



**Sustainability as a key-competence of professional cooks: status quo
and qualification requirements in education and training**

National surveys on cooking training

Leonardo da Vinci Partnership Project 2010-2012

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SUMMARY

The concept of sustainable development is usually defined by the formulation and aggregation of environmental, economic and social goals. In the field of nutrition, the aspect of health also has a central importance and is therefore considered a separate fourth dimension. Catering lends itself particularly well to sustainability improvements as they can be made across multiple sustainability factors throughout the food chain, from field to fork. Different catering providers - whether restaurants, system-gastronomy, canteens, hospitals or school buffets - have different opportunities and can pursue different priorities in increasing the sustainability of their offering.

The implementation of a "sustainable cuisine" places new challenges on cooks which are not encapsulated in most current standard professional training. Key challenges include food procurement (e.g. seasonable availability), storage, development of menus, process planning in the kitchen, calculation of quantities and prices, cooking practices and even the description of dishes on menus. The use of organic and other 'certified' foods also requires an understanding of and adherence to the statutory criteria of EU regulation.



The aim of this project and partnership was to develop a European definition of sustainability and make suggestions for standards in education and training in the field of gastronomy, tourism and communal catering, with the intention of making sustainability a key and publicly recognised aspect of 'good' cooking and catering. Another output of the project is a study on national education and training facilities and qualifications for cooks and managers in the different partner countries and branches of catering. Further outputs include a pan-European dissemination and marketing strategy, as well as an outline training and qualifications scheme for different professional areas.

These outcomes were achieved through a joint analysis of training needs and opportunities for their implementation within national education and training structures. European cooperation between vocational training institutions, gastronomy, tourism and communal kitchens for the development, dissemination and implementation of training modules and key competences on sustainability was initiated and promoted. Target groups included teachers at tourism colleges; decision-makers in public administration; human resource managers in gastronomy and tourism enterprises; cooking personnel in schools and kindergartens; and institutions of adult education



1.0 INTRODUCTION

1.1 BACKGROUND OF THE PROJECT

Sustainability is a central guiding principle of the structural change our society is currently undergoing in response to climate change and other social, economic and environmental pressures. Approximately one third of our ecological footprint is required for the production, processing, distribution and preparation of food. Catering with organic, regional and seasonal food and reducing the percentage of meat will lead to a significant reduction in energy consumption and the emission of greenhouse gases. To this end, many European countries have made efforts to implement sustainability objectives in public catering (schools, kindergartens, hospitals, nursing homes, canteens etc.). In gastronomy and the hotel sector - which, as an international sector, shows a high degree of mobility of both staff and guests - enterprises are also increasingly focusing on higher environmental standards. The implementation of ecological standards usually starts in the fields of environmental cleaning and/or energy consumption. These efforts, however, are not immediately visible to customers. In order to meet the now-heightened expectations of these customers of a comprehensive, environmentally-oriented behavior, food enterprises need to make their sustainability efforts visible on menus.

It is evident from our research with restaurants and catering businesses that a common understanding of how to implement climate protection and sustainability goals in an organisationally and economically efficient manner in the fields of procurement and kitchen management does not currently exist; and these issues hardly seem to play a role in the education and training of chefs and kitchen managers. Despite its relevance, there is a lack of standards for "sustainable food offers", which could be applied across the EU. There is an evident and urgent need for additional qualifications and training in this area. For people working in gastronomy, tourism and communal catering, appropriate sustainability training modules and concepts would complement existing training regimes and would improve career prospects and mobility as well as delivering significant sustainability benefits.

The project presented in this report therefore focused on target group-specific qualification schemes for employees in gastronomy, hotels and communal catering institutions (e.g. kindergartens, schools, nursing homes, hospitals, canteens). The project topics are relevant to a wide variety of organisations and institutions from diverse sectors. These include educational institutions; providers of special consultancy; professional associations in professional training and education for gastronomy, tourism, communal catering (e.g. kindergartens, schools, nursing homes, hospitals, and canteens); and the organic food and food retailing sectors. By including such a broad spectrum of partners and target sectors, the project can ensure comprehensive coverage of the full range of sustainable catering issues and opportunities.

Cologne-based **Institute Equalita** has 20 years of experience in qualification-measures in the environmental and social sector and has, within the framework of various LdV projects and with 20 different partners from 10 EU countries, developed training and quality assurance for the organic retail sector and other sustainability focused enterprises.

The **Organic Retailers Association (ORA)** is the umbrella organisation of organic retailers and supports their development and professionalisation through consulting, training and lobbying.

ORA have been engaged in the Europe-wide dissemination and implementation of qualification measures in the field of organic retailing and has contacts with a broad spectrum of stakeholders in this field.

"**Gutessen Consulting**"(GEC) is an Austrian consultancy service-provider with a focus on sustainable nutrition and catering and which also devises training/qualification courses for cooks. For many years, GEC has successfully advised hospitals, nursing homes, restaurants and especially educational institutions (schools, kindergartens, universities) and their carriers (municipalities, federal-states, privates) and other relevant protagonists in this sector (trade, industry, farmers) in matters of sustainable catering and nutrition.

The German partner **Ökomarkt e.V.** has extensive knowledge and experience in how to make food supply systems for schools, kindergartens and universities more sustainable. Ökomarkt e.V. has developed strategies to integrate regional, seasonal and organic food into diet plans. They also have a wealth of experience in setting up further education training for caterers and kitchen personnel (especially for schools and kindergartens).

ECEAT, European Centre for Ecology and Tourism, is an organisation focused on sustainable development and tourism with a special attention to rural areas. ECEAT has 15 years experience in creating, implementing and evaluating sustainability practices for tourism operations (hotels, bed and breakfasts, pensions, camps, pubs). It also has experience in further education, mainly in the areas of sustainable rural development, sustainable tourism, green energy and gastronomy.

The **Centre of Vocational Training is a part of the NGO – Institute of Economics and Management**, licensed by the National Agency of Vocational Education and Training in Bulgaria in 2004 to provide vocational education and training in 30 professions. The Centre has a great experience in training adults for getting skills in cooking, hotel administration, catering, gastronomy, sustainable tourism. These activities are possible through collaboration with the Agency of Employment and the Vocational College of Economics and Management.

VIFOS, National Science Center for Food and Health, is a Danish organisation which researches, investigates, develops and disseminates knowledge about food, health and nutrition through consulting and education. This is done through projects and in cooperation with external partners representing the Danish food industry, educational system (incl. vocational training), NGOs and public institutions.

The Slovenian **ERUDIO educational centre** has a high school (college) program on catering and tourism with students employed in different types of kitchen - from school canteens to good restaurants - the majority of whom are employed in tourism industry.

The Italian **Centro Libero di Analisi e Ricerche** (CLAR) offers vocational and educational training (compulsory education, lifelong learning, and higher education) in many sectors, but especially in tourism and agro-environmental fields.

The **Soil Association** is a UK charity campaigning for organic and sustainable food and farming. As well as covering issues like education, policy, technical support and certification of organic food, the Soil Association runs the national Food for Life Partnership which is transforming food culture in more than 4,000 schools and manages the Food for Life Catering Mark, through

which more than 90 million healthy and sustainable meals are now served in the UK each year.

By working together and combining their wide range of skills, experience and contacts and in response to the ecological challenges and changing demands and expectations of customers and citizens, the project partners aim to improve the professional image of vocational training in catering. This is a necessary prerequisite to effectively implementing climate protection and sustainability in commercial kitchens and the development of an initial outline for suitable training modules to achieve this. The concepts and strategies developed through the project will be integrated into the ongoing training and other activities of project-partners and will thus extend the impact of the project into areas of practical implementation in the partner countries. ORA, as the European umbrella organisation for the project, will lead the dissemination of the innovative vocational training offers developed through the project via its national member associations and other partners.

1.2 PROJECT AIMS

The aim of the project was to define the key competencies necessary for the implementation of climate protection and sustainability goals in kitchens for cooks and kitchen managers and to identify existing (required and optional) training and qualifications and the opportunities for developing new modules and approaches.



The implementation of a "sustainable cuisine" places new challenges on cooks which are not generally covered in standard professional training. This applies especially to the areas of procurement (e.g. seasonable availability), storage, development of menus, process planning in the kitchen, calculation of quantities and prices, cooking practices and the description of dishes. The use of organic and other certified foods also requires an understanding of the statutory criteria of EU regulation.

The project partners developed a European, and in some instances country-specific, action plan(s) based on the results of their joint analysis of training requirements and opportunities for implementation and agreed to promote and adopt these where possible within their own education and training programs.

The project was delivered in three stages:

Stage 1: a precise definition of the terms used was developed.

What are the requirements for sustainable catering and what is of particular relevance in implementing this in the various professional areas such as communal catering (schools, kindergartens, canteens, university cafeterias, hospitals, nursing facilities, etc.), gastronomy and tourism enterprises?

Stage 2: a review was undertaken of current practice in each partner country.

Which education and training opportunities are available for cooks in the partner countries and the European Union? How is the training of cooks organised and structured? Which accredited levels of qualification and professional training are available in the partner countries with regard to jobs in catering? What relevant training and delivery bodies already exist in the partner countries? Which stakeholders (such as professional associations, commercial representatives of gastronomy/hotels, unions, vocational training organisations etc.) are responsible in the partner countries for education and training of cooks and kitchen managers?

Stage 3: joint recommendations were made for common European Standards on sustainability training for cooks and kitchen managers, outlining key skills, competencies and learning outcomes.

The project partnership was composed in such a way that the partners contribute with complementary expertise in the areas of sustainability, organic marketing, advice on gastronomy and communal catering and adult education. Cooks from gastronomy and communal caterers contributed with their practical knowledge. Thus a European cooperation between vocational training institutions, gastronomy, tourism and communal kitchens in relation to the development, dissemination and implementation of training modules and core competencies in the field of sustainability was initiated and promoted.



1.3 METHOD FOR CONDUCTING THE NATIONAL SURVEYS ON COOKERY TRAINING

The purpose of conducting the national surveys on cookery training was:

- To find out what cooks already know about sustainability.
- To decide what further sustainability knowledge cooks need.
- To identify the target groups for dissemination purposes.

The partners from each country worked individually on the research and documentation of results. This was done following the steps outlined below:

- Compile a list or summary of the routes available to becoming a cook.
- Collect statistics for the number of students currently in catering training (training that includes cooking/food preparation). Where the information is easily accessible, to also find the number of establishments offering apprenticeships/vocational training.
- Determine how sustainability is already included in the curriculum.
- Identify any additional cookery training e.g. dietetic speciality; training at a higher level.
- Identify stakeholders - educators and lobbyists - for dissemination purposes.

It was decided that all national surveys should contain an overview of the national education system in a table, showing the main types of education available, including number of years it takes to complete each level. The education system is divided into the following three main levels: 1) Compulsory/basic education (coloured yellow); 2) Upper secondary education/vocational education and training (coloured green); and 3) Higher education (coloured blue), see table 1.1.1.

Table 1.1.1. Outline for the overview of national education systems

Years of study		
...		Higher education
11		
10		
9		
8		
7		
6	Upper secondary / vocational education and training	
5		
4		
3		
2		
1		
Compulsory/basic education (number of years)		

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

After finishing the data collection and documentation, the partners from each country presented the results. It was then decided to adopt the following structure for the national survey reports:

- The usual route to becoming a cook/chef with statistics (including the table giving a general overview of the national structure of education).
- Summary of sustainability topics in cooks' existing training curricula.

- Additional education of cooks.
- Stakeholders for dissemination purposes.
- References and further information.

In the following chapter 2.0 the national surveys are presented.



2.0 NATIONAL SURVEYS ON COOKING TRAINING



2.1 AUSTRIA

2.1.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

Table 2.1.1. The structure of education in Austria

Years of study				
6		Diploma - expert for tourism industry Entitlement to run a business in gastronomy Tourism college (2 years, ISCED 5B) <u>Number of Colleges: 9</u>		
5	Entitlement to run a business in gastronomy Master Craftsman's Certificate (1 year, ISCED 5B)	Upgrade training to reach same level as graduates of higher vocational training schools (1-2 years, ISCED 4A)	High school diploma (Matura, a-level) After successful examination and a 3 month internship: entitlement to run a business in gastronomy	
4	Combined Apprenticeship Cooking & Service (4 years, ISCED 3B)		Higher Vocational Training Schools for professions in agriculture and food-industry; higher schools for tourism (5 years, ISCED 4A) <u>number of schools: approx. 50</u>	High school diploma (Matura, a-level) General secondary education (4 years, ISCED 4A)
3	Apprenticeship - dual system which combines practical training on the job in one gastronomic enterprise with periods of school-based education (3 years, ISCED 3B)	Technical colleges (mid level school) for agriculture and food-industry professions; (3 years, ISCED 3B)		
2	<u>professions:</u> cook, waiter, system-gastronomy, catering-assistant, hotel-assistant, gastronomy-specialist <u>number of students:</u> 10.900 apprentices; therefrom 4.500 cook apprentices (2009)	<u>number of schools:</u> approx. 50		
1	<u>number of vocational training schools:</u> 13			
Compulsory education (9 years, ISCED 1-2)				

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

2.1.2 THE VARIETY AND ROUTES OF TRAININGS FOR COOKS IN AUSTRIA

1. Apprenticeship:

After graduating grade 9 in basic education an apprenticeship can be started. It lasts for 3 years and ends with a final examination and diploma (approval by Austrian Chamber of Commerce).

Professions: cook, waiter, system-gastronomer, catering-assistant, hotel-industry-assistant

Possibility for a combined apprenticeship for cook and waiter, which lasts for 4 years.

With an additional one-year master course certificate, persons will be entitled to run an adequate gastronomy-business.

2009: approx. 4.500 cook-apprentices in AT

Number of Vocational Training Schools: 13

2. Higher Vocational Training Schools

for professions in agriculture and food-industry; higher schools for tourism (4 years)
Final examination in cooking and service at the end of 4th. grade.
High school diploma (Matura, entrance qualification for higher education/universities).
The High school diploma (Matura) and a 3 month internship leads to the entitlement to run a business in gastronomy/hotel business.
Additional and optional qualifications during the 4 years of school: Cheese Connoisseur, Junior-Sommelier, Barkeeper, Patisier, Receptionist, Culture- & Congress-Manager.
Number of schools in AT: approx. 50

3. Technical Colleges

(3 years, e.g. mid-level school of hospitality management)
Final examination after 3 years. Possibility for upgrade trainings to reach same level as graduates of higher vocational schools with the same entitlements to run a business in gastronomy/hotel business.
Number of schools: approx. 50

4. Tourism College

Holders of a high school diploma (Matura) are entitled to continue their education on a tourism college (2 years)
Graduation: qualified expert for the tourism industry (diploma)
The College also entitles to run a business in gastronomy/hotel business
Number of Colleges: 9

5. University-level offers

In Austria there are no offers for university-levels related to the area of hospitality-industry

2.1.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

It is evident that sustainability issues are treated in much more depth in higher educational institutions than in vocational schools.

The curriculum of the regular vocational schools, which apprentices have to attend regularly during the 3 years of their apprenticeship, is kept at a rather basic level and focuses on the most essential and hands-on topics relevant for cooking. Also, one "school year" lasts only 9 weeks, and since numerous basic topics have to be covered in those 9 weeks already, there is scant room left for more involved topics such as sustainability.

On the other hand, in most higher-schools with a focus on cooking, communication of a large number of more involved topics and competencies is also regarded as important and would lend themselves to a better understanding, reflection and critical observation of the complexity of the profession, society, the student's surroundings and their inter-dependencies.

Many graduates from such higher schools show quite a high degree of awareness of sustainability issues. Such awareness is often induced and fostered by committed teachers, who integrate the treatment of sustainability with other parts of the curriculum in an interdisciplinary fashion.

In conclusion, however, it can be stated that the topic "sustainability" in the vocational training

schools for cooks in Austria is virtually non-existent at a formal level and the depth and quality of treatment depends primarily on the personal interest and commitment of teachers and trainers.



2.1.3 ADDITIONAL EDUCATION FOR COOKS

The widest offers come from WIFI („College for Economic Promotion“ = training centres of the Austrian Chamber of Commerce) which is operated on a federal basis - 9 federal states of AT with WIFI-structures.

- „Küchenmeister“
- Food & Beverage management
- Dietetical Courses

2.1.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

- Association of Cooks (Verband der Köche Österreichs), www.vko.at
- Austrian Chamber of Commerce
- Association of Hotellerie (Fachverband Hotellerie), www.hotelverband.at
- Professional Association Gastronomy (Fachverband Gastronomie), thomas.wolf@wko.at
- Professional Association Tourism (Bundessparte Tourismus), rainer.ribing@wko.at
- Academy of Foodstuff of the Austria Trade in the Guild of Foodstuff and Nature (Lebensmittelakademie der WKO), kooperationen@wko.co.at
- Professional Association of the Industry of Food Production and Semiluxury Food

(Fachverband Nahrungs- und Genussmittelindustrie), m.blass@dielebensmittel.at

- Federal Ministry of Economy, Family and Youth (Apprenticeships and vocational training), post@i4.bmwfj.gv.at

Private associations of gastronomy/catering, e.g.:

- Wirtshauskultur
- Kulinarium Steiermark
- BÖG- Beste Österreichische Gastlichkeit
- Genuss Region Österreich
- Genuss Wirte
- Salzburger Wirtshaus
- Tiroler Wirtshaus
- Verein der Kärntner Wirtshauskultur
- Vorarlberg isst
- Pannonische Schmankerlwirte
- Genuss Krone Österreich
- Agrar.Projekt.Verein
- gastrobizz.at
- Landhotels Österreich
- Genussland Oberösterreich
- So schmeckt Niederösterreich- Initiative der niederösterreichischen Landesregierung

2.1.5 REFERENCES AND FURTHER INFORMATION

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<http://www.abc.berufsbildendeschulen.at/de/schule.asp?id=302499> (20.09.2010)

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2.2 BULGARIA

2.2.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

The structure of education

The structure of the educational system in Bulgaria comprises the following levels:

- pre-school education
- school education (including basic and secondary education) and higher education

Table 2.2.1. The structure of education in Bulgaria

Years of study				Vocational training Courses (NAVET)
12		PhD study, 3 years		Lifelong learning courses for people older than 16 years
11				
10				
9		Master, 2 years	Master , 1 years	
8			Higher School	
7		Higher Vocational College (Professional Bachelor)	Bachelor	
6				
5				
4	Secondary Education High Vocational school, 3- 4 y			
3				
2				
1				
Compulsory education (1-8.th grade)				

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

Pre-school education includes children from age 3 to 6/7. Nursery school attendance is optional. Compared to the state owned sector, which predominates (more than 95%), the private sector is negligible, though on the increase.

Basic education (1-8 grades) in Bulgaria comprises:

- primary school (grades 1-4) and
- pre-secondary school (grades 5-8).

Basic education can be attained at state-owned, municipal and private schools. Within the framework of the same educational level, additional vocational qualifications can be obtained via vocational-technical programs upon completion of grades 6, 7 or 8. After successful completion of grade 4, a *Certificate of Primary Education* is issued. A *Certificate of Basic Education* is issued after successful completion of grade 8.

Secondary education in Bulgaria can be divided into secondary general (comprehensive and profile-oriented) and vocational. Secondary general education can be attained at secondary comprehensive schools (duration of study is 4 years) and profile-oriented schools (duration of study is 4, 5 years). Students can enter the profile-oriented schools upon completion of grade 7 or 8 after passing entry examinations, according to the profile of the school (mother tongue/literature, mathematics, humanities etc.). There are 3157 state-owned secondary schools with a total number of 841 446 pupils.

Secondary vocational education can be attained at technical schools upon completion of grade 8 and 4-years training or upon completion of grade 7 and a 5-years training with intensive foreign language instruction. It is also provided by professional technical schools through a 3-year educational programme. There are 484 vocational schools with a total number of 188 587 pupils. Education in Bulgaria is compulsory up to the age of 16. The school year comprises two terms. It starts at September 15 and ends in May-June.

After the successful completion of secondary education and passing written matriculation examinations, a *Diploma of Secondary/Secondary Specialized Education* is issued. Holders of such a diploma are entitled to continue their education on a higher educational level, without restriction as to the choice of a higher education establishment. Admission to higher education institutions is based on successful entrance examinations. The type and number of these examinations are determined by the higher education institutions and are closely linked to their respective profiles.

Usual routes to becoming a Cook (Chef) in Bulgaria

1. 5 years educational programme in Vocational Secondary Schools (about 49 in the country). Profession – *Cook, Specialty - Production in Gastronomy and Beverages*. Final Document - *Professional Certificate*
2. Training of people older than 16 years of age when this training takes a minimum of 660 hours (divided 50% theory: 50% practice or other ratio where apprenticeship prevails to theory) delivered by the licensed Vocational Training Centres. The document issued after this training is a Professional Certificate.
3. Different kinds of short range courses (part of the profession) are provided by Vocational Training Centres, licensed by the National Agency of Vocational Education and Training (NAVET) – about 274 in the country.

According to the National Qualification Framework, the profession Cook is a 2 qualification level.

Table 2.2.2. The main routes for obtaining the profession “Cook”

	Secondary Professional Schools	Vocational Training Centres		
		6 months	Short courses	
Term of training	5 years	6 months	Short courses	
Total number of hours:	660 h	660 h	400	186 / 90/ 40
Theory	284 h	290 h	100	36 / 30 / 10
Apprenticeship	376 h	370 h	200	150 / 60/ 30
Age	14 to 19	Min. 16 years	After graduating the secondary school or more	
Realization	Chefs in restaurants, bars, fast-food, cafeterias, confectionery, canteens, etc.	Chefs in restaurants, bars, fast-food, cafeterias, confectionery, canteens, etc.	Assistant chefs in restaurants, bars, fast-food, cafeterias, confectionery, canteens, etc.	Cookers in restaurants, bars, fast-food, cafeterias, confectionery, canteens, etc.
Level of Qualification	Second	Second	Second	Second
DOCUMENT	Certificate of Professional Education	CERTIFICATE	LETTER-CERTIFICATORY	LETTER-CERTIFICATORY

2.2.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

An example of curricula which gives the student - after successful completion of the full curricula (min 660 hours) - the final document *Professional Certificate*.

Table 2.2.3. Example of curricula for cooks in Bulgaria

N	Disciplines	Total number of hours - 660	
		theory	practice
	General Compulsory Disciplines	290	370
1.	Occupational Health and Safety (Health and Safety Labor Conditions)	42	12
2.	Motivation, Entrepreneurship and Communicative Skills. Restaurant Communication.	12	6
3.	Economics	12	-
4.	Labor Law	6	6
	Specific Vocational Disciplines		
5.	Foreign Language Learning	-	36
5.	Fundamental of Restaurant	12	6
7.	Food Hygiene	12	6
8.	Computer Skills	18	6
9.	Professional Ethics and Conduct	6	12
19.	Accounting	12	6
20.	Production Calculation in Restaurant	6	6
	Additional Vocational Disciplines		
21.	Food Types	48	36
22.	Technological Equipment in Restaurant	12	24
23.	Culinary Products Technology	90	90
24.	Microbiology	6	18
25.	Serving	12	30
26.	Pre-graduate Practice	-	90
27.	State Final Certification Examination	2	4

2.2.3 ADDITIONAL EDUCATION FOR COOKS

Not relevant.

2.2.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

- **Bulgarian Industrial Association** - is the leading business organisation in Bulgaria, recognised not only nationwide but also worldwide to be a reliable and trustworthy partner incorporating the efforts and visions of the entire Bulgarian business and scientific spectrum in the country for the development of a competitive economy.
- **Bulgarian Chamber of Commerce and Industry** - builds the prerequisites of proper market relationships; applies the principles of loyal competition and the traditions and practices of internal and international business relations.
- **Ministry of Education, Youth and Science** - provides the state politics into the field of education in the country and outside of Bulgaria.
- **National Agency of Vocational Education and Training (NAVET)** - specialized body to the Council of Ministers of the Republic of Bulgaria established in law for Vocational Education and Training in 2000 – a legal entity financed by the state budget with headquarters in Sofia.
- **Bulgarian Association of Professional Chefs, member of WACS** - their main task is to raise the reputation of cooks to a higher level, improving the prestige and the status of cooks and supporting their activities with partners, organisations, clients and colleagues in Bulgaria and abroad.
- **Bulgarian Association of Bartenders (BAB)** - is constituted with the purpose of increasing the quality and the skills in the bartenders' profession; introducing novelties and fashion trends in bartending. During the whole period until now, BAB has

endeavored to maintain good relationships with all the agents and importers of alcoholic drinks.

- **Bulgarian Hotel and Restaurant Association** - is a non-profit organization. The main objective of the association has always been to sustain the development of hotel and restaurant business, as well as supporting private enterprise and the tourism sector in Bulgaria as a whole.

2.2.5 REFERENCES AND FURTHER INFORMATION

www.bia-bg.com

www.bcci.bg

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http://bapc.bg

www.bab.bg

www.bhra-bg.org





2.3 CZECH REPUBLIC

2.3.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

Table 2.3.1 The structure of education in Czech Republic

Years of study				
7	Diploma – manager in tourism industry Entitlement to run a business in gastronomy/hotel Tourism college (3 years, Bachelor degree) Number of Colleges of Faculties: 8			
4			Vocational Secondary School – profession Gastronomy specialist 4 years, diploma (Matura)	High school diploma General secondary education (4 years)
3	Vocational Apprentice School – profession	Vocational Apprentice School –		
2	Cook/Waiter	profession Cook		
1	3 years – vocational certificate	3 years - vocational certificate		
Compulsory education (9 years)				

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

Vocational education

Table 2.3.2. Vocational Apprentice School – profession Cook

NAME OF ACADEMIC QUALIFICATION (in national language)	kuchař
ENGLISH TRANSLATION OF QUALIFICATION	Cook
ISCED LEVEL	3
LENGTH / CERTIFICATE	3 years / vocational certificate
CONDITIONS OF ADMISSION	completed grammar school
CONTENS (Subjects/Options)	general subjects, economy, accounting, nutrition, cooking techniques and principles, foodstuff theory, kitchen appliances & equipment, foreign languages, kitchen hands-on practice, restaurant and kitchen management, basics from restaurant service techniques ratio of general and vocational education: 70 : 30 ratio of theory and practice: 50 : 50
ACCESS TO FURTHER QUALIFICATIONS	advanced vocational training in various culinary courses, preparation courses to reach GCSE and follow to university degrees, further vocational study abroad
SKILLS AND COMPETENCES	independent work in the kitchen operation - menu composing, preparation and service of national & international dishes, accountancy in kitchen operation, stock control, composing special (dietary) menus, evaluation of production quality, foodstuff knowledge and selection, basic food and wine pairing
CAREER POSSIBILITIES	cook, Chef, restaurant owner

Table 2.3.3. Vocational Apprentice School – profession Cook/Waiter

NAME OF ACADEMIC QUALIFICATION (in national language)	kchař / číšník
ENGLISH TRANSLATION OF QUALIFICATION	Cook / Waiter
SED LEVEL	3
ENGTH (Years, Hours, Credits)	Cook / Waiter - 3 years – vocational certificate
CONDITIONS OF ADMISSION	completed grammar school
CONTENTS(Subjects/Options)	general subjects, economy, accounting, nutrition, cooking techniques and principles, food & drinks theory, kitchen appliances & equipment, foreign languages, kitchen & restaurant hands-on practice, restaurant and kitchen management, restaurant service techniques, communication ratio of general and vocational education = 70 : 30 ratio of theory and practice – 50 : 50
ACCESS TO FURTHER QUALIFICATIONS	advanced vocational training in various professional courses, preparation courses to reach GCSE and follow to university degrees, further vocational study abroad
SKILLS AND COMPETENCES	independent work in restaurant and kitchen service - menu composing and offering, preparation and service of cold and warm beverages, accountancy in restaurant operation, stock control, evaluation of service quality, food and beverage knowledge, wine purchase and storing, advanced food and wine pairing, basic sommelier skills, guest handling, preparation and service of national & international dishes, accountancy in kitchen operation, composing special (dietary) menus, evaluation of production quality, foodstuff knowledge and selection
CAREER POSSIBILITIES	cook, Chef, waiter, sommelier, restaurant owner

Table 2.3.4. Vocational Secondary School – profession Gastronomy specialist

NAME OF ACADEMIC QUALIFICATION (in national language)	Gastronomie
ENGLISH TRANSLATION OF QUALIFICATION	Gastronomy
ICED LEVEL	3
LENGTH (Years, Hours, Credits)	4 years, diploma (Matura)
CONDITIONS OF ADMISSION	completed grammar school individual conditions upon the internal school policies
CONTENTS (Subjects/Options)	general subjects, economy, accounting, nutrition, techniques of restaurant service, food & drinks theory, foreign languages, restaurant and kitchen practice, technology of food preparation & cooking principles, kitchen & restaurant appliances & equipment, psychology, communication ratio of general and vocational education = 70 : 30 ration of theory and practice = 90 : 10
ACCESS TO FURTHER QUALIFICATIONS	advanced vocational training, university, professional certificates from special courses – sommelier, bartender, further vocational study abroad
SKILLS AND COMPETENCES	independent work in gastronomy operation, management and team leading skills, organizational skills, restaurant and kitchen service knowledge, accountancy in kitchen/restaurant operation, purchasing and stock keeping, evaluation of service and production quality, foodstuff and beverage knowledge, wine purchase and storing, advanced food and wine pairing, guest handling and customer care, advanced language skills
CAREER POSSIBILITIES	cook, Chef, headwaiter, restaurant manager, entrepreneur in gastronomy

Strengths of the educational system:

- Mostly good quality curricula, unfortunately with too much emphasis on theory and very little practical training. During recent years some curricula were re-shaped during implementation of the national Framework Education Program, enabling individual schools and teachers to create their own individual “School educational programs” with greater potential to adjust content and time quotas.

Weaknesses of the educational system:

- Absolutely insufficient time quota for vocational practice in hotel and restaurant operations in case of secondary vocational schools. Training practice usually does not touch minimal standards of quality in vocational guidance of practicing students.
- Mostly very poor quality vocational guidance in practical hotel and restaurant operations in the case of vocational apprentice education.

This situation leads to the never-ending vicious circle of unqualified alumni, unqualified employees and mutual animosity between vocational schools and hospitality operations.

Statistics

In September 2010, the above mentioned programs were studied by a total sum of 21,166 students and 4,550 students in that year graduated. These programs are offered by total of 218 public and private schools.

2.3.2. SUMMARY OF SUSTAINABILITY TOPICS IN COOK’S EXISTING TRAINING CURRICULA

The Framework Education Program for the educational field of “Catering and Accommodation”, which is a methodology obligatory for teaching at culinary schools, contains the term “sustainability”. Approach to this subject at individual schools differs. Some pay it only marginal attention in the theoretical subjects (e.g. Basics of natural sciences or Civics). Others concentrate on it in independent courses like Ecology and strive for its practical application in education and the teaching of students. The concept is also reflected in other specialized courses such as “Food and Nutrition”, “Economics”, and others.

According to the Framework Education Programs for “Gastronomy” and “Cook-Waiter”, a component of sustainable education has to be included into different study subjects in both programs. The Framework Educational Program offers guidelines on how to implement the components of sustainable development into School Educational Programs created by individual vocational schools and into their educational processes.

As the quality of schools and teachers vary significantly, the quality of application of the sustainable component into education is very diverse as well. There are some very good examples of vocational schools implementing areas of sustainability into all general topics of education – issues such as food biodiversity, organic food production, networking cooks and local farmers, local food varieties and agricultural heritage. Most schools, however, implement only basic environmental issues, such as saving energy or sorting waste, into education curricula.

Other certified educational programs, such as re-training education, do not reflect sustainable development at all because the timeframes for such programs are so limited that there is not enough time even for effectively teaching the main subjects.

The National Qualification Framework does not require issues of sustainability in any qualification criteria relating to hospitality professions.

2.3.3 ADDITIONAL EDUCATION FOR COOKS

There are many re-training programs offered by individual private educational companies, educational institutes and vocational schools for cooks and waiters. Re-training programs have to be accredited by the Czech Ministry of Education; accreditation is valid for three years.

Strengths

- The re-training programs enable participants to easily and quickly gain a retraining certificate, which can help them in job searching.

Weaknesses

- The vocational aspect of most re-training programs is very poor and nobody - including the Ministry of Education - checks their quality, so the programs produce only poorly qualified workers.



3.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

- Asociaci kuchařů a cukrářů CR, Association of Czech cooks and pastry-cooks, www.akc.cz
- Ministerstvo školství, mládeže a tělovýchovy, The Ministry of Education, Youth and Sports
- Kulinářská akademie, Culinary Academy, <http://www.kulinarska-akademie.cz/>
- Pražský kulinářský institut
- Hospitality Training Institute, <http://www.hospitalitytraining.cz/>
- Vlasta Vičanová, E-learning course for cooks, www.gastro-vzdelavani.cz

2.3.5 REFERENCES AND FURTHER INFORMATION

Hospitality Training Institute: www.hospitalitytraining.cz/

The Ministry of Education, Youth and Sports



2.4 DENMARK

2.4.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

The structure of education

In Denmark 10 years of education is compulsory, corresponding to primary and lower secondary school. The upper secondary education is divided into: 1) vocational education and training (VET) programs, qualifying primarily for access to the labour market (incl. the education to become a cook); and 2) different types of high school education (general upper secondary education, higher preparatory education, higher commercial education and higher technical education) giving access to higher education. Some VET-programs (necessarily supplemented with additional courses at high school level) may also give access to enrol into higher education.

After general secondary education the student may enrol in an academy program (short cycle) or a professional bachelor/bachelor of arts programme - both 1st cycle degree programs, giving access to a master (2nd cycle) and eventually a doctoral study (3rd cycle).

Table 2.4.1. The structure of education in Denmark

Years of study				
11				3rd cycle doctoral study, 3 years
10				
9				
8				2nd cycle masters study, 2 years
7				
6				1st cycle bachelors study Academic: 3 years Professional: 3½ years
5			Short cycle, Academy profession , 2 years	
4	Main VET: 3-4 years E.g. Cook and Nutrition assistant Maritime VET: 2-3 years	General Upper Secondary Education High school etc.: 3 years		
3				
2	Basic/Short VET: 1-2 years E.g. Gastronomy assistant and Nutrition co-worker	Higher preparatory: 2 years		
1				
Compulsory education, 10 y (0.-9.th grade)				

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education
VET: Vocational education and training.

The route to becoming a cook

- A vocational education and training programme (Main VET-programme) lying under a superior programme called 'Gastronomy'. Duration: 3 years and 9 months.

Other educational options lying under the superior VET-programme 'Gastronomy' include:

- Caterer: 2 years and 10 months (Main VET-programme)
- SmøerreBroedsJomfru (SBJ)¹: 3 years (Main VET-programme)
- Gastronomy assistant: 1½ years (Short VET-programme and the first level of the education to become either cook, cater or SBJ)

Other VET-programs with practical aspects of cooking and food preparation:

¹A profession dealing with the preparation of a special type of Danish food, known as "smøerrebroed" ("Danish opens" or "open sandwiches")

- Nutrition assistant: 3 years (Main VET-programme)
- Nutrition co-worker: 1½ years (Short VET-programme and the first level of the education to become nutrition assistant)

Statistics

In Denmark there are 16 colleges offering the program 'Gastronomy', incl. the education to become a cook, caterer, SBJ or gastronomy assistant. In 2009, a total number of 2723 students were enrolled in this program (the specific number only for cooks is not available).

17 colleges offer the program 'Nutrition assistant' (incl. the education to become a nutrition co-worker), and in 2009 a total number of 540 students were enrolled.

Some colleges offer both 'Gastronomy' and 'Nutrition assistant'. Thus, there are 23 colleges offering either one or both programs.

2.4.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

In the official regulation regarding the education of cooks in Denmark, the overall aims of the education are defined, including aspects of sustainability. The regulation is common for all educational programs lying under the superior program 'Gastronomy' i.e. it also includes caterer, SBJ and gastronomy assistant.

One of the overall aims specifically regarding aspects of sustainability is that the students should achieve knowledge and skills regarding "environmental and safety aspects, use of resources, planning and organising work, as well as cooperation". This overall aim is specified into a range of qualifications, which the students should achieve during: 1) the first level of the education (i.e. the first part lasting 1½ years, qualifying for the title gastronomy assistant); and 2) the second part, qualifying for the title cook, caterer or SBJ respectively.

The focus on sustainability regards not only aspects of environmental factors (e.g. ecology), but also economics and social factors. Examples of qualifications within these aspects of sustainability are: "Carry out the work, considering aspects of hygiene, environment, work environment and safety, time, economics and quality"; and "Consider the impact of single employees (function and organisational position) on the daily operation, innovation and profitability, and contribute to a good work environment".

In order to fulfil the aims outlined in the official regulation, specific goals are defined in the curriculums for cooks. E.g. aspects of sustainability are implemented in the courses 'Proficiency of Ingredients' (1+2) and 'Planning and Production'. Further, the students can choose to take an elective course, 'The Organic Kitchen', specifically focusing on the use of organic ingredients, use of resources, waste handling and supply security. The focus on sustainability can be exemplified by goals defined as "*the student is able to contribute with purchasing and ordering ingredients, and is predisposed regarding economy, consumption and season*" and "*the student is able to carry out work in the kitchen, without unnecessary use of water, electricity and gas*".

As for cooks, there is also a focus on different aspects of sustainability in the curricula for nutrition assistants and nutrition co-workers. In addition, higher education (with less focus on practical aspects of cooking and food preparation) is dealing with sustainability topics.

Even though sustainability aspects are defined in the official regulation and curricula, there are also some challenges connected to the evaluation of how and to what degree sustainability

aspects are presented and taught to the students, as this depends on several aspects, including:

- How each school organises, implements and evaluates teaching according to the official regulations (including the development of local curriculums).
- How qualified the teachers are in teaching sustainability aspects (i.e. knowledge, experience, perceived relevance compared to other areas of cooking etc.).
- How the training place/internship institution is working with sustainability aspects.

Therefore, an important aspect is to focus on how sustainability aspects (aims and qualification criteria) are defined in the official regulations and curricula and how this can be implemented and evaluated at the schools and training places for cooks. Furthermore, efforts should be made to ensure that teachers are qualified in the teaching of sustainability.



2.4.3 ADDITIONAL EDUCATION FOR COOKS

Opportunities for further training of cooks include Certificate Supplements, C-VET (also called AMU). C-VETs are courses lasting 1 day to 6 weeks, on a level corresponding to normal VET-programs. A number of these courses have a specific focus on different aspects of sustainability. E.g. a course lasting 2 days - "The Climate Friendly Kitchen"; and a course lasting 3 days - "Sustainability in large kitchens".

Cooks also have the opportunity to enrol on a variety of higher educational courses that have a more theoretical/academic approach and learning outcomes. The courses have a limited or no focus on practical cooking. Examples of such higher education are:

- Nutrition and Technology, short cycle, Academy profession degree, 2 years
- Nutrition and Health, specialized in Management, Food and Service, first cycle, professional bachelor's degree, 3½ years

2.4.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

Institutions in Denmark responsible for the quality and development of VET-programs are:

- Ministry of Children and Education is responsible for supervision and quality; <http://eng.uvm.dk/>
- The Council for Vocational Training advise on the educational issues of VET; <http://www.uvm.dk/Uddannelser-og-dagtilbud/Erhvervsuddannelser/Fakta-om-erhvervsuddannelserne/Raad-og-naevn-paa-erhvervsuddannelsesomraadet/Raadet-for-de-grundlaeggende-Erhvervsrettede-Uddannelser>
- The Trade Committees lay down the detailed content of the VET programs
 - Trade Committee for Gastronomy; <http://www.khru.dk/index.php?id=117>
 - Trade Committee for Nutrition Assistant; http://www.ernaeringsassistent.dk/index.php?option=com_content&view=article&id=51&Itemid=47
- Local Education Committees advise the colleges about the VET programs
- Development Committees investigate new job areas
- Public/private companies, The Employers' Reimbursement Fund / the state; Financing VET
- Restaurants, kitchens, etc. devoted to sustainable development.

2.4.5 REFERENCES AND FURTHER INFORMATION

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2.5 GERMANY

2.5.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

The structure of educational programs for professional cooks in Germany is the responsibility of the 16 Federal States, not of the Federal Government of Germany. Consequently the educational system for cooks varies somewhat from state to state. In this report the main steps to becoming a professional cook are described. Special programs (like long distance learning) or private standards cannot all be covered.



Table 1. The structure of education in Germany

Years of study					
8., 9.					Doctoral study
7.			Hotel management school		
6.		Master Craftsman's Certificate (kitchen master) (3-6 month full time, 1 year while working, two years distance learning) Entitlement to train apprentices	4 Semesters or 7 semesters education while also working (18 government run schools, 10 private schools)	Master degree in "Home economics" or "Ökotrophologie" University of applied science	Master degree in "Home economics" or "Ökotrophologie" University level
5.					
4.		1 or 2 years Work-experience		Bachelor degree in "Home economics" or "Ökotrophologie" University of applied science	Bachelor degree in "Home economics" or "Ökotrophologie" University level
3.	Apprenticeship - dual system which combines practical training on the job in one gastronomic enterprise with periods of school-based education (3 years) professions: cook, waiter, system-gastronomy, catering-assistant, hotel-assistant, gastronomy-specialist				
2.	2 years apprenticeship for pupils with university-entrance diploma or a very good General Certificate of Secondary Education			High school diploma (Abitur, <u>university-entrance diploma</u>)	
1.				General secondary education (2 years)	
Compulsory education (10 years)					

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

'Cook' is a recognised profession within the "Federal Law of Training". The recognised training to become a cook usually takes place in the so-called "Dual System", which means that the trainee during his/her three year programme works in a restaurant or hotel (practical training) and attends a vocational school (theoretical training) in parallel.

In principle, for joining the "Dual System Education" to become a cook, no school or

professional preconditions are required. Restaurants and hotels mainly recruit applicants with a secondary modern school leaving qualification (10 years of school). Vocational schools have their own enrolment standards.

Usually a secondary modern school leaving qualification is required (10 years of school).

Related professions with the same “Dual system” education are: fully qualified waiter; trainee as a qualified hotel employee; trainee as a state certified hotel manager; trainee as a skilled person for system gastronomy; and trainee as a skilled person for the hotel and restaurant industry.

After the apprenticeship you can get a qualification as a “kitchen master”. This qualification can be achieved fulltime in school (3-6 months) or in special courses alongside employment.

To go to the University for Applied Sciences or to the University you have to prove 12 or 13 years of school depending on the federal state you are finishing school in. For university level, the precondition is the university entrance diploma (12 or 13 years of school). The degree as a so called ‘ecotrophologist’ (“Ökotrophologe”) is unique in Europe. It is a combination of nutritional science and home economics, as well as knowledge about dietetics. The bachelor degree can be achieved after two years of study. Another three years of study and you are qualified with a master’s degree. Doctoral studies are also offered by the universities.

Statistics

In 2009 in the Federal Republic of Germany 14,828 trainees started their professional training to become a cook. 48% of them had a modern school leaving qualification and 38% held a medium education certificate, while only 6% had the qualification to study. In 2010, the number of new apprenticeship training positions decreased to 14,026.

Table 2.5.2. New education contracts in Germany in the professions related to gastronomy

Profession	2009	2010	TREND
Cook	14,828	14,026	- 5,4%
Fully qualified waiter	6,079	5,212	- 14,3%
Trainee as a qualified hotel employee	11,192	11,157	- 0,3%
Trainee as a state certified hotel manager	418	423	1,2%
Trainee as a skilled person for system gastronomy	2,821	2,543	- 9,9%
Trainee as a skilled person for hotel and restaurant industry	3,796	3,461	- 8,8%
	39,134	36,822	- 5,9%

(source: Dehoga 2011)

Table 2.5.3. New and existing education contracts in Germany in the professions related to gastronomy

Profession	2009	2010	TREND
Cook	37,640	33,798	- 10,2%
Fully qualified waiter	14,172	12,183	- 14,0%
Trainee as a qualified hotel employee	29,067	27,060	- 6,9%
Trainee as a state certified hotel manager	1,059	1,019	- 3,8%
Trainee as a skilled person for system gastronomy	7,091	6,598	- 7,0%
Trainee as a skilled person for hotel and restaurant industry	7,014	6,229	- 11,2%
	96,073	86,887	- 9,6%

(source: Dehoga 2011)

The German Federal Association for Hotel and Gastronomy assumes that there are 245,000 enterprises (Restaurants, Hotels, Hospitals, Kindergartens) in Germany that offer apprenticeship training positions (DEHOGA 2011).

2.5.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

Important guidelines to regulate the professional training for cook which are valid for the FRG as a whole:

- 1) The prescription regarding the professional training to become a cook from 13.02.1998.
- 2) The Basic Agreement regarding curricula for profession oriented training at vocational schools from 1997.

This Basic Agreement has been settled by the Permanent Conference of Federal States Cultural Ministers (KMK). It is coordinated with the respective training laws of the Federal Government. In principle the "Basic agreement" rests on the secondary modern school qualification and describes minimum conditions. The "Basic Agreement" is with regard to related professions structured into a broad profession-oriented basic training and a following trade-specific training. In the Guidelines of the Chambers, which control the school leaving as well as the training qualifications, the aspects of environment protection and sustainability are integrated as follows:

4 Protection of the environment (Curriculum of the Chamber of Commerce)

During the apprenticeship the trainer has to explain the following aspects to his or her apprentice:

How to contribute to the avoidance of enterprise-related environmental pollutions in particular:

- a. To explain possible enterprise-related pollutions of the training enterprise and his contribution to the protection of the environment via examples.
- b. To apply current for the training enterprise valid environment-related rules and regulations.
- c. Opportunities for an economic and environment- friendly use of energy and resources.
- d. Avoidance of wastes. Environment - friendly waste disposal (braunschweig.ihk.de 2012).

The practical translation of these contents is a matter for respective schools and involved professional enterprises (Dual-Training- System). The broad formulation of objectives opens the possibility to cover all aspects of sustainability requested by this project during the training period. But in principle it would be desirable to revise old terms (more than 10 years) such as resource protection, socio-ecological requirements and economic aspects etc. and to integrate the revised contents into the present efforts on climate protection.

It is evident that sustainability issues are treated in much more depth in higher educational institutions than in vocational schools. Level 3 universities (University of Giessen, University of Munich and University of Applied Science Münster) have established a subject called "nutrition ecology". Within this subject, research is done to evaluate the interdependencies between food production, health of human beings and environmental problems.

2.5.3 ADDITIONAL EDUCATION FOR COOKS

Further Training (Selected) Courses are offered by public and private schools:

- Cooking and kitchen management
- Further training for male and female diet- cooks
- Adequate and vegetarian diet
- Foodstuff and kitchen hygiene
- Beverage management
- Wine lectures
- Manuals for dishes and beverages
- Further training in business management
- Planning and steering of allocation of work
- Finance, accounting and cost calculation procedures for restaurants and hotels
- Customer-oriented services and customer relationship
- Use of EDV facilities
- Communication and negotiations for restaurants and hotels

Further Promotion (Selection)

- Male or female kitchen master
- State-certified technical expert for food technology
- Male and female graduate in business management for catering
- Male and female graduate in business management for hotels and restaurants
- State- certified restaurateur
- Male or female trainer in relevant recognized professions

2.5.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

Government

- Federal Ministry of Food, Agriculture and Consumer Protection (BMELV), www.bmelv.de
- Federal Environment Ministry (BMU), www.bmu.de

Educators

- Chamber of Industries and Craftsmen (IHK); each federal state has its own Chamber of Commerce which organises the apprenticeships
- Public schools of vocational training in the federal states of Germany
- Private schools of vocational training in the federal states of Germany

Stakeholders in Germany with a federal wide reputation:

- German Federal Association for Hotel and Gastronomy (Deutscher Hotel- und Gaststättenverband e.V., DEHOGA), www.dehoga.de
- Association of Cooks (Verband der Köche e.V., VKD), www.vkd.com/de
- German Federal Association for System Gastronomy, (Bundesverband für Systemgastronomie, www.bundesverband-systemgastronomie.de)
- German Association for Nutrition (Deutsche Gesellschaft für Ernährung e.V., DGE), www.dge.de
- Federal Association for Organic Farming and Food Related Businesses (Bund Ökologische Lebensmittelwirtschaft e.V., BÖLW), www.boelw.de
- Restaurants, kitchens, etc. devoted to sustainable development



2.5.5 REFERENCES AND FURTHER INFORMATION

<http://www.hotelfach.de/interessantes/hotelfachschulen.htm> (5.4.11)

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http://bundesrecht.juris.de/bundesrecht/hwtausbv_1999/gesamt.pdf (4.8.11)

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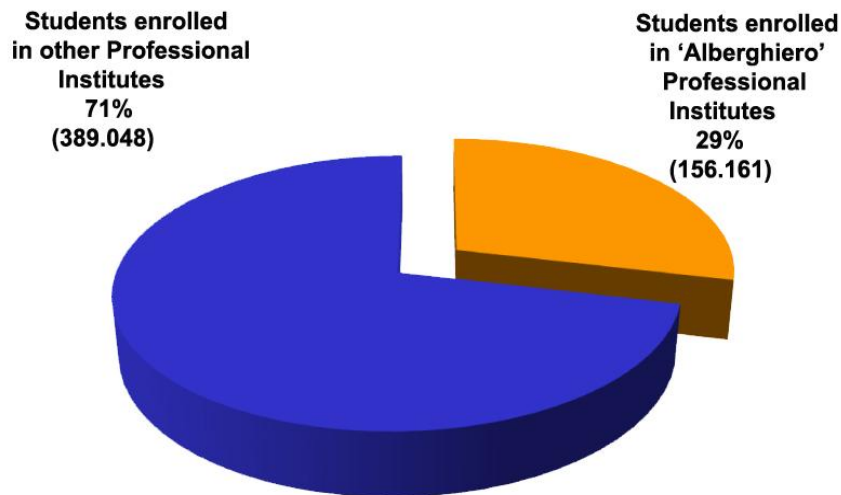
2.6 ITALY



2.6.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

In Italy there are 361 'Istituti Professionali Alberghieri' (Hotelery Services Public Institutes), 100 of which have a historical tradition.

Overall, students enrolled in 'Istituti Professionali Alberghieri' represented 29% of all students enrolled in Professional Institutes in the school year 2007/2008 .



Source: reworking the European House-Ambrosetti to Ministry of Education data, 2009 (school year 2007/2008, absolute values and percentages).

** Vocational training public funded courses between 1200 and 1800 hours courses

Table 2.6.1. The structure of education in Italy

Years of study	Vocational Training Institutes + University ^ Roma, Padova, Parma The curricula of these courses are quite similar and none of them have specific teaching on environmental sustainability of production processes and techniques of cooking.	Vocational Training Institutes + High Private Education Courses <u>UNISG = University of Gastronomic Sciences</u> , founded in 2004 on the initiative of <u>Slow Food</u> , legally recognized by Italian Ministry of Education. This international centre for training and research connects gastronomy and agricultural science. The University organized a special course in summer 2010 on Sustainability and Food Policies.
12		Higher Study: Advanced School in Sustainability and Food Policies (8 interlinked thematic areas) 8 academic credits (ECTS) - teaching strategy: online lectures and related reading, group and individual online tutorials. - duration: 8 weeks - assessment: written report, focusing on 1 EU country analyzing good practice in the field of sustainable food policies
11		Master Degree in Food Culture and Communications. 1st Level Master Degree Certificate 3 Streams: each stream = 90 CFU - Human Ecology and Sustainability (starting March 2012) - Food, Place and Identity (starting March 2012) - Media, Representations and High Quality Food (starting March 2012)
10	University degree (2nd Cycle Degree) 2 years - 2 st Cycle Degree Certificate	Two-Year Graduate Degree in Gastronomy and Food Communications 2 years – 2nd Cycle Degree Certificate – from July 2013
9	University degree (2 nd Cycle Degree)	Two-Year Graduate Degree in Gastronomy and Food Communications
8	University degree (1st Cycle Degree) 3 years - 1st Cycle Degree Certificate – 180 CFU	Three-Year Undergraduate Degree in Gastronomic Sciences 3 years - 1st Cycle Degree Certificate – 180 CFU
7	University degree (1 st Cycle Degree)	Three-Year Undergraduate Degree in Gastronomic Sciences
6	University degree (1 st Cycle Degree)	Three-Year Undergraduate Degree in Gastronomic Sciences
5	Vocational Training Institutes 'Istituti Professionali Alberghieri' (H.S.P.I.) ^ Cook/Waiter/Enogastronomy specialist 5 years – 2475 hours courses 2nd level vocational certificate: High school diploma	
4	Vocational Training Institutes 'Istituti Professionali Alberghieri' (H.S.P.I.) ^ Cook/Waiter/Enogastronomy specialist	
3	Vocational Training Institutes 'Istituti Professionali Alberghieri' (H.S.P.I.) ^ Cook/Waiter/Enogastronomy specialist 3 years – 1 st level vocational certificate	
2	Vocational Training Institutes 'Istituti Professionali Alberghieri' (H.S.P.I.) ^ Cook/Waiter/Enogastronomy specialist	
1	Vocational Training Institutes 'Istituti Professionali Alberghieri' (Hotelery Services Public Institutes) ^ Cook/Waiter/Enogastronomy specialist	
Compulsory education (10 years ^ 6 ~ 16)		

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

Most common routes to become a cook

Basic training

The most common way to become a cook in Italy is to attend 'Istituti Professionali Alberghieri' (Hotelery Services Public Institutes). They deliver a five-year training course for students aged from 14 to 19 years. At the end of the third year students can obtain a vocational qualification as a Catering Services Operator, which means that they are able to participate in the development, production, processing, preservation and presentation of food and wine. If the student continues vocational training until the fifth year, he/she can obtain - by passing an exam - a high school degree certificate as Catering Services Operator or Tourism Services Operator. At the end of the five-year course, graduates in its joint Fine Dining and Services and Sales Room will achieve the learning outcomes specified below in terms of skills.

- Control and use the foods and beverages in terms of taste, commodity, chemical, physical, nutritional and gastronomic value.
- Prepare a menu in relation to the context and the needs of customers, including specific dietary requirements.
- Adapt and organise production and sale in relation to market demand and promote local products.

Other training courses

- The Cooking School 'Aula Magna' in Pievesestina-Cesena
- To specialize in creative cuisine: Etoile of Sottomarina in Chioggia
- The 'Cristofaro da Messimburgo', a Renaissance cooking school at Hotel Ripagrande in Ferrara
- The University of Flavour in Perugia
- The Italian Institute for Advanced Culinary and Pastry Arts in Catanzaro
- ALMA-International educational and training centre for Italian Cuisine, in Colorno-Parma
- Chef Academy, in collaboration with Slow Food and A.I.S. Umbria, in Terni

2.6.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

Sustainability issues are considered much more in higher educational institutions than in vocational schools. In fact, the topic "sustainability" does not exist in vocational training schools for cooks in Italy, though some teachers may decide to include sustainability topics in their programmes as a personal choice. UNISG (University of Gastronomic Sciences), however, offers a Higher Study Course - 2010 and 2011-2012 - on Food Policies and Sustainability. This year's edition of the Advanced School is aimed at gaining a better understanding of sustainable food policies and the way they are defined and articulated in EU Member States. The eight thematic areas are:

- Agriculture and Rural Development (AGR)
- Sea and Fisheries (SEA)
- Health and Consumers (HEA)
- Research and Innovation (RES)
- Climate Change (CLI)
- Sustainable education (EDU)
- Development and Cooperation (DEV)
- Energy and Environment (ENE)

Learning outcomes include:

- Read and understand the basic relevant literature in the eight thematic areas in relation to EU food policies.
- Identify - within one specific country - examples of good practice in sustainable food policies and/or the factors which may affect sustainable food production and consumption.
- Critically analyse trans-disciplinary interdependence among these diverse factors.

2.6.3 ADDITIONAL EDUCATION FOR COOKS

Higher education courses

In Italy there are some specific degree courses organised by Italian universities:

- University S. Raffaele, Rome, Faculty of Agriculture, Food and Nutritional Science course (1st Cycle Degree). This is an online university which has a three-year training course for a total of 180 CFU.
- University of Padova, Faculty of Agriculture, Science and Culture has a course on Gastronomy and Catering, Bachelor of Science and Culture on Food and Catering Industry.
- University of Parma, Faculty of Agriculture has a degree course in Gastronomic Sciences, which provides quick and graduate degrees (2nd Cycle Degree).

The programmes of these courses are quite similar to each other and none of them have specific topics on the issue of environmental sustainability of production processes or cooking techniques.

- The University of Gastronomic Sciences (UNISG) - founded in 2004 on the initiative of Slow Food in collaboration with the regions of Piedmont and Emilia Romagna specifically for the catering industry - is a University legally recognized by Italian Ministry of Education. It aims to become an international training and research centre for those who work for renewed agriculture, for the maintenance of biodiversity and for a relationship between gastronomy and agricultural science (see details in table 2.6.1.). To date, students who have attended/attend UNISG and Colorno number about 600.

Vocational training through funded public courses

The range of training courses relevant to the field of food and gourmet food and wine is very wide and varied. The training to become a cook usually lasts two years and can include an internship in restaurants or hotels. At the end of the course the student obtains the qualification of employee services chefs.

Course topics include: general culture, French, English, computer science, food science, hygiene and business administration. The programme also provides practical training and internships. Students who attend these courses will also acquire additional skills: HACCP, mandatory training for serving food and beverages, the training required for access to activities in the food industry sector (CAA).

The number of courses financed by the European Social Fund to become a chef is considerable: they are a regional issue and generally are organised at provincial level. These courses are completely free, generally do not exceed 1,000 hours and offer the opportunity for internships in hotels or restaurants.

2.6.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

Ministry of Agriculture

Chambers of Commerce ^ CCIAA 15/2

Italian Chef Federation

Association of Professional Italian Chefs

Sana Fair Bologna

UNISG, University of Gastronomic Sciences

Slow Food

Companies devoted to sustainable tourism or development

IPSSAR 'Istituto Professionale Statale per i Servizi Alberghieri e della Ristorazione'

Italian Ministry of Education

2.6.5 REFERENCES AND FURTHER INFORMATION

University of Gastronomy Sciences: www.unisg.it/

Bio canteen: www.sportellomensebio.it/

www.istruzione.it

<http://www.tuttitalia.it/scuole/istituto-professionale-servizi-alberghieri-ristorazione/>

<http://www.studenti.it/lavoro/comediventare/chef.php>

www.universitadeisapori.it

www.chefacademy.it





2.7. SLOVENIA



2.7.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

The structure of education

Table 2.7.1. The structure of education in Slovenia

Years of study						
13						3rd cycle doctoral study programs (180 CP) Bologna: 8/II
12						2nd cycle masters study programs (60 – 120 CP) Bologna: 7
11						1st cycle professional study programs (3 or 4 years) college or faculty Bologna: 6/II, when 3 years (180 – 240 CP) Heritage and culinary tourism
10					1st cycle academic study program (3 or 4 years) (university education) Bologna: 6/II (180 - 240 CP)	
9						
8						
7						
6					Higher vocational education (post secondary vocational college) Bologna: 6/I (120 CP) Tourism and catering, Organising Management, Catering and Tourism profession: restaurant manager, owner, hotel manager	
5		Vocational technical secondary education (2 years) 5. level Gastronomy, technician of gastronomy	Post- secondary non-tertiary vocational course (1 year) 5 level Gastronomy and Tourism, technician of gastronomy and tourism profession: same as below			
4	National vocational qualifications (1 year) (cook assistant, waiter assistant, barman, sommelier for cheese, diet cook, director of catering)	gastro profession: cook, waiter, headwaiter	Technical secondary education (4 years) 5. level Gastronomy and Tourism, technician of gastronomy and tourism	General upper secondary education (4 years)		
3		Vocational secondary education (3 years) 4. level Production in Gastronomy and Hotels, gastronomist – hotelier	profession: cook, chef, waiter, headwaiter, restaurant owner or manager	5. level		
2	Short term vocational education (2 and half years)					
1	3. level (cook assistant, waiter assistant)					
Compulsory basic education – primary school (9 years)						

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

Possible routes on how to become a cook are marked with arrows. Most common routes with achieved education are bolded.

It is always possible for cooks to take a national vocational qualification. It is also possible for cooks to take higher vocational education (tertiary level), but usually this level is meant for managers in restaurant and hotels.

Most common routes to becoming a cook:

- 3 year educational programme, secondary school: Production in Gastronomy and Hotels gastronomist – hotelier
- 4 year educational programme, secondary school (in some countries also called high schools): Gastronomy and Tourism, technician of gastronomy and tourism

Some of the students from the first group choose:

- Educational programme: Gastronomy, vocational – technical education (3+2 years), technician of gastronomy

Sometimes students want to change their profession:

- Educational programme: Vocational Course: Gastronomy and Tourism (1 year)

or they simply want to get into their profession as quick as they can:

- National Vocational Qualification

Short explanation of secondary school system:

Short term vocational education (2 years) can also be attended by students who have not finished primary school, but who have spent 9 years there.

National vocational qualifications (NVQ) are meant for all who want to attain a qualification for their desired profession. They can get a NVQ by finishing formal education in that profession or by taking some specific modules and proving their knowledge to a commission and getting a certificate.

Vocational technical education is meant for students who want to obtain technical education (level 5) after finishing vocational education (level 4).

Vocational courses are meant for those who want to gain further technical education in one year and stay on level 5.

Transfers between all programs are possible.

Educational institutions in Slovenia can be divided into regular schools for young people and other educational institutions for adults, which are in many cases departments in regular schools as well as public educational institutions and private institutions. All of them have the same programs. However, there are differences in the number of lecture hours.

There are 12 regular schools for chefs with 675 students and 15 educational institutions for adults in Slovenia (no data concerning the number of students).

The most common higher and high education for restaurant and hotel managers (colleges, faculties, universities) are:

- Catering and tourism , higher vocational school Organising Manager in Catering and Tourism (Bologna 6/I)
- Tourism (university degree), Business systems in tourism (Bologna 6/II), ed. institution: Turistica, Portorož
- Tourism (university degree), ed. institution: Economic Faculty, Ljubljana

Most interesting educational programme (regarding sustainability):

- Heritage and Culinary Tourism, High School for Sustainable Tourism (Bologna 6/II), Ljubljana

Information about number of hours of programme and of practical education (apprenticeship):

Lower secondary education, 2 years

Number of hours of programme: 2,240

Number of hours of practical education: 1,120

Vocational secondary education, 3 years

Number of hours of programme: 4,388

Number of hours of practical education: 2,660

Technical secondary education, 4 years

Number of hours of programme: 5,652

Number of hours of practical education: 902

Vocational – technical education (3+2 years)

Number of hours of programme: 2,580

Number of hours of practical education: 240

Catering and tourism , higher vocational school (Bologna 6/1)

Number of hours of the programme: 1,212

Number of hours of practical education: 800 (this are not included in 1212)

2.7.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

Curricula of secondary schools for cooks, waiters and other professions in culinary and hotels include elements related to the term sustainability. However there is no guarantee whether this knowledge is presented to the students in an effective way. Hence one of the immediate priorities must be to 'train the trainers', to ensure that the right information and skills are taught in the right way.

It appears that at secondary level schools, which tend to be more interested in ecology (eco-schools), teachers are more motivated to present knowledge about sustainability from the curricula, though this is not always the case. Among eco-schools, there are only few secondary schools for gastronomy and tourism.

The situation in colleges, faculties and universities for tourism is that programs which are based mostly on economic modules do not contain modules on sustainability. There are some rare exceptions, but none is known to include knowledge of sustainability in cooking.

Sustainability in curricula is mostly found in vocational college programs which are simultaneously concerned with human health, nature and tourism. Such programs educate future directors of health and wellbeing tourism and are also very concerned about sustainable cooking. In some colleges teaching catering and tourism, the degree of sustainability teaching depends on the lecturer. With adult education there is much less time available than in schools education, though it would be perfectly feasible to teach many of the basic skills through the lens of sustainability and thus make better use of the limited student contact time available.

A key priority must be providing high quality training and resources on sustainability to the trainers. The first conference about sustainability and education in Slovenia highlighted that

there are many schools and colleges who are interested in incorporating sustainability into their curricula, but they would appreciate guidelines and support in doing so. There may be an argument for focusing sustainability training for cooks on those institutions and academics who already show an interest in the subject, such as the faculty program Heritage and Culinary Tourism at the High School for Sustainable Tourism, which is entirely based on sustainability.



2.7.3 ADDITIONAL EDUCATION FOR COOKS

It can be divided into formal and informal education (courses).

Formal education, some of this has already been mentioned:

- **National Vocational Qualification:**
 - Dietary chef
 - Director of catering
 - Sommelier for cheese
 - Sommelier (usually for waiters)
- **Courses at tertiary level:**
 - Catering and tourism, vocational college (Bologna 6/I), Organising Manager in Catering and Tourism
 - Heritage and Culinary Tourism, High School for Sustainable Tourism (Faculty, Bologna 6/II)

There are more educational opportunities for managers of restaurants and hotels.

Informal education

The most interesting ones are informal education opportunities taught by professionals:

- Chamber of Commerce Slovenia, Section for Catering and Tourism, has different courses (sommelier, legislation in the catering industry, ...)
- Faculty of agriculture and Biosystemic sciences Maribor
- Slovenian Association of Chefs and Confectioners
- Association of Sommeliers of Slovenia
- Higher Vocational School Maribor (Organising Manager in Catering and Tourism): Academy for Culinary Art and Tourism

2.7.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

- Economy Chamber of Slovenia: Chamber for Catering and Tourism, Association of Workers in Catering, http://www.gzs.si/slo/panoge/turisticno_gostinska_zbornica_slovenije
- Slovene Association of Chefs and Confectioners, <http://www.kuharjislovenije.si>
- Slovene Association of Food & Beverage Managers (Sekcija food & beverage managerjev Slovenije), <http://www.slovino.com/fbm/>
- Association of Sommeliers of Slovenija, www.sommelier-slovenije.si
- All hotels (directors and human resource managers) and health and wellbeing centres
- Bigger shops with organic food (Kalček ...)
- Public kitchens (in school, kindergartens, hospitals, enterprises, Waldorf kindergarten and school),
- Ministry of Agriculture, Forestry and Food, <http://www.mkgp.gov.si>
- Institute of the Republic of Slovenia for Vocational Education and Training (Center za poklicno izobraževanje), <http://www.cpi.si/>
- Ministry of Health, Public Health, Department for Food Safety, Sektor za varnost in zdravstveno ustreznost hrane
- Health Protection Institute (CINDI Slovenia), Metelkova 8, Ljubljana
- Association of Tourist Farms of Slovenia (Združenje turističnih kmetij Slovenije), <http://www.turisticnekmetije.si/predstavitev-zdruzenja>
- Association of Country Women of Slovenia (Zveza kmetic Slovenije), <http://agri.bfro.uni-lj.si/zveza/>
- Union of Slovenian Organic Farmers Association – USOF (Zveza združenj ekoloških kmetov Slovenije (ZZEKS) - Zveza BIODAR), <http://www.zveza-ekokmet.si/>
- Union of Slovenian Biodynamic Farmers Association Ajda – Demeter Slovenija (Zveza društev za biodinamično gospodarjenje Ajda - Demeter Slovenija), www.zveza-ajda.si
- Chambre of Agriculture and Forestry (Kmetijsko Gozdarska Zbornica), <http://www.kgzs.si/kv/zavodi.aspx>
- Companies devoted to sustainable tourism or development: Institute for Sustainable Development, www.itr.si
- Slow food conviviums in Slovenija: Slow Food Ljubljana, president: Matjaž Zupan (zupan.matjaz@volja.net), Slow Food Primorska, president Tatjana Butul (butul@siol.net)

2.7.5 REFERENCES AND FURTHER INFORMATION

www.mss.gov.si/si/solstvo/srednjesolsko_izobrazevanje/vpis_v_srednje_sole/vpis_201011
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www.kuharjislovenije.si
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2.8 UNITED KINGDOM (ENGLAND, WALES AND NORTHERN IRELAND)



2.8.1 THE USUAL ROUTE TO BECOMING A COOK/CHEF WITH STATISTICS

The structure of education

The table below (www.direct.gov.uk) sets out the levels of different qualifications available in England, Wales and Northern Ireland. The levels sit in 'frameworks' which allow for comparison of the different qualifications gained through academic or vocational routes:

- National Qualifications Framework (NQF) - academic
- Qualifications and Credit Framework (QCF) - vocational, or work-related qualifications

They are also aligned with the European Qualifications Framework for ease of reference and comparison across Europe.

Table 2.8.1. The structure of education in England, Wales and Northern Ireland

Level	Examples of NQF qualifications	Examples of QCF qualifications
8	<ul style="list-style-type: none"> Specialist awards 	<ul style="list-style-type: none"> Award, Certificate and Diploma in strategic direction
7	<ul style="list-style-type: none"> Diploma in Translation HLQs - Master Professional Diplomas 	<ul style="list-style-type: none"> BTEC Advanced Professional Diplomas, Certificates and Awards
6	<ul style="list-style-type: none"> National Diploma in Professional Production Skills 	<ul style="list-style-type: none"> BTEC Advanced Professional Diplomas, Certificates and Awards
5	<ul style="list-style-type: none"> HNCs and HNDs Other higher diplomas 	<ul style="list-style-type: none"> HNDs BTEC Professional Diplomas, Certificates and Awards NVQs at level 5
4	<ul style="list-style-type: none"> Certificates of Higher Education HLQs – Higher Professional Diplomas 	<ul style="list-style-type: none"> BTEC Professional Diplomas Certificates and Awards HNCs NVQs at level 4
3	<ul style="list-style-type: none"> A levels GCE in applied subjects International Baccalaureate Key Skills level 3 	<ul style="list-style-type: none"> BTEC Awards, Certificates, and Diplomas at level 3 BTEC Nationals OCR Nationals NVQs at level 3
2	<ul style="list-style-type: none"> GCSEs grades A*-C Key Skills level 2 Skills for Life Functional Skills at Level 2 	<ul style="list-style-type: none"> BTEC Awards, Certificates, and Diplomas at level 2 Functional Skills at level 2 OCR Nationals NVQs at level 2
1	<ul style="list-style-type: none"> GCSEs grades D-G OCR Nationals Key Skills at level 1 Skills for Life Functional Skills at Level 1 	<ul style="list-style-type: none"> BTEC Awards, Certificates, and Diplomas at level 1 Functional Skills at level 1 Foundation Learning Tier pathways NVQs at level 1
Entry	<ul style="list-style-type: none"> Entry level certificates English for Speakers of Other Languages (ESOL) Skills for Life Functional Skills at entry level (English, maths and ICT) 	<ul style="list-style-type: none"> BTEC Awards, Certificates, and Diplomas at entry level NVQ entry level Foundation Learning at entry level Functional Skills at entry level
Compulsory education to 16 years of age (11 years) – please note, most students will achieve NQF qualifications to levels 1 or 2 whilst in compulsory education, although not all		

Yellow: Compulsory/basic education. Green: Upper secondary education/vocational education and training. Blue: Higher education

The frameworks group together qualifications that place similar demands on the learner. They help see how one type of qualification can lead on to other, higher level qualifications.

Qualifications required to become a professional cook/chef are vocational; therefore qualifications in the QCF column in Table 2.8, are the focus of this report. Training begins after formal education is complete, post 16, with qualifications obtained through study and practical experience. They are gained at college, work or a combination of both.

Qualifications take differing amounts of time to complete depending on:

- the route and course chosen, e.g. typically, higher level courses take longer to complete
- the ability of the student
- the personal preference of the student

Therefore the same qualification can take two separate students differing amounts of time to complete. Students do not have to begin their training at the entry level if they have the ability or experience to start at higher levels.

The route to becoming a cook

Training provision for professional chefs is industry led. Thus all vocational qualifications are developed with the help of industry employers to ensure the learners gain the skills necessary to meet the demands of that industry. The qualifications respond to the changing markets and

are not predetermined by central government as are purely academic qualifications. Subsequently, there are many qualifications and routes to these are varied, with many being delivered within the workplace. This variety results in a complex sector.

The typical cook/chef qualifications that can be obtained are (see QCF column in Table 2.8):

- National Vocational Qualifications (NVQs): competence-based qualifications achieved through assessment and training, usually work-based but can be obtained in a college setting.
- British and Technology Education Council courses (BTECs): vocational courses with more academic content than the NVQs, delivered via a college or other training institution.
- Higher National Certificates (HNCs), and Higher National Diplomas (HNDs): vocational higher education qualifications designed to provide the skills to put gained knowledge to effective use in a particular job.
- The City & Guilds Higher Level Qualifications (HLQs): courses that provide a real choice for individuals who want both the vocational expertise and academic focus that can lead them to the top of their profession. The suite of HLQs comprises Higher Professional Diplomas and Master Professional Diplomas. They build on experience gained at lower levels and are predominantly academic so therefore fall into the NQF column of Table 2.8. They provide:
 - coherent progression routes from lower levels;
 - nationally recognized qualifications at higher levels; and
 - progression into a managerial/senior role.
- Apprenticeships: not a qualification in its own right, but rather a collection of different qualifications that allows an apprentice to develop well rounded knowledge and skills. An apprenticeship is made up of an NVQ, Key Skills, Technical Certificates and something called Employer Rights and Responsibilities. It is the NVQ and the Technical Certificates that make the qualification relevant to chefs.

However, the qualification preferred by employers is the City and Guild's Diploma in Professional Cookery 7100. Supported by People1st (the sector skills council for hospitality, leisure, travel and tourism), and in particular delivered by one of the 13 colleges that has the National Skills Academy for Hospitality status for excellent delivery, this is the key college-based chef qualification to enter the workforce. Available at levels 1-3, the diploma assures the industry that students leave college with the broad range of skills and knowledge that employers need and follows a direct call by industry heads for a new benchmark.

Each level of the Diploma in Professional Cookery has been designed to be taught full-time in college, normally in one academic year. Their contents combine both theory and practical elements and have been developed by a partnership of employers and colleges. It has the backing of the Craft Guild of Chefs and other chef bodies. Each level is assessed through course work, theory and practical tests. On completion students receive a grade (distinction, credit, pass or fail).

Training in hospitality and/or tourism does not have to be carried out vocationally, although a lot is. Hospitality training deals with the management aspect of catering but does not cover practical cookery; therefore those that are attained through the academic route (NQF qualifications in Table 2.8) have not been factored in. Routes to management that are attained vocationally where students are more likely to have gained qualifications at a lower level and include practical cookery, have been taken account of.

Statistics

Due to the disparate and complex nature of the way training is provided in this sector, it is incredibly difficult to collect data.

The National Skills Academy for Hospitality has 13 colleges that it endorses across England for delivering The Diploma in Professional Cookery (City and Guilds levels 1-3) to excellent standards (www.hospitality.nsacademy.co.uk).

Apprenticeships (at level 2 and advanced) in Hospitality and Catering achieved in 2009/10: 10,130. This has been increasing year on year since 2003 (<http://mireportslibrary.thedataservice.org.uk/learners/>).

NVQs in Leisure, Travel and Tourism (which includes, but is not exclusively cooking/catering courses), completed in 2009/10: 31,200 (<http://mireportslibrary.thedataservice.org.uk/learners/>).

2.8.2 SUMMARY OF SUSTAINABILITY TOPICS IN COOK'S EXISTING TRAINING CURRICULA

Environmental sustainability does not routinely feature in cooks' or chefs' training. It has been assumed that any emphasis on sustainability, especially at lower levels, is dependent on the interest of an individual trainer to incorporate it into the course.

At management level there is a National Occupational Standard (NOS) that explicitly specifies environmental sustainability: 'Manage the environmental impact of your work' – NOS E9 (also HSL28 – Hospitality Supervision and Leadership). This is an optional unit where managers are actively encouraged to consider sustainability issues and to proactively respond to them in the management of kitchens.

The awarding body Edexcel has produced a suite of BTEC courses on 'Sustainability Skills' which are designed to be applied to a range of sustainability related themes, of which Food and Drink is one. However their relevance to cooking training is contextual and general rather than specific to methods of working, though they do introduce the issues from the lowest levels to the higher levels i.e. entry level to level 2. It is a stand-alone qualification and is therefore not compulsory.

The NVQ in Professional Cookery at level 3 has three possible routes which all have optional, rather than compulsory, units which cover sustainability issues. This NVQ also features in the Level 2 Apprenticeship in Hospitality and Catering (Professional Cookery).

There is therefore great opportunity for developing comprehensive sustainability training for chefs and cooks in the UK. Training the trainers is another important opportunity to ensure that training developed is effectively and thoroughly delivered.

2.8.3 ADDITIONAL EDUCATION FOR COOKS

As described in section 2.8.1, hospitality training is the most relevant offered in accordance with cookery training in the UK and deals with the management aspect of catering. However, as this is typically on an academic level, no further research has been carried out in this area.

2.8.4 STAKEHOLDERS FOR DISSEMINATION PURPOSES

- Sector Skills Council People1st
- Qualifications and Curriculum Development Agency until autumn 2011, after which the Government's Department for Education
- National Skills Academy for Hospitality
- Awarding bodies e.g. City and Guilds, Edexcel
- Craft Guild of Chefs
- Training colleges - particularly the 13 colleges that has the National Skills Academy for Hospitality
- Industry - private and public sector employers and providers of catering services e.g. from individual restaurants, to Compass Group to the National Health Service

2.8.5 REFERENCES AND FURTHER INFORMATION

www.cityandguilds.com

www.hospitality.nsacademy.co.uk

www.management-standards.org/standards/full-list-2008-national-occupational-standards

www.edexcel.com/quals/skills/sustainability/Pages/about.aspx

www.cityandguilds.com/documents/ind_hospitality-catering/7083_standards.pdf



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ORA - Organic Retailers Association (Austria) is the International Association of Organic Retailers from Vienna. Main activities are know-how transfer, market development, vocational qualification and training. ORA is the stakeholder-group of organic retailers within IFOAM, the *International Federation of Agriculture Movements* and Special Interest Group Organic Retailing in the IFOAM EU-Group.

ORA's competence for this LdV-Partnership-project on SUSTAINABILITY IN THE TRAINING OF COOKS results from the fact that Ralph Liebing, co-founder and executive director of ORA is senior organic market-developer, graduate of an Austrian College of Hotel Management and a relentless observer of the current situation in the catering sector of touristic Austria and other countries worldwide. The common idea to launch this project derives from perceptions, experiences and outlooks in this sector and its potential to become an important partner for organic producers and processors in each country.



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Gutessen consulting offers nutrition-related advisory services, with the focus on public catering (schools, nursing homes, hospitals etc). Presently, our projects focus on high quality snacks, schoolfruits and lunch in schools and kindergardens, universities etc. We also provide information about healthy and high quality food for communities and enterprises. In addition we offer courses and event management for this target groups. Beside consultations we do publications, investigations and perform pilot projects.



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The Institute of Education and Management (IOM) is a non-profit institution founded in 2002. The Centre of Vocational Training is a part of IOM, licensed by the National Agency of Vocational Education and Training in 2004 for 30 professions such as: computer animator; hotelier, manager in tourism, cook (chef), baker, cashier, computer skills in Microsoft Office, security of banks, etc. The IOM has a good experience to educate and train adult people in cooking. Mostly these are jobless people, sent by the Agency of Employment.

The IOM maintains close connections with the Association of Vocational Centers in Bulgaria, the Association of the Vocational Colleges and with some universities like *The Higher School of Agro Business and Regional Development - Plovdiv*. As a partner of the Leonardo da Vinci project the CEM is going to contribute to the investigation of the new characteristic of the profession Chef and suggest a modern conception for the curricula of sustainable cooking.



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ECEAT, European Centre for Ecology and Tourism, is an organization focused on sustainable development and tourism with a special attention to rural areas. Since 1994 ECEAT develops and runs its "ECEAT QUALITY LABEL" (www.eceat.org) as the sustainability based evaluation scheme for touristic services. In 2010 there are hundreds of small touristic enterprises with the right to use ECEAT QUALITY LABEL all over Europe. ECEAT also provides advisory and marketing services and education for entrepreneurs in sustainability practices, especially in tourism. In 2008-2010 period ECEAT has been implementing the "Heritage Trails project" (www.stezky-dedictvi.cz) focused on regional gastronomy. ECEAT also provides special trainings for students in cooperation with secondary schools and universities active in tourism and services (gastronomy).



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VIFFOS - The National Science Center for Food and Health - is a Danish organization. Our aim is to develop and diffuse knowledge about food, health and nutrition through consulting and education. This mission is accomplished through projects and in constant cooperation with external partners representing the Danish food industry, educational system, NGOs and public institutions. VIFFOS is an independent unit of The Danish Meat Trade College (DMTC), who is our legal representative.



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Institut equalita is a registered non-profit organisation founded in 1999 with the intention to offer training and consulting for ecological and social institutions and business. Another aim is to support the cooperation and networking in the European Union, and with international partners. Institut equality is running educational activities in numerous areas and countries in Europe. One focus is North-South topics and global learning, others are education and qualification activities and consultancy for organic retail and farming. Since some years Institut equalita is also engaged in eLearning and web based activities.



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The Ökomarkt e.V. is a consumer and producer education and extension service. It supports since about twenty years the expansion of organic farming in Germany, especially in the region of Hamburg. Besides educational activities for children, the Ökomarkt e.V. carries out educational activities for owners of organic food stores, organises events to inform consumers about organic agriculture, and executes many targeted consumer education programs, such as information weeks in university canteens or shopping guides for organic food (see www.oekomarkt-hamburg.de). From 1996 to 1998 the Ökomarkt e.V. was a partner in an EU funded research project with the aim to establish an information and education service for business canteen kitchens regarding the use of organic food. With these experiences the Ökomarkt e.V. led a national research project (2004-2006) dealing with the food situation in German kindergartens and schools called "Organic food for children". As a follow up to this work the Ökomarkt e.V. established a working group to continue project work in this area..



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The Centro Libero di Analisi e Ricerche - CLAR is a non-profit association established in 1996 by a group of freelances. Its statute declares to develop researches, studies and projects in order to highlight the historic, artistic, cultural, economic and spiritual heritage of Italy, believing in its value in Europe and in the world. The Centro Libero di Analisi e Ricerche (CLAR) is a certified body for all macro-typology of vocational and educational training (VET) (compulsory education, lifelong learning, higher education) under the terms of the Italian Ministry of Labour and Welfare and Marche Region.



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ERUDIO educational centre from Ljubljana is private a non-profit organization for adult education. It has many college programs, one of them is catering and tourism. A lot of students work in kitchens - from school canteens to good restaurants. The main focus in educating is on managerial skills and gastronomic knowledge or touristic knowledge, depends from which modules students choose. After finishing college students will achieve middle management competence. We believe that only good cooperation between schools and companies can make professions in catering and tourism attractive to young people.



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The Soil Association was founded in 1946 to promote the link between healthy soil, healthy plants, healthy animals and healthy people. Today the Soil Association is the UK's leading organic organisation. Our work spans education, policy, technical support and certification of organic food, health and beauty, textiles and forestry. Sustainability is a fundamental driver for the work of the Soil Association and we have worked extensively on all aspects of improving public sector food provision in particular to schools and hospitals, including work specifically with caterers and cooks.



Partners (starting from left, down): Tom Vaclavik, ECEAT Czech Republic; Valentin Kitanov, IOM, Bulgaria; Maria Bentzen, VIFFOS, Denmark, Ralph Liebing, ORA, Austria; Tom Andrews, Soil Association, England Ognjana Stoichkova, IOM, Bulgaria; Tanja Bordon, ERUDIO izobraževalni center, Slovenija; Karin Kaiblinger, OG, Austria; Christina Zurek, Ökomarkt e.V., Germany; Kurt Pedersen, VIFFOS, Denmark; Gaetano Sinatti, CLAR, Italy; Ulrich Diermann, Institut equalita, Germany; Rosemarie Zehetgruber, OG, Austria.

