | Module Name | Choice |
|------|--|------------|
| 1 | Communication Skills | compulsory |
| 1 | Academic Writing Skills | compulsory |
| 1 | Personal Development | compulsory |
| 1 | Food and Beverage Service Practical | compulsory |
| 1 | Food and Beverage Management | compulsory |
| 1 | F&B Service Theory | compulsory |
| 1 | Hotel Operations | compulsory |
| 1 | Introduction to Accounting | compulsory |
| 1 | Hospitality Computing Applications | compulsory |
| 1 | Hotel Marketing and Communication | compulsory |
| 1 | Wine Studies II | compulsory |
| 1 | Principles of Food Safety Management | compulsory |
| 1 | Legal Aspects of the Catering Industry | compulsory |
| 1 | Research Methods | compulsory |
| 1 | Long Essay | compulsory |

Diploma in Food and Beverage Service Operations

Programme Learning Outcomes:

1. Comply and exhibit sound ethical behaviour on the workplace, excellent leadership and interpersonal skills.
2. Apply knowledge and skills towards contemporary systems and theories related to the administrative and operational areas in food and beverage.
3. Be responsible for an operational section of the food and beverage department within a hotel and/or catering organisation.
4. Be responsible towards the handling of a number of key operational issues that might occur within a hotel or a catering organisation.



5. Deliver economic, efficient, effective and environmentally friendly operational performance.

Entry Criteria:

Successful completion of Certificate in Food Preparation & Service (MQF/EQF Level 3).

Job Roles:

1. Chef de Rang
2. Junior Maître d'hôtel
3. Banqueting Supervisor
4. Bar Supervisor
5. Bartender

Course Modules:

| Year | Module Name | Choice |
|------|---|------------|
| 1 | Foreign Language for Hospitality | compulsory |
| 1 | Food Service Practical* | compulsory |
| 1 | Beverage Practical* | compulsory |
| 1 | Purchasing and Cost Control | compulsory |
| 1 | Diploma Level - Hospitality and Tourism English | compulsory |
| 1 | Principles of Supervision | compulsory |
| 1 | Nutrition and Special Dietary Requirements | compulsory |
| 1 | Principles of HACCP | compulsory |
| 1 | Mixology | compulsory |
| 1 | Food and Beverage Service Theory* | compulsory |
| 1 | Bookkeeping II | compulsory |
| 1 | Customer Relations Management* | compulsory |
| 1 | Introduction to Marketing | compulsory |
| 1 | Introduction to Human Resource Management | compulsory |
| 1 | Wines Studies I | compulsory |
| 1 | IITP | compulsory |



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The main practical modules and components covered in all hospitality courses (specifically food and beverage) include Food and Beverage Service Practical, Wine Studies I & II, Mixology and communication skills. These are standard modules for most, if not all, within the hospitality industry. Theory subjects are also focused around communication / written skills, accounting, law components, hotel computing applications, principles of food management safety and even marketing. It is also common for Diplomas concerning management in particular to include a research and essay component. Students are required to get hands-on experience within the industry itself. This is compulsory. The Institute of Tourism Studies provides various hospitality courses with practical components taking place in their very own restaurants. This is where prospective chefs, waiters and bartenders can truly put their theory into practice. These restaurants expose the students to a multitude of acquired skills, which varies from the art of plating food to that of composing dishes right in front of the customer. The ITS's in particular run their own restaurants which include The Voyager and The Runway Restaurants which are based on the mother island of Malta and Il-Menhir restaurant which is based on the sister island of Gozo. All restaurants are operated by ITS lecturers and students. In the first two years students acquire a postgraduate certificate and diploma.



SPAIN

For the purposes of the provisions of the Organic Law, the curriculum is understood as the set of objectives, skills, content, teaching methods and evaluation criteria of each of the teachings.

The definition of the curriculum is carried out, in accordance with the Spanish Constitution, distributing powers between the Government, the Autonomous Communities and the educational centres.

In Primary Education, in Compulsory Secondary Education and in Baccalaureate, the subjects will be grouped into areas, fields and modalities, respectively. Within these compulsory and optional subjects are established.

It is the Government that prepares the basic curriculum in order to ensure common training and the official character and validity throughout the national territory of the qualifications referred to in our Organic Law of Education.

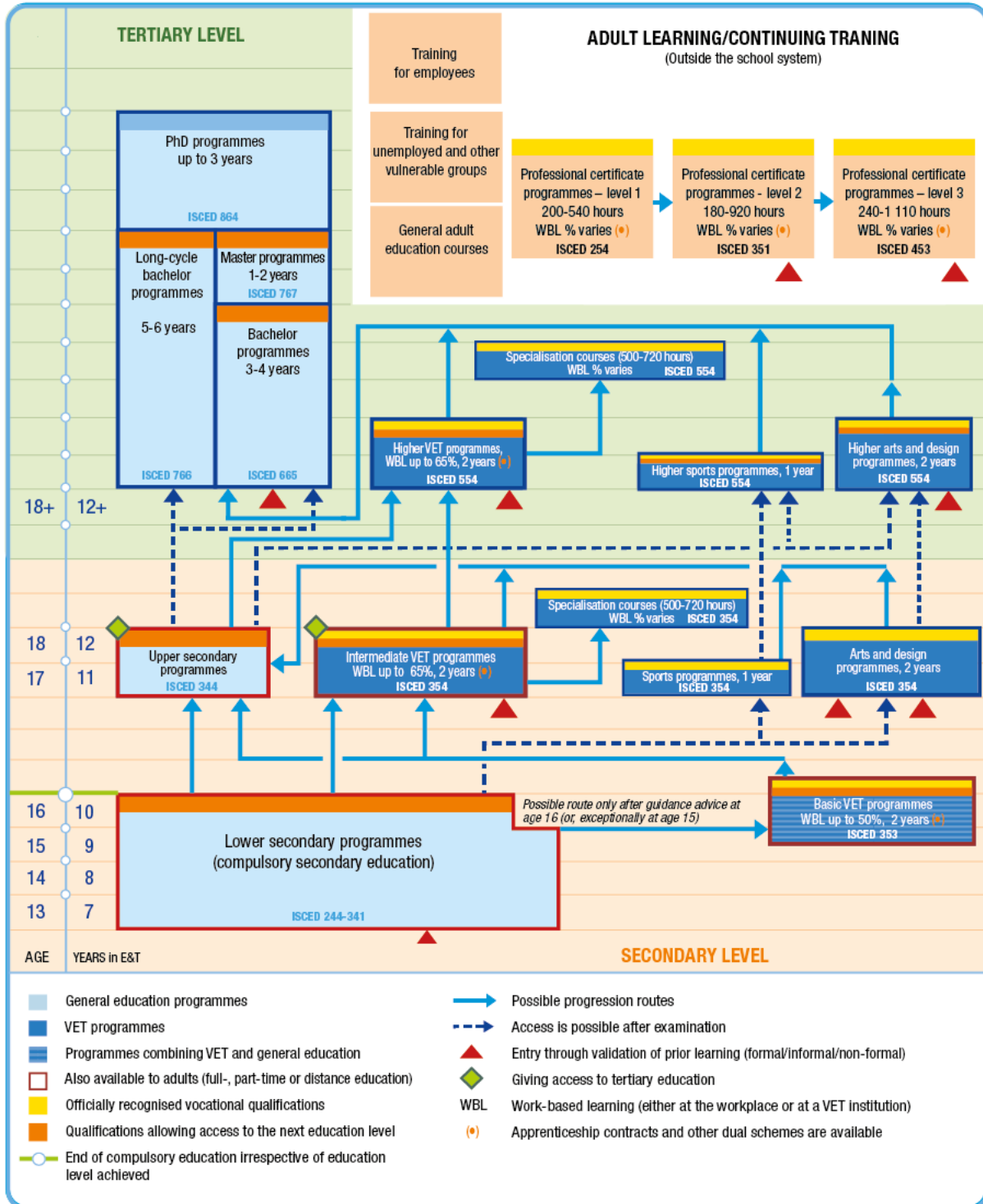
Within the organic structure of the Ministry of Education and Vocational Training, a unit will be created which, in cooperation with the Autonomous Communities, develops the basic aspects of the curriculum (in relation to the objectives, skills, content and evaluation criteria), adjustment the percentage of school hours dedicated to each minimum education and contributes to the permanent updating of the curricula that constitute the minimum education, without prejudice to the provisions for updating the curriculum of vocational training education and special regime education.

The powers of the Government regarding the definition of the curriculum are:

- General management of the educational system.
- Regulation of the conditions for obtaining, issuing and homologating degrees.
- Regulation of the basic norms for the development of article 27 of the Constitution.
- General programming of the teachings, in relation to the Right to Education.
- The high educational inspection.
- The design of the basic curriculum.



The VT system in Spain is made up of initial vocational training, integrated into the educational system, and training for employment, aimed at employed and unemployed workers.



NB: ISCED-P 2011. The Spanish education system is not referenced to EQF levels.
Source: Cedefop and ReferNet Spain, 2022.



In general, vocational training for young people begins at the end of compulsory education at the age of 16:

- Intermediate level training cycles (ISCED 3B), include a set of modules of between 1,300 and 2,000 hours, organized into the 26 professional families of the National Catalogue of Professional Qualifications (CNCP). Students acquire professional and transversal skills, and work experience (compulsory module). Passing all the modules of the cycle leads to the Technician degree, which gives direct access to the world of work, to all the modalities of the Baccalaureate and, after a specific test, to the higher level training cycles.
- Higher level training cycles (ISCED 5B), with a minimum duration of 2,000 hours, have a modular structure similar to that of intermediate level cycles. The degree obtained is that of Superior Technician, which gives access to certain university studies.
- Intermediate sports and plastic arts and design education lead to the corresponding Technician degree and, under certain conditions, to the Bachelor's degree. Professional music and dance education begins at the age of 12. There are, in addition, higher education under the special system of music and dance, dramatic art, restoration of cultural property, plastic arts and design, and sports.

Specific learning and training programs

- Initial Professional Qualification Programs, PCPI (ISCED 3C), implemented in the 2008/2009 academic year, are aimed at young people over 16 years of age who have not completed compulsory secondary education (ESO). The PCPIs offer the possibility of expand and accredit basic and professional skills corresponding to level I of the CNCP. Passing a voluntary module leads to the title of ESO Graduate.
- Training contracts, between 6 and 12 months, offer theoretical and practical training to young people between 16 and 21 years of age. The time dedicated to theory and practice, as well as the remuneration of the workers, are established by collective agreement. The employer and the training center issue the corresponding certificates.
- Workshop Schools and Trade Centers (ISCED 3C), are mixed employment and training programs that facilitate the incorporation into the labor market of unemployed young people under 25 years of age. The Employment Workshops are similar programs aimed at unemployed people aged 25 or over. The remuneration of the participants is included in the employment contract for the training.

Adults acquire and expand basic knowledge and skills through various initiatives. They have access to all teachings and qualifications through exams. The number of university places reserved for those over 25 years is 2% minimum; for those over 45, between 1% and 3%.



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Employed workers can acquire professional skills through publicly funded training initiatives. This type of training (demand training) is organized by companies and includes individual training permits (PIF). To this end, companies receive economic incentives based on their size, with small companies receiving the greatest incentives.

Both employed and unemployed workers can improve their skills through sectoral and intersectoral training plans (supply training), managed by the State Public Employment Service (SPEE) and the Tripartite Foundation.

Characteristics:

- The Ministries of Education and Labour, the Autonomous Communities, the SPEE and the social partners participate in the regulation and management of VT. The recent reforms of 2002 have focused on the coordination and integration of the different and fragmented modalities of VET.
- The National Catalog of Professional Qualifications (CNCP) is based on qualifications and units of competence, and provides a common reference for the offer of professional training, as well as for the corresponding titles and certificates.

Obtaining a FP degree or a certificate of professionalism through the accreditation of skills is based on a credit system but without credit points. In higher level training cycles, 120 ECTS credits are assigned to each cycle, which facilitates the validation of ECVET credits.

- More than half of the active population in Spain does not have officially accredited professional qualifications.

Vocational training in the educational system is defined as the set of training actions that aim to qualify people for the performance of various professions, for their employability and for active participation in social, cultural and economic life.

Purpose of vocational training in the education system.

The professional training of the educational system pursues the following purposes:

- a) Qualify people for professional activity and contribute to the economic development of the country.
- b) Facilitate their adaptation to professional and social changes that may occur during their lives.
- c) Contribute to their personal development, to the exercise of democratic citizenship, favoring inclusion and social cohesion and learning throughout life.



General principles and objectives

1) Vocational training courses aim to ensure that students acquire professional, personal and social skills, depending on the level of try necessary to:

a) Carry out the professional activity defined in the general competence of the training programme.

b) Understand the organization and characteristics of the corresponding productive sector, the professional insertion mechanisms, its labour legislation and the rights and obligations arising from labor relations.

c) Consolidate habits of discipline, individual and team work, as well as self-learning abilities and critical capacity.

d) Establish interpersonal and social relationships, in professional and personal activity, based on the peaceful resolution of conflicts, respect for others and the rejection of violence, prejudice of any kind and sexist behaviour.

e) Prevent occupational and environmental risks and adopt measures to work in health and safety conditions.

f) Develop a professional identity that motivates future learning and adaptations to the evolution of production processes and social change.

g) Promote creativity, innovation and entrepreneurial initiative.

h) Use information and communication technologies, as well as the necessary foreign languages in their professional activity.

i) Communicate effectively in the development of professional and personal activity.

j) Manage their professional career, analyzing the most appropriate training itineraries to improve their employability.

2. Vocational training will also promote effective equal opportunities for all, with special attention to equality between men and women.

3. These teachings will provide adequate care, in conditions of universal accessibility and with the necessary support resources, in each case, to people with disabilities.

4. Likewise, professional training will make learning throughout life possible, favoring the incorporation of people to the different training offers and reconciling learning with other responsibilities and activities.



The organization of professional training.

The teachings of the professional training of the educational system are arranged in:

- a) The specific professional modules of the professional qualification programs initial.
- b) Intermediate training cycles.
- c) Higher level training cycles.
- d) Specialization courses.

Organization of teachings

1. The vocational training teachings of the educational system must respond to a professional profile and are organized in professional modules of variable duration.
2. Vocational training courses will be organized in such a way as to allow the reconciling people's learning with other activities and responsibilities.
3. Vocational training courses will be adapted to students with a specific need for educational support in order to guarantee their access, permanence and progression in these courses.

Professional modules.

1. The professional modules will be made up of theoretical-practical areas of knowledge, depending on the professional, social and personal skills that are intended to be achieved. These professional modules, depending on their nature, may or may not be associated with competency units of the National Catalogue of Professional Qualifications.
2. In order to promote lifelong training, the educational administrations may organize the delivery of professional modules in training units of shorter duration. These units may be certifiable. The certification will be valid within the scope of the corresponding educational administration. Passing all the training units that make up a professional module will give the right to its certification, which is the minimum unit of certification with value throughout the national territory.

The professional profile.

The elements that define the professional profile of each teaching are the following:

- a) General competence. Describes the most significant professional functions of the professional profile. It will take as a reference the set of professional qualifications and the units of competence



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included. In specialization courses, the general competence may refer to the National Catalog of Professional Qualifications.

b) Professional, personal and social skills. They describe the set of knowledge, skills and competence, understood in terms of autonomy and responsibility that allow responding to the requirements of the productive sector, increase employability and promote social cohesion.

c) The professional qualifications and, where appropriate, the units of competence when they refer to the National Catalogue of Professional Qualifications.

The curriculum.

1. It corresponds to the Government, by royal decree, to establish the basic aspects of the curriculum that constitute the minimum teachings of the training cycles and of the specialization courses of the vocational training teachings that, in any case, will adjust to the requirements derived from the National System of Qualifications and Vocational Training.

2. The educational administrations will establish the corresponding curricula respecting the provisions of this royal decree and the rules that regulate the different vocational training teachings. In any case, the expansion and development of the contents included in the basic aspects of the curriculum, established by the Government, will refer to the qualifications and competence units of the National Catalog of Professional Qualifications included in the corresponding teachings, as well as the training not associated with said catalog, respecting the profile professional establishment.

3. The educational administrations will take into account, when establishing the curriculum of the teachings regulated in this royal decree, the socioeconomic reality of the territory of its competence, as well as the perspectives of economic and social development, with the so that the teachings respond at all times to the qualification needs of the socio-productive sectors in their environment, without prejudice to student mobility. For this, the collaboration of the social partners will be counted on.

4. Vocational training centers will use the curricula established by the corresponding educational Administration, in accordance with the characteristics and expectations of the students, with special attention to the needs of those people who have a disability. Likewise, the training possibilities of the environment will be taken into account, especially in the professional module of training in workplaces.

5. In order to make it easier for students to acquire the corresponding skills, the educational administrations, within the framework of their powers, they will promote the organizational and management pedagogical autonomy of the centers that provide professional training, they will encourage teamwork among teachers and the development of training, research and innovation



plans in their teaching field, as well as actions that favour the continuous improvement of training processes.

6. The didactic methodology of the vocational training teachings will integrate the scientific, technological and organizational aspects that correspond in each case, so that the students acquire a global vision of the productive processes of the corresponding professional activity.

Structure of vocational training titles and training courses specialization.

The state provisions that establish a professional training title or a specialization course, and determine its characteristics and basic contents, must have, at a minimum, the following content:

a) Identification of the degree or specialization course:

- Denomination.
- Level in the education system.
- Duration.
- Family or professional families.
- Level in the Spanish Qualifications Framework and, for higher level training cycles, also, level of the Spanish Qualifications Framework for Higher Education and its correspondences with the European frameworks.

b) Professional profile. General competence, professional, personal and social competences. List of professional qualifications and competence units of the National Catalog of Professional Qualifications included.

c) The professional environment, which includes, among others, occupations and jobs.

d) Prospective in the sector or sectors.

e) Teachings:

- General objectives.
- Professional modules, under the terms provided in the following article.

f) The basic parameters of the training context. The following will be specified: the minimum spaces and equipment, appropriate to the number of school places, as well as the qualifications and specialties of the teaching staff, and their equivalences for teaching purposes.

g) The correspondence, where appropriate, of the professional modules with the units of competence for their accreditation.



- h) Validations, exemptions and equivalencies.
- i) Information on the necessary requirements according to current legislation for professional practice.
- j) For higher degree degrees, the modality and subjects of the Baccalaureate that facilitate admission in case of competitive attendance.

Structure of professional modules.

1. The professional modules will include, where appropriate, the training specifications included in the corresponding training modules of the National Catalog of Professional Qualifications.

2. The professional modules will be defined in learning outcomes, evaluation criteria and content, taking as a reference the professional, personal and social skills that are intended to be developed through the professional module.

3. The national law establishing a professional training degree or a specialization course will specify the following aspects for each professional module:

- a) Name and code.
- b) The objectives expressed in learning outcomes.
- c) Evaluation criteria.
- d) Basic contents of the curriculum, which will be described in an integrated manner in terms of procedures, concepts and attitudes. They will be grouped into blocks directly related to the learning outcomes.
- e) Pedagogical guidelines.
- f) Minimum duration in hours of the professional module in the face-to-face mode.
- g) Number of ECTS credits for each professional module in higher level training cycles and specialization courses.
- h) Teacher requirements.

4. The specific professional modules of the PCPI (Initial Professional Qualification Programs) will be adjusted to the same structure, in the sections that affect them.

5. The punctual adaptation of professional modules, included in the different offers of professional training of the educational system, to the changes of the units of competence of the National Catalog of Professional Qualifications will be made by ministerial order. The educational



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administrations will communicate to the educational centers the adaptations that must be made in the curriculum of the professional modules that are affected by these updates.

Within the professional family of Hospitality and Tourism we can find three levels of Professional Training and the qualifications that each one includes:

a) **Basic Degree FP Level** contains the following qualifications:

- 1) Basic Professional Title in Bakery and Pastry Activities.
- 2) Basic Professional Title in Accommodation and Laundry.
- 3) Basic Professional Title in Kitchen and Restoration.

b) **Intermediate Vocational Training Level** contains the following qualifications:

- 1) Kitchen and Gastronomy Technician.
- 2) Technician in Marketing of food products.
- 3) Restoration services technician.

c) **Higher Vocational Training Level** contains the following qualifications:

- 1) Senior Technician in Travel Agencies and Event Management.
- 2) Senior Technician in Kitchen Management.
- 3) Senior Technician in Restaurant Services Management.
- 4) Senior Technician in Tourist Accommodation Management.
- 5) Superior Technician in Guide, Information and Tourist Assistance.

d) **Specialization Courses.**



We proceed to develop the training content of the **Basic Degree in Cooking and Restoration that is common for the professions of Cook and Waiter.**

Duration: 2000 hours.

Requirements for **access** to Basic Vocational Training cycles will require the simultaneous fulfillment of the following conditions:

Be fifteen years old, or turn them during the current calendar year, and not exceed seventeen years of age at the time of access or during the current calendar year

Having completed the first cycle of Compulsory Secondary Education or, exceptionally, having completed the second year of Compulsory Secondary Education.

Having proposed the teaching team to the fathers, mothers or legal guardians the incorporation of the student to a cycle of Basic Professional Training.

The modules of this training cycle are the following:

| | |
|----|--|
| 1 | Elementary pre-elaboration techniques. |
| 2 | Basic culinary production processes. |
| 3 | Supply and conservation of raw materials and hygiene in handling. |
| 4 | Elementary service techniques. |
| 5 | Basic processes of food and beverage preparation. |
| 6 | Preparation and assembly of materials for collectivities and catering. |
| 7 | Customer Support. |
| 8 | Applied Sciences I. |
| 9 | Applied sciences II. |
| 10 | Communication and society I. |
| 11 | Communication and society II. |
| 12 | Formation in work centers. |

This will allow you to **work as:**

- ✓ Helper or kitchen assistant.
- ✓ Commissary assistant for food and beverage production and service units.
- ✓ Assistant or assistant waiter in the room.
- ✓ Assistant or assistant waiter in bar-cafeteria.
- ✓ Auxiliary or assistant barman.



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- ✓ Kitchen assistant or helper in establishments where the offer is made up of simple and quick preparations (tapas, mixed dishes, etc.).
- ✓ Commissary assistant for food and beverage production and service units.

The Intermediate Degree qualifications in the Professional Family of Hospitality and Tourism for Cook and Waiter have the following training contents.

A. COOK: GASTRONOMY AND KITCHEN TECHNICIAN

Duration: 2000 hours.

Access requirements: You can access an intermediate degree cycle when you meet any of the following requirements:

Direct access:

Be in possession of the title of Graduate in Compulsory Secondary Education or a higher academic level.

Be in possession of a Basic Professional Title (Basic Professional Training).

Be in possession of a Technician or Auxiliary Technician title or equivalent for academic purposes.

Having passed the second year of the Unified and Multipurpose Baccalaureate (BUP).

Have passed the university entrance exam for those over 25 years of age.

Access by test:

For those who do not have any of the above requirements: Have passed the test for access to intermediate level training cycles (it will be required to be at least seventeen years old, completed in the year of the test).

The professional **modules** of this training cycle are:

Gastronomic offers. Duration 84 h

Food preparation and preservation. Duration 224 h

Culinary techniques. Duration 256 h

Basic processes for bakery and pastry-making. Duration 224 h

Culinary products. Duration 315 h



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Desserts in restoration. Duration 126 h

Safety and hygiene in food handling. Duration 64 h

Training and career counseling. Duration 96 h

Business and Entrepreneurship. Duration 63 h

Formation in work centers. Duration 410 h

Foreign language of the productive sector, English or French. Duration 106 h

This will allow you to **work as**:

Cook / Chef

Head / party boss.

Employee / commissary employee of food and beverage production and service units.

B. WAITER- BARTENDER: RESTORATION SERVICES TECHNICIAN

Duration: 2000 hours.

Access requirements: You can access an intermediate degree cycle when you meet any of the following requirements:

Direct access:

Be in possession of the title of Graduate in Compulsory Secondary Education or a higher academic level.

Be in possession of a Basic Professional Title (Basic Professional Training).

Be in possession of a Technician or Auxiliary Technician title or equivalent for academic purposes.

Having passed the second year of the Unified and Multipurpose Baccalaureate (BUP).

Have passed the university entrance exam for those over 25 years of age.

Access by trial:

For those who do not have any of the above requirements: Have passed the test for access to intermediate level training cycles (it will be required to be at least seventeen years old, completed in the year of the test).



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The professional **modules** of this training cycle are:

Basic operations in bar-cafeteria. Duration 288 h

Basic restaurant operations. Duration 320 h

Bar-cafeteria services. Duration 126 h

Restaurant services and special events. Duration 210 h

The wine and its service. Duration 84 h

Gastronomic offers. Duration 84 h

Communication techniques in restoration. Duration 96 h

Safety and hygiene in food handling. Duration 64

English. Duration 59 h

Training and career counseling. Duration 96 h

Business and Entrepreneurship. Duration 96 h

Formation in work centers.

This will allow you to **work as**:

Waitress / waiter of bar-cafeteria or restaurant.

Chief / chief of rank.

Employee / commissary employee of food and beverage production and service units.

Bartender.

Sommelier assistant.

Auxiliary of services in means of transport.

The **Higher Degree qualifications in the Professional Family of Hospitality and Tourism for Cook and Waiter** have the following training contents.

A. COOK: SENIOR TECHNICIAN IN KITCHEN MANAGEMENT

Duration: 2000 hours.



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Requirements for **access** to a higher degree cycle when you meet any of the following requirements:

Direct access:

Be in possession of the Bachelor's Degree, or a certificate accrediting having passed all the subjects of the Baccalaureate.

Have passed the second year of any modality of Experimental Baccalaureate.

Be in possession of a Technician Title (Intermediate Professional Training).

Be in possession of a Higher Technician, Specialist Technician or equivalent degree for academic purposes.

Having passed the 3rd year of BUP (Unified Polyvalent Baccalaureate).

Have passed the University Orientation Course (COU).

Be in possession of any University Degree or equivalent.

Trial access:

For those who do not have any of the above requirements: Have passed the test for access to higher level training cycles (it is required to be at least 19 years old in the year in which the test is taken or 18 for those who hold the title of Technician).

Have passed the university entrance exam for those over 25 years of age.

The professional **modules** of this training cycle are the following:

Control of the supply of raw materials.

Pre-preparation and conservation processes in the kitchen.

Pastry and confectionery preparations in the kitchen.

Culinary elaboration processes.

Kitchen production management.

Quality management and food safety and hygiene.

Gastronomy and nutrition.

Administrative and commercial management in restoration.

Human resources and team management in restoration.



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English.

Kitchen management project.

Training and career counseling.

Business and Entrepreneurship.

Formation in work centers.

This will allow to **work as**:

Director / director of food and beverages.

Director / kitchen director.

Head / production manager in the kitchen.

Head / chef.

Second female head / second chef.

Head / head of catering operations.

Head / party boss.

cook / chef.

In charge / in charge of commissary and warehouse.

B. WAITER- BARTENDER: SENIOR TECHNICIAN IN RESTAURANT SERVICES MANAGERMENTS

Duration: 2000 hours.

You can **access** a higher degree cycle when you meet any of the following requirements:

Direct access:

Being in possession of the Bachelor's Degree, or a certificate accrediting having passed all the subjects of the Baccalaureate.

Have passed the second year of any modality of Experimental Baccalaureate.

Be in possession of a Technician Title (Intermediate Professional Training).



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Be in possession of a Higher Technician, Specialist Technician or equivalent degree for academic purposes.

Having passed the 3rd year of BUP (Unified Polyvalent Baccalaureate).

Have passed the University Orientation Course (COU).

Be in possession of any University Degree or equivalent.

Access through test:

For those who do not have any of the above requirements, have passed the test for access to higher level training cycles (it is required to be at least 19 years old in the year in which the test is taken or 18 for those who have the title of Technical).

Have passed the university entrance exam for those over 25 years of age.

The professional **modules** of this training cycle are the following:

Control of the supply of raw materials.

Processes of services in bar-cafeteria.

Restaurant service processes.

Sommelier.

Planning and direction of services and events in restoration.

Management of quality and food safety and hygiene.

Gastronomy and nutrition.

Administrative and commercial management in restoration.

Human resources and team management in restoration.

English.

Second foreign language.

Restoration Services Management Project.

Training and career counseling.

Business and Entrepreneurship.

Formation in work centers.



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This will allow you to **work as**:

Director / director of food and beverages.

Modern restoration supervisor / supervisor.

Maitre.

Head / room manager.

Manager / manager of bar-cafeteria.

Head / head of banquets.

Head / head of catering operations.

Sommelier.

Responsible for purchasing beverages.

In charge / in charge of commissary and warehouse.



CROATIA

The Croatian education system has evolved over the last decade and since joining the EU on 1 July 2013 the country has made several leaps forward in order to match the EU framework and accomplish higher standards in education and therefore, higher productivity.

After the collapse of the former Soviet Union and Yugoslavia, Croatia formally became a constitutional republic in 1991. Articles 65 and 66 of the Constitution for the Republic of Croatia provides for the rights to education for all. Primary education is free and compulsory while secondary and higher education is available to all under equal conditions and according to their aptitudes and abilities. The table below represents the current state of education in Croatia.

| Education | School / Level | Grades | Age | Years | Comments |
|------------|------------------------|--------|-------|-------|---|
| Primary | Primary | 1-8 | 6-14 | 8 | Primary- Osnovna škola |
| Secondary | Secondary | 9-12 | 14-18 | 4 | Secondary- Gimnazija Certificate/diploma awarded: Svjedodžba o maturi |
| Vocational | Vocational Secondary | 9-12 | 14-18 | 4 | C Strukovna škola (Vocational School) Certificate/diploma awarded: Svjedodžba o završnom ispitu and a vocational qualification. |
| Tertiary | Tertiary Undergraduate | | 18+ | 3-4 | Tertiary University various fields and specialities |



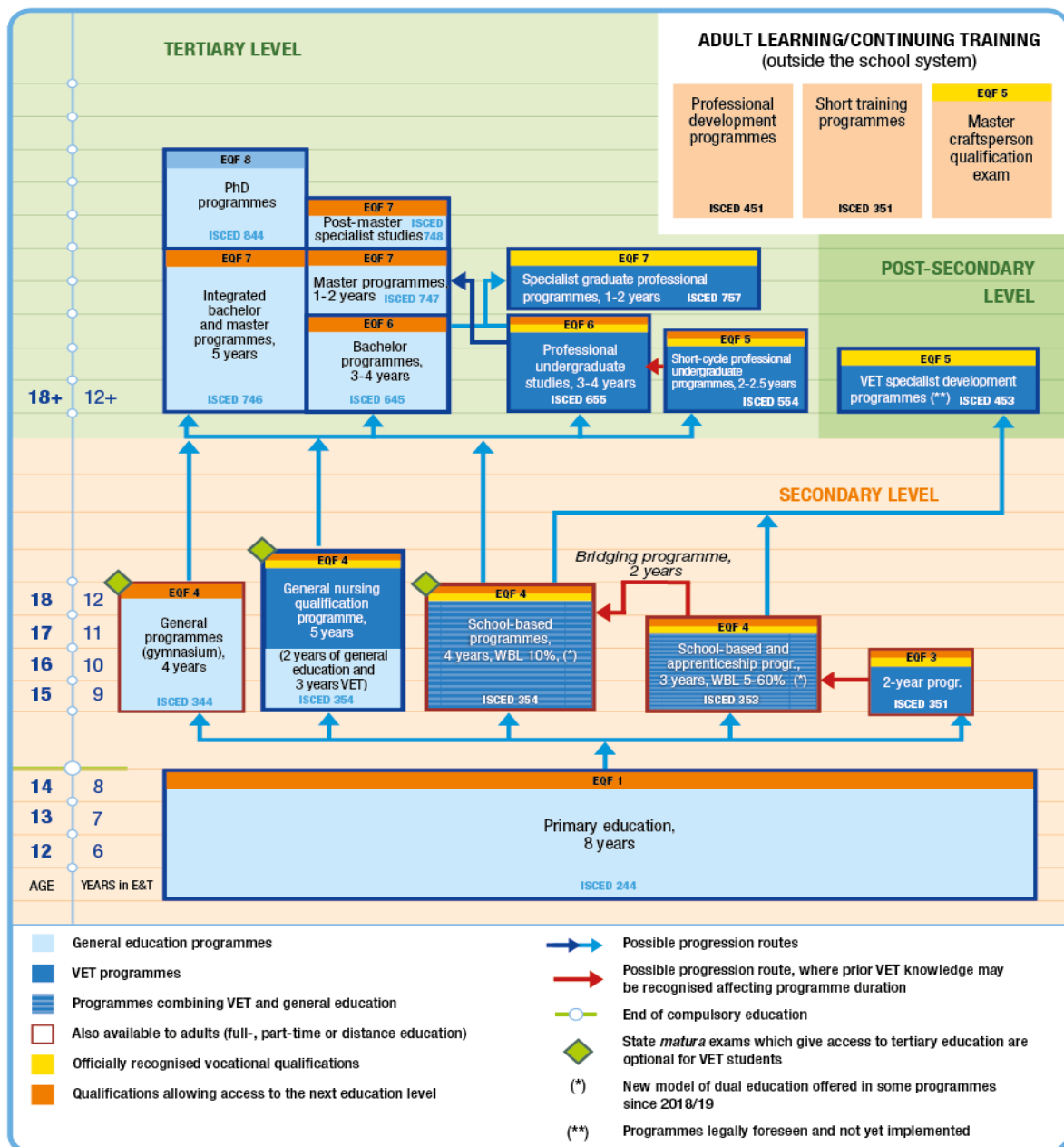
The Croatian education high schools (secondary education), consist of the following curriculum:

1. **Grammar schools** (general or specialized) lasting for four years.
2. **Vocational schools**, lasting from one to usually three or four years, exceptionally five, upon the completion of which the students acquire a qualification of a certain level, scope, profile and quality which is proven by a public document whose content and form are prescribed by the ministry responsible for education.
3. **Art schools** (music, dance, art and other, determined by the type of curriculum) lasting a minimum of 4 years.

The existing system of **vocational education** covers 66.9% of the total secondary school population, i.e. 96,018 students in 300 schools.

The system of **regular vocational education** for acquiring low and intermediate level qualifications, according to educational programs, consists of:

- **one-year** and **two-year** programs of lower education in 8 educational programs. The number of students attending these programs is 159, which is 0.17% of the total number of vocational education students, or 0.1 % of the total secondary school population.
- **three-year programs** for occupations in industry and crafts in 139 educational programs. They are attended by 26,995 students, which is 28.1% of the total number of vocational education students, or 18.8% of the total secondary school population.
- **four-year** technical programs and similar orientations in 83 educational programs. They are attended by 63,442 students, which is 66.1% of the total number of vocational education students, or 44.1% of the total secondary school population.



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Croatia, 2022.

Further the Agency for VET in Croatia (asoo.hr) also promotes competitions and fairs at national and international levels to raise standards within the VET system in Croatia. This ensures the visibility of Croatian competitions for vocational school students at the international level.



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According to the modern trends and the so-called “skills movement”, in 2019 the WorldSkills 2019 was held in Zagreb which attracted some 300 participants from across Croatia from 40 different vocational disciplines. Some 12,000 visitors attended the fair from all over Croatia and included both educators and learners alike.

With the recommendations by the European Commission in 2004 of the European Quality Assurance Reference Framework for VET (EQAVET), the Agency for VET in Croatia has been developing and implementing VET quality and standards since 2010. The activities of ASOO are further enshrined in law under the Agency for Vocational Education and Training and Adult Education Act (Art. 4, para. 2), the Vocational Education Act (Art. 13) and the Adult Education Act (Art. 23). These laws include participation in evaluation, self-assessment and external evaluation procedures within the system of vocational education and training and adult education.

ASOO participates in the work of EQAVET and is the reference point in Croatia for quality standards and maintaining VET quality across Croatia. It has also carried out the following as part of the implementation of the self-assessment process:

- continuous advisory support to schools in the implementation of the self-assessment process
- professional training for school Quality committees
- monitoring the implementation of the self-assessment process – Self-assessment reports
- visits to schools and Quality committees for support
- reporting on the self-assessment process

According to ASOO and Ministry of Science, Education & Sports in Croatia schools within the VET sector independently and with full responsibility assess the quality of their own work. This self-assessment includes the following priority areas: work planning, teaching and learning support, student achievement and learning outcomes, material conditions, human resources and professional development of employees, cooperation within the vocational education institution and cooperation with other stakeholders as well as institution promotion and management and the wider governmental agencies implementing VET quality and standards. Each priority area is further divided into several quality areas that are described by quality criteria. According to the quality criteria, schools assess the level of their success in the implementation of the educational process and plan to improve their work. ASOO and other governmental agencies are there to help improve standards within the institutions and across the whole country.

Each VET institution has access to the online self-assessment tools via ASOO and its website¹. Over a 100 pages self-assessment manual is also available via the ASOO website. In addition to self-assessment, VET institutions are required to be externally evaluated as per the

¹ (e-kvaliteta.asoo.hr)



Primary and Secondary School Education Act and the Vocational Education and Training Act Chapter VIII Article 88.

The above Act states that in order to improve the quality of educational activities, external evaluation and self-assessment is carried out in school institutions, and it refers to conducting national exams and measuring the level of quality of all components of the national curriculum. It is also stated that external evaluation is conducted by the National Center for External Evaluation of Education and that schools are required to use the results of national exams and all other indicators of educational performance for analysis and self-assessment, to permanently improve the quality of school work. The manner of conducting external evaluation and using the results of evaluation of school institutions shall be prescribed by the Minister.²

The Vocational Education and Training Act, Art. 9., states that the system of quality assurance of vocational education is established at the level of vocational education providers and at the level of qualifications. It is also defined that the quality assurance system is based on self-assessment and external evaluation procedures. Self-assessment and external evaluation procedures are carried out in individual vocational education institutions, including direct insight into the work of vocational education institutions and on the basis of national or special exams. The results of self-assessment and external evaluation of vocational education institutions must be used to improve the quality of work and achieve better results. The methodology of external evaluation of vocational education institutions is adopted by the National Center for External Evaluation of Education in cooperation with the Agency.

Croatian Strategy of Education, Science and Technology foresees further development of the quality assurance system and the process of external and internal evaluation. From the Strategy: “Various forms of external evaluation of students’ educational achievements are carried out at the national level (national exams and State Matura exams), and certain models of school self-assessment have been tested. It is estimated, however, that these procedures are also insufficiently interconnected and are not used sufficiently to improve school practices.

At VET institutional level, a number of them were affected during the major earthquake that took place in Croatia, especially in Zagreb on 22 march 2020. This, unfortunately left some VET institutions unable to deliver programmes as they intended as many were destroyed or affected from the shock of the earthquake which were already in a dilapidated state. However, many VET institutions are gradually recovering and are diverting funds towards a better delivery of VET within the HoReCa sector. This is also to ensure that Croatia meets its well earned reputation of a tourist destination and the coveted title it won; the European Capital of Culture also in 2020 which went to the city of Rijeke which is some 160km from Zagreb.

² (<https://www.asoo.hr/en/quality-assurance>)



GREECE

Vocational education and training (VET) in Greece is State-regulated, combining school-based and work-based learning (WBL). It is offered at upper secondary and post-secondary levels. Overall responsibility is with the education ministry, in cooperation with the labour ministry.

Compulsory schooling lasts until age 15 and completion of lower secondary education programmes (Gymnasio). There are two main routes at upper secondary level: general education at Geniko Lykeio (GEL) with 70% of learners and VET (30%). Both lead to an equivalent upper secondary school leaving certificate at EQF level 4. On completion of the first year, learners are allowed to change direction from general to vocational education and vice versa.

According to the recent Law 4763/2020, at post-compulsory level, VET is provided in schools of vocational training (ESK) under the auspices of the education ministry and in the vocational schools of Manpower Organisation (Scholes Mathiteias EPAS of OAED) under the auspices of the labour ministry. Both school types lead to an EQF level 3 qualification and provide apprenticeship learning aiming to address early leaving from education and training; they support the employability of students and meeting the standards of skills training that matches labour market needs. These programmes include school-based and work-placed learning (2).

The main upper secondary VET route uses 3-year vocational programmes at vocational education school (Epaggelmatiko Lykeio, EPAL) that also lead to a specialisation degree. They have over 25% of work-based learning. EPAL graduates can take part in national examinations for admission to tertiary education. The Ministerial Decree 1501/21-4-21 (3) reinforces VET permeability and its equivalence to general education. Quotas for EPAL graduates in higher education programmes have increased: a 5% quota for specific programmes such as polytechnics and medicine; a 10% quota for other university departments; and a 20% quota for the School of Pedagogical and Technological Education (ASPETE) (EQF 6) (4). EPAL programmes are also offered at evening classes for adults and employed students below 18 with lower secondary education. General upper secondary education graduates are entitled to enrol in the second year of EPAL.

At post-secondary level, VET is offered in two formats:

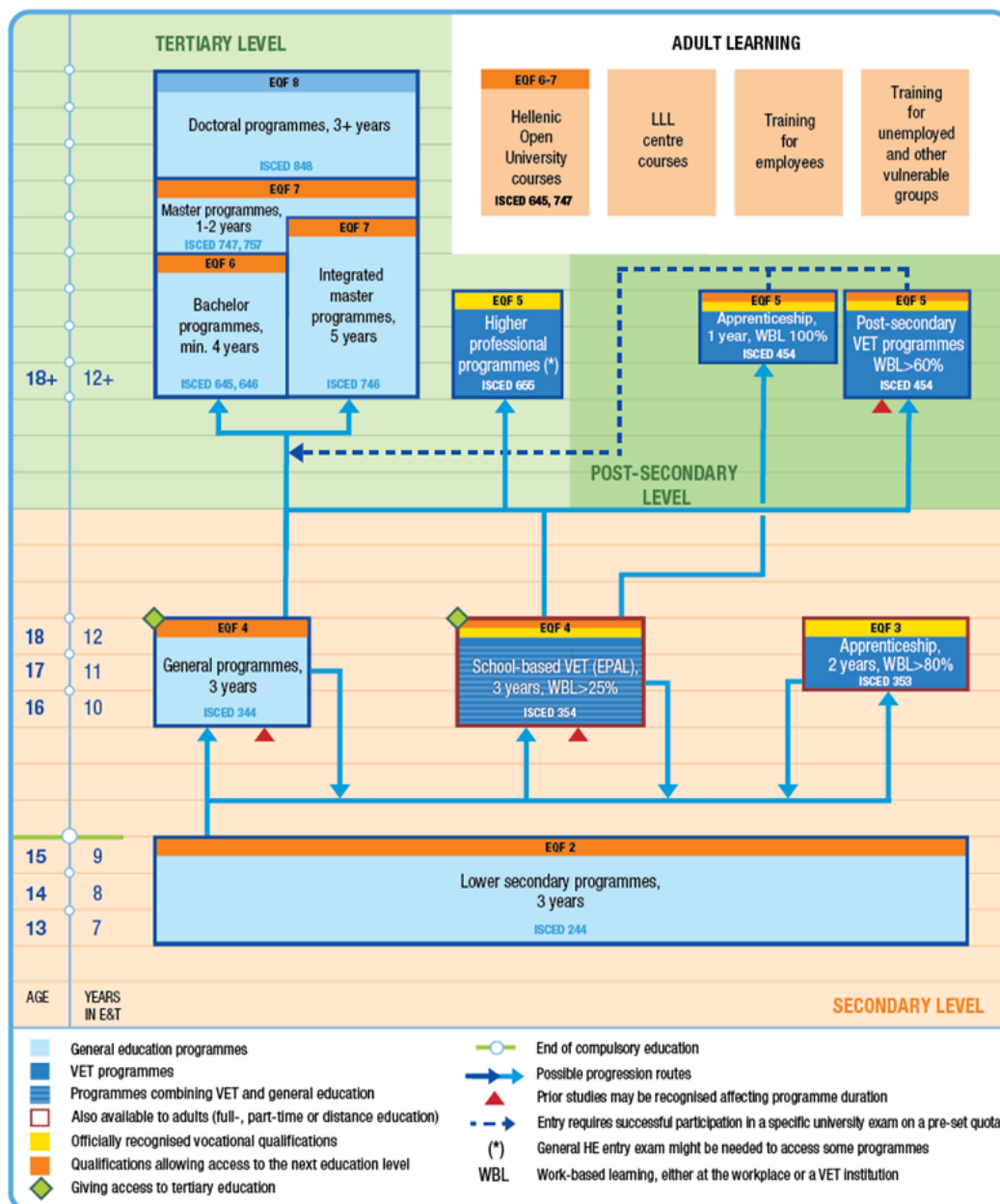
1-year apprenticeship programmes (EQF level 5, WBL 100%) offered by EPAL schools in cooperation with the Manpower Employment Organisation (OAED). These programmes are offered only to those who hold a lower secondary school leaving certificate;

2.5-year VET programmes (WBL > 60%) offered by public and private vocational training institutes (IEK) to upper secondary graduates. These programmes only allow learners to obtain an attestation of programme completion; alternatively, they can take VET certification examinations (practical and theoretical) conducted by the National Organisation for the Certification of



Qualifications and Vocational Guidance (EOPPEP) leading to an EQF level 5 certificate. EPAL graduates who continue their studies in the related field can enrol in the second year directly.

2- to 4-year higher professional programmes are offered by higher professional schools, under the supervision of the competent ministry. Admission is granted via general national, or a programme-specific, examination. The diplomas awarded are considered non-university tertiary level diplomas (EQF level 5), as with merchant navy academies, dance and theatre schools.



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Greece, 2022.



The title of VET programmes is awarded to learners after State examinations that certify their qualifications. The examinations are usually learning-outcomes based and include a theoretical and a practical part. Responsible for the certification procedure is the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP).

Nationally, the main advisory body introduced is the Central VET Council (KSEEEK), which includes representatives from the education ministry and other relevant ministries, employer and employee associations, and chambers. It has a 3-year term and is responsible for monitoring labour market developments, adjusting VET programmes to labour market needs, and reorganising the spatial distribution of VET sectors and specialities in order to fine-tune the VET offer.

In each region, a council linking VET with the local labour market (SSPAE) has been established (including labour market representatives), aiming to align VET programmes with local labour market needs and support the work of the Central VET Council by submitting proposals for the VET sectors and specialities that should be offered at regional level.

The curricula of post-secondary VET programmes (IEK) have been developed by the General Secretariat for vocational education, training and lifelong learning (which also supervises all the public and private vocational training providers) and certified by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). The study guide of each speciality includes the job profile, the learning outcomes expressed as knowledge, skills and competences by subject and speciality, the corresponding credits, the potential candidate placement in the labour market, the timetable and specific curriculum, the teaching methods, and the necessary equipment. In 2017/18, 65 curricula of the new IEK specialities (established by Law 4186/2013) were drawn up together with the respective exam-subjects repository.

General training:

Course: Principles of Economics

Course content

Introductory Concepts

- Concept and object of Economics.
- Purpose and utility of Economic Theory
- Correlation of economic science and subject of specialization

Fundamental Economic Problem & Economic Systems

- The financial problem



- Fundamental economic questions and Factors of Production. Object association specialization
- Market economy. Correlation with subject of specialization
- Centrally controlled economy. Correlation with subject of specialization
- Mixed economy. Correlation with subject of specialization

Price Formation Mechanism

- Demand function / Elasticity. Correlation with subject of specialization
- Supply function. Correlation with subject of specialization
- Market system and price equilibrium. Correlation with subject of specialization.
- The role of the state. Correlation with subject of specialization

Forms of Market Organization

- Perfect Competition
- Monopoly market
- Monopolistic competition
- Oligopoly market
- Collusion / Cartels

Legal Forms of Businesses

- Legal entity / statute. Correlation with subject of specialization.
- General / Limited Company. Correlation with subject of specialization.
- Limited Liability Company. Correlation with subject of specialization.
- Limited Company. Correlation with subject of specialization.
- Private Capital Company. Correlation with subject of specialization.

The Kinds Of Money

- Functions of money.
- Credit / debit cards. Investments



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- Concept and Definition of Investments. Correlation with subject of specialization. • Investment distinctions.
- Favourable investment environment – Investment incentives.

Cook: Basic and specific professional knowledge, skills and abilities consist of the following:

Basic professional knowledge

- Basic principles, rules and methods of procurement of goods.
- Health, safety and transport rules – Legislation.
- Rules and methods of culinary art.
- Elements of restaurant art.
- Dietary information.
- Computer organization.
- Rules for composition, drafting and presentation of menu (menu) and restaurant card.
- Commercial rules.
- Terminology of dishes and international nomenclature.
- Culinary art.
- Food knowledge-Commodity knowledge.
- Legal elements.
- Listing rules and conditions.
- Ways of presenting a recipe book.
- Apportionment rules.
- Gastronomy elements.
- Rules for drawing up a staff work plan.
- Elements of labor legislation.
- Standard company procedures for considering the work schedule of the staff.



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- Personnel recruitment interview techniques.
- Methods and techniques of adult education.
- Personnel supervision techniques.
- Staff coaching techniques.
- Basic ways of rewarding human resources.
- Basic workforce performance criteria.

Special professional knowledge

- Special Dietary Rules.
- Time management rules.
- Warehouse recording and control systems.

Specialty Name: Waiter

The basic professional knowledge laid down in the curriculum of the "Waiter" profession are:

Basic principles of legislation (health, fire and other regulations).

- Principles of hygiene and food safety.
- Basic principles of safety and hygiene.
- Basic level of foreign language/terminology, with emphasis on oral communication (basic terminology for menu and dish description, recipe analysis, method of preparation and used materials).
- Rules for good behaviour and communication, dress and appearance.
- Basic rules of restaurant art.
- A basic framework for organizing event spaces
- Basic principles and technical elements of tabular presentation.
- Basic techniques for promoting and selling food and beverages.
- Basic rules for checking the quality of the order.



- Rules for serving in relation to food hygiene and the perfect presentation of the plate.
- Procedure and established rules for removing used and unused utensils.
- Criteria for classification and rules for temporary storage of dishes/underwear/glasses.
- Elementary principles of oenology - Bar.
- Table setting techniques.
- Technique for reading the shape of the event.
- Ways to place utensils.
- Basic framework for bill processing and collection actions.

Special professional knowledge:

- Special ways of welcoming customers, depending on the dining and recreation area and the clientele.
- Rules for managing the reservation system.
- Special specifications for the use of cleaning agents, in accordance with the rules of environmental protection.
- Techniques of decoration and aesthetic service of the space, depending on the needs of the event.
- Special rules for arranging the table depending on the type of event and the table presentation technique.
- Special food and oenological rules, depending on the products offered.
- Special serving rules depending on the default technique.
- Order taking techniques.
- Standard procedures for sending an order.
- Control process when issuing an account or debiting an account.
- Completing a maintenance or repair report for malfunctions and breakdowns - equipment inspection report, event book.
- Rules for turning off electromechanical equipment, music, air conditioning.



Specialty Name: Bartender

Competence and skills profile

Knowledge:

- Know the special principles and concepts, the content and scientific vocabulary of their specialty.
- Analyze information that enables them to understand their work field.
- Possess at an adequate level the methods and procedures of the new technologies.
- Know the safety and hygiene requirements and the relevant actions for their specialty.
 - Describes the use of PCs, cash registers and order taking systems.
- Introduces the principles of customer service, collaboration, negotiation, self-learning and decision-making.
- Understands the principles of winemaking.
- Presents the basic methods of procurement and storage of raw materials, costing and invoicing preparations

Skills:

- Hold a wide range of cognitive and practical skills of their specialty.
- Apply with fluency a range of specialized techniques in their field of expertise.
- Solve in a creative manner specific problems that arise in their working environment.
- Have communication skills at the level of theoretical and technical information in subjects of their expertise.
- Handle with expertise the required technological equipment of their specialty.
- Uses cash registers and computer programs of food businesses.

Recognizes the needs of raw materials (beverages/beverages) of the business by undertaking their supply, storage and maintenance.

- Takes care of the good condition of the equipment, machines and tools.



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Competences:

- Operate with autonomy in their field of work and have the ability to supervise others, depending on their specialty and in the context of their duties.
- Engage effectively in group work.
- Act within the scope of their specialty according to the principles of the professional ethics.
- Develop initiatives in specific fields of their specialty.

Indicative Taught Specialization Courses:

Elements of tourism, Elements of sociology & community sociology, Communication & entrepreneurship techniques, Hygiene & safety of Bar spaces, Bar organization & management,

English, French, Non-alcoholic drinks, coffee & beverages, Elements of individual psychology & group psychology, Oenology & industrial production of alcoholic beverages, Organization & management of Bar II, Use of PC & cash register, Alcoholic beverages & the art of cocktails, Fridays of accompanying dishes & desserts, Bar Marketing, English terminology, French terminology, Typology & legal framework for the establishment of Bar operations , Bar Animation (Animation Bar).

Specialty Name: "Culinary Technician - Chef"

Orientation Group: The specialty belongs to the Orientation Group: "Professions of Tourism Businesses and Hospitality Businesses".

Studying at I.E.K. is a total of five (5) semesters, divided into four (4) semesters of theoretical and laboratory training with a total duration of up to 1,200 specialty teaching hours, according to the approved study programs and one semester of Internship or Apprenticeship, with a total duration of 960 hours.



Specialty Culinary Art Technician - Chef

| N/A | semester | LESSONS | A | | B | | C | | D | | | | | |
|-------|----------|--|----|---|----|----|---|----|----|---|----|---|----|----|
| | | | T | H | T | H | T | H | T | H | | | | |
| 1 | | FRENCH | 2 | | 2 | 2 | | 2 | 2 | 2 | | | | |
| 2 | | PRINCIPLES OF ECONOMY | 2 | | 2 | | | | | | | | | |
| 3 | | COOKING ART I | 2 | 3 | 5 | | | | | | | | | |
| 4 | | ELEMENTS OF CONFECTIONERY I | 1 | 2 | 3 | | | | | | | | | |
| 5 | | TECHNICAL FACILITIES - EQUIPMENT | 2 | | 2 | | | | | | | | | |
| 6 | | CONTROL OF GOODS | 3 | | 3 | | | | | | | | | |
| 7 | | PRACTICAL APPLICATION IN THE SPECIALTY | | 3 | 3 | | 3 | 3 | 3 | 3 | | | | |
| 8 | | ORGANIZATION - RESTAURANT OPERATION | | | 1 | 1 | 2 | | | | | | | |
| 9 | | COST OF PREPARATION | | | 2 | | 2 | | | | | | | |
| 10 | | OENOLOGY | | | 2 | | 2 | | | | | | | |
| 11 | | health and safety | | | 1 | | 1 | | | | | | | |
| 12 | | COOKING ART II | | | 2 | 3 | 5 | | | | | | | |
| 13 | | ELEMENTS OF CONFECTIONERY II | | | 1 | 2 | 3 | | | | | | | |
| 14 | | COOKING ART III | | | | | 1 | 4 | 5 | | | | | |
| 15 | | MENU COMPOSITION | | | | | 2 | | 2 | | | | | |
| 16 | | CUTTING OF MEAT I | | | | | | 2 | 2 | | | | | |
| 17 | | NUTRITION - EDISMATOLOGY | | | | | 2 | | 2 | | | | | |
| 18 | | DIET | | | | | 2 | | 2 | | | | | |
| 19 | | ENGLISH | | | | | 2 | | 2 | 2 | | | | |
| 20 | | DECORATION OF PREPARATIONS | | | | | | | | 2 | | | | |
| 21 | | ART OF COOKING IV | | | | | | | | 7 | | | | |
| 22 | | CUTTING OF MEAT II | | | | | | | | 2 | | | | |
| 23 | | WORKSHOP* | | | | | | | | 4 | | | | |
| total | | | 12 | 8 | 20 | 11 | 9 | 20 | 11 | 9 | 20 | 5 | 15 | 20 |

Course: Culinary Art

Course: Culinary Art

Course content

THEORY

- Definition of culinary art.
- History and evolution of culinary art.
- The most important personalities of cooking and culinary art.
- What is a galley?
- Composition of the kitchen staff.
- The cook's uniform.



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- Detailed development of the meaning and purpose of the uniform at work and in space.
- Culinary art terms.
- Basic kitchen nomenclature
- Basic food handling instructions
- Definition of basic types of meals
- Basic cooking methods
- Basic ways of cutting •

Bases (FONDS) – Categories and their use in cooking

- Roux – Categories and their use in cooking
- Butters – Categories and their use in cooking
- Doughs – Categories and their use in cooking
- Soups – Categories and their use in cooking

ART OF COOKING WORKSHOP

Indicative program of laboratory applications

Cooking methods (Indicative preparations): Boiled; Poche; in a bain-marie; Steamed; Braise; In the oven; On the spit; on the grill; Fried; Fricassee; Breaded; Glazed.

Course: Technical Facilities – Equipment

Course content

- Definitions of facilities - equipment
- The architectural design of a kitchen
- Criteria for choosing a place to install a kitchen
- Configuration of the spaces of a kitchen based on a specific architectural plan, according to current legislation.
- Configuration of a kitchen space according to the needs of various types of businesses



(Kitchens: hotels, cruise ships, catering, restaurants, hospital kitchens, student clubs, military, pizzeria, archery, fish tavern, snack bar, steakhouse, ouzo, etc.)

- Fire safety and fire protection
 - o Preventive fire safety measures
 - o Fire suppression in the kitchen areas. o Actions in case of short circuit and leakage of current in its various areas kitchen
- Basic design principles and organization of the professional kitchen.
 - o Arranging the spaces of a kitchen and planning the individual sections (seats – dimensions)
 - o The choice of equipment in the professional kitchen (position in the general plan – dimensions – placement of machinery and furniture).
 - o The manufacturing quality of the equipment and the cost of machinery and maintenance.
 - o Materials for the construction of kitchen floors and walls
- Sanitary facilities and kitchen plumbing
 - o Kitchen electrical installations
 - o Lighting installations. Lighting needs of the various work areas of the galley
 - o Galley ventilation systems
- Forms of distribution of products in a mass food production enterprise
- Professional kitchen areas
 - o The Garde Manger's area and equipment.
 - o The area of the kitchen and restaurant dish washing department.
 - o The canteen area and its equipment
 - o The day warehouse – the day refrigerators and auxiliary areas.
- Appliances and utensils
 - o Appliances and machinery in Cold – Hot kitchen, pastry shop, bakery, fishmonger, Butcher
 - o Construction materials, Dimensions, Choice of utensils



- o Principles of selection of tools, small appliances and utensils in the professional kitchen (tools: measuring, cutting, frying pans, pots, non-mobile equipment, etc.)

Course: Control of Goods

Course content

- Introduction to the merchandise control course
- Introduction to food businesses
- o Distinction of food units
- o Special problems in nutrition
- Procurement Department Organization
- o Organization of procurement department
- o Responsibilities of procurement officer
- o Responsibilities of F&B Manager / Controller
- Procurement Planning
- o Procurement procedures
- o Quality specifications
- o Critical questions in procurement o

Relationship of procurement department with other departments

- o Calculation of order quantity
- o Supplier selection factors o Services provided by suppliers
- Procurement Methods
- o Limited tender
- o Purchases with a contract / Types of contracts
- o Cash purchases / with offers
- o Order form
- Supplier Evaluation Techniques



- o Qualitative assessment methods
- o Quantitative assessment methods
- Receipts of Goods
- o Plan of receipts
- o Checks on receipts
- o Internal documents
- o Warehouse record
- Material storage
- o Material segregation and grouping
- o General storage rules
- o Warehouse security rules
- Inventory management
- o Inventory types
- o Total inventory cost
- o Inventory balance problem
- o Inventory management indicators
- o Reorder point
- o Optimum order quantity
- o Fixed system order quantity
- o Fixed order period system
- o Safety stock and reorders
- Inventory inventories
- o Inventory items
- o Reasons for taking inventories
- o Inventory variances (reasons for variances)



Course: Organization - Operation of a restaurant

Course content

- Restaurant definition
- Restaurant distinctions
 - o Types of restaurants.
 - Cities
 - Self-service and Vehicles / Vegetarian
 - Fish eating
 - Other types of Restaurants
 - Restaurant premises
 - o The hierarchy of the restaurant
 - o Qualifications and work of the dining staff
 - Restaurant equipment and utensils
 - o Restaurant equipment o Restaurant utensils
 - o Tableware in the a la carte
 - o Tableware at the table d'hote
 - o The restaurant's linen
 - o Cleaning of premises, furniture, utensils, linen, silverware.
 - o General rules for cleaning restaurant tableware
 - Dining room preparation
 - o The technique of laying tables
 - o The technique of laying tablecloths
 - o The folding of towels o The decoration of tables with flowers
 - o The process of presenting and placing the tableware in the dining area.
 - Basic couvert



- Ways of transporting dishes
- Meals - Times of their presentation
 - o Meals of the day
 - o Composition of European breakfast
 - o The composition of English breakfast or American Breakfast
 - o The composition of the Viennese or Austrian Breakfast
 - o The composition of the Greek Breakfast
 - o Midday Meal
 - o Dinner
 - o Necessary conditions for listing
- o Food categories, presentation method and required utensils
- General rules and necessary serving conditions and Food sales technique and of wines
- Special service categories
 - o Preparation and presentation of beverages
 - o Wine presentation and serving process
 - o Wine and food pairing
 - o Cheese presentation
 - o Dessert presentation
 - o Afternoon Tea
 - o Flampe
 - o Serving Simple Drinks
- Restaurant Health and Safety
- Restaurant Serving Methods
 - Restaurant Reception
 - Orders and Bills
 - Professional education, behavior
 - Receptions
 - o Types of receptions



Course: Health and Safety

Course content

- Introduction to food safety
 - o (Definitions, General findings on food safety, control bodies)
- Food Hazards - Illnesses caused by food
 - o (Physical, Chemical and Biological Hazards, Food Contamination Categories, Grades Food Hazards, Foodborne Infections/Poisoning)
- Staff Hygiene
 - o (Personal Health-Health Certificate, Personal Hygiene, Contamination by staff)
- Cleaning and Disinfection
 - o (Purpose, Cleaning & Disinfection Plan), Waste Management.
- Myocide and Disinfection
 - o (Purpose, Host Species - Prevention, Treatment)
- Receipt of Raw Materials and Packaging Materials
 - o (Supply Requirements - Requirements for correct Receipt - Temperature measurement of Products - Thermometer Calibration)
- Food Storage
 - o (Storage Conditions, Rules of Correct Storage Practice, Special Requirements)
- Food Preparation and Processing
 - o (Basic preparation rules, Washing – Defrosting – Chopping)
- Guidelines and basic rules of Heat Treatment
- Stages after Heat Treatment
 - o (Maintenance Temperatures, Correct Handling by Staff, Cooling – Reheating, Refrigeration or Freezing - Refrigeration or Heating, Correct Serving).
- Responsibilities and Legal Obligations



o (Ethical Responsibility, Legal Obligation, Monitoring and Record Keeping, Record Keeping).

Course: Oenology

Course content

- Definitions – Historical Data of Viticulture - Oenology
- Vine Morphology (Root System, Trunk, Leaves, Inflorescence, Flower, Grape, Rail)
- Vineyard establishment (Climate and soil: location, soil slope, soil composition, proximity to water volumes).
- Vineyard care (Pruning, Types of pruning) • White Grape Varieties (Greek and International)
- Red Varieties of Grapes (Greek and International)
- Ripening and harvesting of Grapes
- Wine composition: acids and alcohols, phenolic, aromatic and other compounds
- Microbiology of Wine
- Types of Winemaking (White - Rosé - Red) - Legislative classification of wines (OPAP - OPE - PDO - PGI - Local and table wines)
- Wine Processing (Clarification, aging, bottling)
- Wine Storage – Cellar Management
- Categories and types of wines (their content of sugars, carbon dioxide, aromatics substances and alcohol)
- Organoleptic control – Wine Tasting (color, aromas, taste, body, etc.) – Wine Evaluation • Wine Marketing (Wine Promotion and Wine List Compilation)
- Wine and Food (Harmonious connection of wines and Food)

Course: Menu Composition

Course content

- Introduction, international terminology (MENU, A LA CARTE, etc.)



- Applicable provisions and rules (purchase law provisions, etc.) regarding the obligations of restaurants for the composition of menus
- Necessary conditions taken into account for the composition of recipes
 - o Restaurant category
 - o Seasonality
 - o Cost
 - o Market - products
- Basic rules of menu composition based on dietary
 - o Daily MENUS
 - o Recurring MENUS and HEALTHY FOOD MENUS
 - o Compositions for BUFFET
- Basic rules for compiling catalogs according to the category of restaurants (A LA CARTE)
- Terminology of dishes and their description in the catalogs
- International nomenclature
- Composition of menus for special events - celebratory events
- Wedding meals, festive meals
- Traditional menus and how to present them
- Exercises in composing MENUS of various categories

Course: Practical Application in the specialty

Course content

For the practical application in the specialty it is recommended:

- Task assignment by the responsible trainer
- Seminar presentations
- Laboratory applications
- Educational visits to standard business premises
- Participation in professional meetings - conferences - festivals - exhibitions.

The evaluation of the course "Practical application in the specialty" can be done either in the form of structured tasks, or with laboratory evaluation in defined actions. The instructor in



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charge supervises the process and facilitates the student by providing sources and clarifications regarding the taught subject. It is a specialization course with which the trainees acquire and apply the special professional knowledge - abilities - skills for their specialty.

The total duration of the program is 960 hours and is divided into 192 hours of theoretical training and 768 hours of practical training.

The Framework (HQF) does not describe specific qualifications or abilities of a person, but each title/qualification can be placed at the corresponding level of the E.P.E.P. through the Framework.

The Framework, taking into account the particularities and characteristics of the Greek education system, contributes to the objective evaluation of Greek titles/qualifications, making them comparable to those of other European countries, in order to strengthen and promote the geographical mobility of trainees/apprentices, students and workers between Greece and the other EU countries.

The competence of the creation and development of the Framework and its matching with the E.P.E.P., the ranking of qualifications acquired through formal education and training and non-formal and informal learning, at the levels of the Framework, the classification in the Framework of international sectoral qualifications and the creation of sectoral descriptive indicators owners, in the form of knowledge, skills and abilities, which correspond to the levels of the Framework, belongs to the E.O.P.E.P., which is the National Coordination Point of the E.P.E.P. and National Benchmark for Quality Assurance.

The qualifications/titles, which are part of the Framework, are included in a special National Register of Qualifications hereby recommended, which is kept at the E.O.P.E.P.E.P. and is linked to the corresponding "European Qualifications Portal and Educational Opportunities". The National Register of Qualifications includes information for each qualification, in accordance with the corresponding specifications and directives of the European Commission, providing valid and immediate information to all interested parties, at national and European level. The minimum information that must be included for each qualification is as follows:

- a) title,
- b) Framework level
- c) awarding body,
- d) general description,
- e) range,



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- f) purpose and category,
- g) educational sector,
- h) learning outcomes, i.e. knowledge, skills and abilities
- i) relationship with employment

The Greek qualifications register comprises of 674 qualifications classified in the Hellenic qualifications framework (HQF), which is referenced to the EQF. Their description is based on a unified description standard suggested by the European Commission. The register is a web application, progressively developed and enriched since 2015, which is available to the public for accessing information and to authorised users for updating information about qualifications.

The requirements for enrolment in VET programmes are minimum age, health condition, previous education and qualification level.

The minimum required age is 13 (in the year of application) for vocational gymnasiums and schools and 16 for vocational training centres (initial and continuous VET providers for employees and unemployed, without acquisition of an education level). The health condition of the applicant is certified by a medical certificate proving the fitness for the selected occupation. Previous education requirements are at least a completed grade or stage from the basic or secondary education, completed initial stage of the lower secondary education or a successfully completed literacy course under the Employment Promotion Act.



CHAPTER II

TRAINING CONTENT FOR WASTE MANAGEMENT IN THE CURRICULUM FOR THE PROFESSION COOK AND WAITER

BULGARIA

In Bulgaria, there is no separate part of the training related to waste management.

State educational standards are developed on the principle of "Unit learning outcomes".

| | |
|-------------------|--|
| Learning outcomes | The trainee carries out preventive activities for environmental protection |
| Knowledge | <p>Knows the main environmental protection regulations related to the specific work activity.</p> <p>Knows the risks of environmental pollution in the work performed.</p> <p>Knows the basic requirements for separate waste collection.</p> <p>Knows regulations for storage, use and disposal of hazardous waste.</p> |
| Skills | Recognizes and stores hazardous waste, etc., observing collection and recycling technology. |
| Competencies | Performs work in compliance with environmental protection requirements and rules. |

Knowledge of waste management regulations and related obligations, as well as the application of the circular and bioeconomy, are not included in the curricula.



MALTA

There are subjects related to waste management however as advised by the Course Director the study unit descriptions are not accessible for public viewing due to safeguarding its privacy to prevent plagiarism by other educational entities. Despite several attempts to gain access we were denied.

IT is however heavily involved in the [Life Foster Project](#) which also aims to reduce waste in the restaurant industry. The project is already being implemented in the [following countries](#): France, Italy, Malta, Spain.

LIFE FOSTER consists entirely of direct and indirect actions aimed at raising awareness about the problem of food waste and optimal food storage. Since various initiatives have already been undertaken in several EU countries to raise awareness among citizens, producers, canteen and supermarkets, the LIFE FOSTER project has chosen to target the restaurant industry. Life Foster will complement the other initiatives taken and will be able to fight and complete the missing chain link: downstream respect to producers and upstream respect to citizens. The Life Foster Project is presented in detail to all hospitality and tourism students and they are encouraged to take advantage of its educational resources and participate in the e-learning platform, although it is not compulsory.

The curriculum consists of 4 following different modules:

- 1.1 Lessons presentation animation (00:02)
- 1.2 What is meant by food waste (00:02)
- 1.3 Food waste is not just a matter of food (00:10)
- 1.4 Environmental, economic and social challenges: data on food waste (00:05)
- 1.5 Food waste in families (00:05)
- 1.6 SDG 2 Zero Hunger: United Nations 2030 Agenda for Sustainable Development (00:06)
- 1.7 SDG 12 Responsible Consumption and Production: United Nations 2030 Agenda for Sustainable Development (00:05)
- 1.8 2021 Food Waste Summit (2:00 AM)
- 1.9 European strategy for a sustainable food system (00:08)
- 1.10 Action plan for the circular economy of the European Union (00:15)



- 1.11 Individual behaviors: how to contribute in our small way? (00:12)
- 1.12 Incorrect management of the fridge and circular kitchen to reduce waste (00:08)
- 1.13 How to use the fridge and store food (00:05)
- 1.14 Advice on how to store fruit and vegetables (00:05)
- 1.15 Because healthy eating reduces food waste (00:10)
- 1.16 The Mediterranean diet (00:06)
- 1.17 New sustainable eating styles: webinar (HALF PAST ONE)
- 1.18 Zero waste recipes for appetizers (00:15)
- 1.19 Verification of learning (00:02)

2. How to Prevent Food Waste in Catering

- 2.1 Entertainment: waste prevention (00:02)
- 2.2 Some data on waste in catering (00:05)
- 2.3 Wastes in collective catering in Italy (00:05)
- 2.4 But what do customers think? (00:04)
- 2.5 Waste in the different stages of the catering process (00:05)
- 2.6 Entertainment: causes of food waste (00:10)
- 2.7 Seasonality and local products (00:10)
- 2.8 Control of raw materials in the reception phase (00:05)
- 2.9 Food labeling: traceability, durability and storage conditions (00:15)



- 2.9 Food labeling: traceability, durability and storage conditions (00:15)
- 2.10 Examples of food traceability: eggs (00:10)
- 2.11 Storage and conservation (00:08)
- 2.12 Cross-contamination between foods (00:10)
- 2.13 Food hygiene and safety (HCCP) (00:10)
- 2.14 Shelf-life: optimizing food conservation and consumption – webinar (HALF PAST ONE)
- 2.15 Anti-waste cooking workshop (00:10)
- 2.16 Zero waste recipes for the first courses (00:15)
- 2.17 Verification of learning (00:05)

3. How to Reduce Food Waste in Catering

- 3.1 Introductory animation: reduce food waste in catering (00:02)
- 3.2 The menu, as a communication tool (00:10)
- 3.3 The circular menu (00:10)
- 3.4 Circular kitchen and dishes tailored to customer needs (00:05)
- 3.5 Enhancement of local products (00:15)
- 3.6 University of Gastronomic Sciences: the academic tables (00:10)
- 3.7 Application to quantify food waste (00:06)
- 3.8 The manifesto of sustainable catering [webinar] (01:15)
- 3.9 Organoleptic quality and sensory analysis [webinar] (01:15)
- 3.10 Zero waste recipes for seconds (00:15)
- 3.11 Verification of learning (00:05)



4. How to Use and Enhance Leftovers

- 4.1 Introductory animation: how to use and enhance leftovers (00:02)
- 4.2 When do we produce organic waste? (00:10)
- 4.3 Take home what you don't eat: the doggy bag (00:10)
- 4.4 Anti-waste apps (00:05)
- 4.5 Reuse and recovery of raw materials: coffee grounds (00:08)
- 4.6 Reuse and recovery of raw materials: edible oils (00:10)
- 4.7 Less waste with green packaging - webinar (01:20)
- 4.8 Zero waste recipes for desserts (00:15)
- 4.9 Verification of learning (00:05)



SPAIN

In the regulations that regulate these professions in the intermediate degree degrees both in the title of Technician in Restoration Services and in that of Technician in Gastronomy and Kitchen, in the professional module "**Safety and Hygiene in Food Handling**", 64 h. duration, one of its training units refers specifically to this matter.

For COOK AND WAITER

5. Use resources efficiently, evaluating the associated environmental benefits.

Evaluation criteria:

- a) The consumption of each resource has been related to the environmental impact it causes.
- b) The advantages that the concept of reducing consumption brings to environmental protection have been defined.
- c) The environmental advantages of the concept of reuse of resources have been described.
- d) Those energies and/or resources whose use is less harmful to the environment have been recognized.
- e) The different existing methodologies for saving energy and other resources used in the food and restaurant industry have been characterized.
- f) Non-conformities and corrective actions related to resource consumption have been identified.

6. Collect waste selectively, recognizing its health and environmental implications.

Evaluation criteria:

- a) The different types of waste generated have been identified and classified according to their origin, state and need for recycling, purification or treatment.
- b) The environmental effects of residues, pollutants and other conditions caused by the food industry have been recognized.
- c) The techniques for collecting, selecting, classifying and eliminating or dumping waste have been described.
- d) The parameters that enable environmental control in food production processes related to waste, discharges or emissions have been recognized.
- e) The measures taken for environmental protection have been established in order of importance.



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f) Non-conformities and corrective actions related to waste management have been identified.

Contents:

+Cleaning and disinfection of tools, equipment and facilities.

+Maintenance of Good Hygienic Practices.

+Application of Good Food Handling Practices.

+Application of self-control systems.

+Efficient use of resources.

+Selective waste collection:

—Environmental legislation in the food and restaurant industry.

—Description of the waste generated in food production and its environmental effects. Types of waste.

—Techniques for collecting, classifying and eliminating or dumping waste.

—Parameters for environmental control in food production processes.

—Non-conformities and corrective actions related to waste management. Concepts and practical applications

Pedagogical orientations:

This professional module contains the necessary training to perform the function of food and environmental safety.

The food and environmental safety function includes aspects such as:

—Application of hygiene standards.

—Food handling standards

—Residue control.

—Minimization of environmental impact.

The lines of action in the teaching-learning process that allow achieving the objectives of the module will deal with:

—Completion of the documents associated with process control and traceability.



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- Cleaning/disinfection of equipment and facilities and verification of its effectiveness.
- Application of HACCP.
- Residue control.

There is a regulatory reference to food quality and safety legislation, food handling legislation and environmental protection legislation in the hotel industry.



CROATIA

In July 2019, the Agency for VET and Adult Education (ASOO) and the Economy Ministry (MINGO) in Croatia launched a nation-wide campaign to promote VET and increase uptake in this sector.³

The central message from ASOO's campaign – Skills Around Us Choose Vocational Education – was all about importance of vocational skills in modern day economy and opportunities available in this sector across Croatia and Europe. This campaign certainly generated some interest among Croatian learners and the share of VET students slightly increased in 2019/20 (67.9%) compared to 2018/19 (67.4%). Enrolment in crafts programmes is encouraging: although the number of students in these programmes halved in the past six years, in 2019/20 it increased by 9.1%. As a result, higher enrolment has been recorded in VET programmes for shortage occupations, such as cooks, waiters, tillers, bricklayers, carpenters and butchers. Other popular VET programmes are in economy, nursing, CNC technologies and tourism.⁴

The curricula for chefs (KUHAR) for example is quite extensive as shown in the table below. Although direct mention of Waste Management is not included in the curriculum it is likely to be covered by such topics as Gastronomy and Organisation of the Kitchen. Within the sub-section of “Running and Organisation of the Kitchen” expected results include knowledge and skills to be gained by professional chefs within the curriculum needs established by the Croatian authorities for the VET of chefs, waiters and the hospitality sector. For example,

³ <https://www.refernet.hr/en/news/croatian-news/enrolment-trends-in-favour-of-vet/>

⁴ www.refernet.hr/en



| Unit Organisation of the Kitchen | Expected result (knowledge, skills and skills) | Teaching facilities |
|--|--|--|
| Planning work in the kitchen | <ul style="list-style-type: none"> - accept the planning of work as the only and right way in running and organizing modern cuisine - rational analysis of the work plan and recording the reasons for the eventual abandonment of parts of the work plan | <ul style="list-style-type: none"> - development of a short- and long-term work plan in the kitchen - planning the dynamics of work by departments, people, time and needs |
| Organization of work to the kitchen | <ul style="list-style-type: none"> - gain the necessary insight into the thoughtful and rational organization of work in modern cuisine - analyze the results of work in good and bad organization of the work of the kitchen - highlight typical examples from practice and comparing such results | <ul style="list-style-type: none"> - rational organization of work in the kitchen - exploitation of work, time, number of executors, auxiliary means, energy and foodstuffs in the modern organization of work in the kitchen - organization of work in all departments and synchronization of all work - the task of a complete and purposeful organization of work |
| Business plan and supply of foodstuffs | <ul style="list-style-type: none"> - get to know the ways of procurement and its results on the business plan of one kitchen - learn how much procurement affects the business result, the course of production of dishes and the product itself (<i>dish</i>) | <ul style="list-style-type: none"> - the plan for the purchase of foodstuffs forms an important element for the development of a plan for the business of the kitchen - in good procurement "lies profit" |
| | | |



| | | |
|---|--|--|
| <p>Kitchen administration</p> | <ul style="list-style-type: none"> - see the justification and the need to introduce kitchen documentation at all stages of the production process - recommend and analyze individual documents in the production process - analyze examples from practice | <ul style="list-style-type: none"> - the organisation of kitchen documentation and its existence proving business events, continuous changes and results (<i>material and financial</i>) of this work |
| <p>The use of IT equipment in a modern kitchen</p> | <ul style="list-style-type: none"> - analyze and define the information needs of one kitchen - inform yourself about how to communicate between departments within one hotel house through an IT system - gain insight and how to use IT equipment in the kitchen | <ul style="list-style-type: none"> - hardware and software needs of modern cuisine |
| <p>Kitchen staff</p> | <ul style="list-style-type: none"> - get acquainted with the number of employees in the kitchen who need to produce a certain number of dishes according to the intended work program and on special needs and occasions - analyze the need for constant professional education of employees | <ul style="list-style-type: none"> - the number of employees in the kitchen and its qualification structure - record of employee movements - professional education of employees |
| <p>Kitchen compliance with other departments in the hotel</p> | <ul style="list-style-type: none"> - analyze the compliance <i>of the kitchen with: (purchasing service, dining room, sales service, household, accounting, reception and other kitchens in one hotel)</i> - compliance analysis on practices | <ul style="list-style-type: none"> - compliance of the kitchen in the hotel on a horizontal and vertical level with other departments |



| | | |
|---|--|--|
| <p>Innovations and modern trends in gastronomy and modern nutrition</p> | <ul style="list-style-type: none"> - to know and analyze modern trends in gastronomy as a requirement and need of a modern guest - analysis of innovations and their application to Croatian conditions and premises | <ul style="list-style-type: none"> - the place and role of modern trends in human nutrition and gastronomic product - application of innovation in modern gastronomy |
| <p>Product Tracking and Control</p> | <ul style="list-style-type: none"> - ways and methods of monitoring and monitoring products (<i>dishes and beverages</i>) in accordance with international criteria and a certificate on the quality of products and services | <ul style="list-style-type: none"> - monitoring and control of services and products in gastronomy |

Further, a number of organisations TIR Consulting contacted during this research for the HoReCa project (2021-1-BG01-KA220-VET-000033346) indicated that they would be willing to work with TIR in the development and promotion of the curriculum being developed by the HoReCa partnership led by BG team.

One organisation indicated that they tackle the issue of waste management under their Hotel and Tourism Technician programme. Various courses are dedicated to waste management issues and several hours of learning become an integral part of the overall course to meet the current trend in Waste Disposal brought about by the EU and its recent directives including the Waste Framework Directive which requires a separate biowaste collection or recycling at the source by 31 December 2023 (Directive 2018/851/EU).

In terms of description of the regulations in waste management and related obligations, it was mentioned that “experience and research of educators, teachers, professors and trainers within the HoReCa sector in Croatia is used as a basis for education in the field of waste management, where colleagues who teach Chemistry and Technology contribute the most.”



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GREECE

In the curriculum of the "Cook" profession, waste management is present as part of the "health and safety" discipline, and more specifically it is embedded in the content of the topic "cleaning and disinfection".

There is no detailed description to give information about the content of the discipline and more specifically what "waste management" includes.

A description of waste management regulations and related obligations, as well as the implementation of the circular and bio economy is not included.



CHAPTER III

DIGITALIZATION OF VOCATIONAL TRAINING AND DIGITAL PLATFORM FOR TRAINING IN THE PROFESSIONS COOK AND WAITER

BULGARIA

When conducting training for the acquisition of the professional qualification for the professions "Cook" and "Waiter-Bartender" in Bulgaria, no digital platform is used at this stage.

In Bulgaria, the topic of waste management is very current and is discussed at all levels. Our idea is to include a developed module in an appropriate place in the training content for the qualification of restaurant workers. Basic knowledge and synchronization of knowledge should be considered with Waste Management Act. Promulgated, SG No. 86/30.09.2003, last amended and supplemented, SG No.30/12.04.2011, amended, SG No. 33/26.04.2011, effective 27.05.2011, SG No. 99/16.12.2011, effective 1.01.2012, amended by Judgment No. 3/21.03.2012 of the Constitutional Court of the Republic of Bulgaria - SG No. 26/30.03.2012

We are interested in training students and restaurant workers in waste management and circular economy.

MALTA

Apart from occasional student troubleshooting issues logging into the e-learning platform, none have been reported.

Apart from the Life Foster course, practical training is on a face to face basis. Although there are videos accessible in the Life Foster e-Learning course/platform, it does not include any sort of augmented reality in its technology capabilities.

We have never trained workers in the sector on waste management but we are interested in including such a module in our training.

At present we are not conducting any waste management training.

As cooks and waiters are not normally our target audience, we will be able to liaise with organisations such as The Institute of Tourism Studies (ITS) so that they can include the module within their curriculum.



SPAIN

Spain doesn't use digital platform for training in the professions "Waiter" and "Cook".

We have provided training to many groups of workers, including the Catering and Hospitality sectors, and within the compulsory basic training in Food Handling, contents on waste management were transmitted. In addition to courses on management techniques, customer service, treatment and resolution of complaints and conflicts.

We would like to conduct waste management training as an upgrade to additional training for people who are qualified and work as cooks and waiters.

CROATIA

In Croatia, the National curriculum on vocational education defines generic competences for all qualification types (EQF levels 2, 3, 4 and 5). These competences are defined in reference documents in three main clusters: opinion forms, individual and social development, and mode of work and use of tools that includes digital literacy. These generic competences are also integrated in other subjects. In another 21% (17 qualification types), digital competence is provided in a combination of stand-alone and integrated subjects/modules. (Cedepof 2020 Key Competences in Initial Vocational Education and Training (IVET): Digital, Multilingual and Literacy)

Thus, Croatian authorities managing the VET sector, Ministry of Science and Education along with Ministry for Labour and Skills may provide guidelines and set policies for digital competences but these are delivered within the VET institutions according to the resources and funding available for such programmes.

While there were no dedicated digital platforms for the two sectors mentioned here; chefs and waiters, there are a number of digital resources which cater to Vocational Education and Training within Croatia. These are all either private or supported via EU funding under the EU's e-Schools and Vocational Training directive. For example, during a pilot eSchools project involving 151 schools some 50,000 teachers and 500,000 learners benefitted. By the end of the project in 2018, 147 of the schools had improved their digital competence by at least one level, which represents 10.7 % of Croatia's 1 368 schools. Only four of the 151 schools were still classified as digital beginners.⁵

⁵ https://ec.europa.eu/regional_policy/en/projects/Croatia



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While it could not have anticipated the impact of the COVID-19 pandemic, it ensured that all of the country's teachers and pupils were able to make use of digital content and services during the lockdown.

The project was part of efforts to address structural deficiencies in Croatia's labour market, namely the mismatch between the education system and labour market needs. e-Schools ensured the systematic introduction of ICT in schools.

The partners recognised that helping teachers to develop their digital competence was a vital part of the project. This was provided through constant support and professional development from the Croatian Academic and Research Network (CARNET). Five regional training centres were established and more than 1 900 workshops, e-courses and webinars were organised. CARNET provided a helpdesk and mobile teams to offer on-site assistance at schools.

An online platform was used to create a virtual community where headmasters and teachers could share knowledge and exchange ideas. (Juraj Bilić, Expert for EU Projects, CARNET – Croatian Academic and Research Network)

Again, as mentioned earlier for the purpose of this research, VET institutions approached all indicated the possibility of working with TIR in order to improve digital competences within the HoReCa sector in Croatia. Some also mentioned that they use digital tools in the teaching process, so that students are shown positive and negative examples from practice. Through programs for budgeting and organisation of hotels, they calculate the profitability of various scenarios themselves, but also for the presentation of new ideas in the field of ecology, sustainable development and care waste.

Again, as mentioned earlier, the Croatian authorities; Ministry of Science and Education with input from other agencies such as Ministry of Labour and Skills and others provide the guidelines and policies for the delivery of VET within the HoReCa sector in Croatia. It is up to the individual VET providers to manage these policy guidelines and deliver the latest progress within the HoReCa sector to keep Croatia competitive as a tourist destination and also comply with the many EU directives coming up regularly and in particular the Waste Framework Directive which requires a separate biowaste collection or recycling at the source by 31 December 2023 (Directive 2018/851/EU).

A number of organisations mentioned that as a separate subject, waste disposal is not dealt with, but they would definitely like to include that segment in the education at their schools, since it is clear that nowadays, tourists are looking for ecologically conscious accommodation facilities, they themselves are ecologically conscious, and they believe that the future of tourism rests on ecology, sustainable development and responsible waste management.

TIR certainly will keep in touch with these VET providers and may even develop some ideas with organisations such as the Zagreb School of Tourism and Management.



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GREECE

Greece doesn't use digital platform for training in the professions "Waiter" and "Cook".



CONCLUSIONS

Conclusions after reviewing the curricula:

- Professional qualifications for the professions of "Cook" and "Waiter-Bartender" in the project partner countries include partial and insufficient training related to waste management.
- All partners report the presence of good legislation regarding waste management and the circular economy.
- In restaurant professions, not enough training is applied through the use of digital platforms.
- All partners express a desire to include a waste management module in their curriculum for the professions "Cook" and "Waiter-Bartender".

RECOMMENDATIONS AFTER THE CURRICULUM REVIEW

- To develop a separate training module related to waste management in the restaurant - kitchen and dining room.
- Cooks and waiters to acquire knowledge and skills to collect, separate, store and transfer for recycling and/or other recovery of waste in the restaurant.
- To develop and prepare a digital platform so that the waste management module can be used for training in a digital environment.
- The training should include both theoretical training and a greater amount of practical knowledge through videos, animation and other visual content.
- Each of the partners to consider the inclusion of the waste management module in their curriculum at an appropriate place.
- The waste management module should provide an opportunity to train both students and working cooks and waiters.
- The waste management module can also be used for short training on the subject, outside of the full training course.



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