



## Responsible Skills Alliance for Sustainable management of small hotels and restaurants



### **VOCATIONAL EDUCATION AND TRAINING NATIONAL QUALIFICATION FRAMEWORKS SECTOR HORECA (Summary report)**

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## 1 Introduction

The **RESPONS** Project is designed as a multilingual project with Partners from Bulgaria, France, Germany, Italy, Poland, Romania and Spain. It focuses on the **teaching and learning needs** in vocational education and training on **sector level** and it is aimed at the various parties involved, such as enterprises, trainees in vocational education, trainers, institutions and educational bodies, associations, social partners and bodies relating to both – the lifelong learning and the labour market.

**Responsible Skills Alliance for Sustainable Management of Small Hotels and Restaurants** is financed by the European Commission under the Lifelong Learning Programme, Leonardo da Vinci – Multilateral Projects for Development of Innovation.

The **RESPONS** Project objectives are:

- **To develop the new professional profile of the managers/owners of small hotels and restaurants;**
- **To identify the needs related to skills and qualification requirements** and upgrade the specific competences via developing a set of criteria and newly developed joint curricula for quality lifelong learning;
- To **support sectorial skills** in tourism aiming to facilitate personal development and participation in the labour market, to promote **cooperation between education and world of work**, foreseeing an integration of a **sector-specific competence** Findings;
- **To increase cooperation and involvement of employers and social partners** by uniting bodies with sector specific expertise to develop and deliver adapted, updated and new sector specific curricula;
- **Stimulate competitiveness in the European tourism sector** by improving **professional skills** in the sector;
- **To improve and upgrade the specific skills** of the manager of small hotels and restaurants based on learning outcomes taking into account the employers' demand for qualifications and the future needs of the sector;
- **To help transparency and comparability in the qualifications** and the mobility of learners and workers;
- **To facilitate the provision of work-based non-formal learning** by developing alternative modes of access to qualifications beyond full-time VET provisions with standard curricula and new flexible e-tools for non-formal and informal learning;
- **To provide easily accessible and high-quality lifelong information**, which enable, the managers/owners of small hotels and restaurants to manage their learning careers.



Project Partners are institutions from different countries with different fields of expertise, ensuring complementary competences and experiences:

- Chamber of Commerce and Industry, Dobrich, Bulgaria;
- PD Project Development LTD, Dobrich, Bulgaria;
- Chamber of Commerce and Industry, Terrassa, Spain;
- Constanta Chamber of Commerce, Industry, Shipping and Agriculture, Romania;
- GIP – FCIP, AIX-MARSEILLE, France;
- Foundation for Promotion of Entrepreneurship, Lodz, Poland;
- CIAPE – Centro Italiano per l’Apprendimento Permanente, Rome, Italy;
- EUPROMA, Haar, Germany;
- Programme Francophone d’hôtellerie et restauration of NBU, Albena, Bulgaria.

## 2 About this document

RESPONS project pays attention to small hotel and restaurant managers and owners, family enterprises and new comers. It respects all the actors in this field by ensuring **equal opportunities**, inter-comprehension, and raising of competence level of both employed and unemployed, that want to start own business.

Attention is drawn to **flexible and attractive learning paths** with focus on **non-formal and informal and ICT-based learning** to improve the continuous up-date of needed skills and knowledge. The e-Handbook for responsible management of small hotels and restaurants and Virtual Interactive map of innovative management skills of the managers/owners of small hotels and restaurants involve the use of new technologies (ICT).

RESPONS project is aiming to promote innovative approaches and to provoke work based learning to better respond to labour market needs and employers' demand for more qualified workforce. The project relies on best synergy involving actors from various sectors and countries.

The comparative presentation of the educational systems in HORECA sector of the partnering countries and National qualifications for two widely spread professions was done by the partners for the kick-off meeting of the project in Sofia, Bulgaria. The findings served as a basis and formed the foundation of the next steps of the project:

- ✓ Conducting a research and drawing up [HORECA Skills Analysis](#) identifying key knowledge, skills and competencies needed in hotel, restaurant (and catering) industry in order to perform daily tasks in terms of 1) High quality service provision; 2) Health and Safety Management; 3) Sustainability/Corporate Social Responsibility;
- ✓ Definition of [European Qualification Frameworks for manager of small hotel and manager of restaurant](#) and New professional profiles for two professions;
- ✓ [E-Handbook for Socially Responsible Management of small hotels and restaurants](#) and [Managers' Guide to Sustainable Business](#) (Virtual interactive map of sustainable management skills).

The three main chapters of the report are presenting the partnering countries' situation within the following spheres:



1. The system of vocational education and training for Hospitality sector;
2. NQF and place of the vocational education and training for hotel and restaurant manager within the NQF;
3. Learning areas, units and outcomes for the profession “Manager of small hotel” and “Manager of small restaurant” according the national educational requirements.

The document is the result of studies undertaken by the partners forming part of the RESPONS project from Bulgaria, France, Germany, Italy, Poland, Romania and Spain.

### 3 The system of vocational education and training for Hospitality sector

#### 3.1 BULGARIA

The two bodies responsible for Vocational Education and Training (VET) policy development in Bulgaria are the Ministry of Education and Science and the Ministry of Labour and Social Policy. They develop and coordinate the state policy on adult training, create conditions for the assessment and recognition of knowledge, skills and competences including those acquired through non-formal training and informal learning and identify, analyze and forecast the condition, the development and the needs of training for adults.

The Vocational Education and Training Act – VETA is the core law, which regulates the vocational education and training system, incl. continuous vocational training in terms of organization, institutions, management and financing. According to the VETA, the vocational education and training system includes vocational education, vocational training and guidance. Recognition of Vocational Qualification Act – RVQA (2008) – regulates the conditions and rules for the recognition of vocational qualifications, acquired in other EU member states or third countries in order to gain access and practice regulated professions.

Initial vocational education and training IVET for students can be organized in vocational schools, vocational gymnasiums, art schools and sport schools. Students in vocational gymnasiums, art schools and sport schools receive IVET along with secondary education.

Continuing vocational education and training (CVET) in Bulgaria is defined as training to be delivered to persons over 16 years, which are no longer in the formal education system. It addresses either employed or unemployed. The VET Act provides the legal basis of CVET for the purpose of guaranteeing its quality in line with the demand on the labour market. The Employment Promotion Act regulates the introduction of active measures on the labour market meant to boost the employment rate and enhance the qualification of the workforce.

The vocational education and training for **Hospitality** sector provides the acquisition of professional qualifications or part of the profession of hospitality management as well as its improvement.

Professions and specialties are classified in professional directions and degree of qualification. The Hospitality is classified in direction 811 'Hotel, restaurant and catering' - according to the list of professions for vocational education and training.

The documentation (curriculum and syllabus) for the vocational education is developed by the Ministry of Education and for the vocational training - by the training institution.

Authorized to carry out education and training for acquiring professional qualification in hospitality are:

- Vocational schools, vocational high schools, vocational colleges and vocational training centres for information and vocational guidance;
- Secondary schools, primary, secondary schools, high schools and specialized schools with specialized classes - its establishment should be based on an Order of the Minister of Education and Science. This is possible if such classes and schools meet the conditions laid down by the state educational requirements.

Training for acquiring professional qualification may be carried out by ministries, municipalities, organizations of employers, organizations of workers or employees or single employers. Training for acquiring professional qualification can be done through individual work as well.

There are **four degrees of vocational qualification**. To obtain respective degree of qualification within the hospitality sector according to law, there are different requirements:

- for **first degree** - acquired professional competence for practicing professions involving routine activities performed under unchangeable conditions – primary education in vocational schools, age 13 - 15 years; for professions such as "chambermaid", "door-keeper", "worker";
- for **second degree** - acquired vocational competences for practicing professions which include activities of complex nature carried out under varying conditions; obtained in secondary vocational schools, age 15 - 19 years; Completed with state matriculation exams; for professions such as "cook", "waiter", "bartender";
- for **third degree** - acquired professional competence for practicing professions which include activities of complex nature carried out under varying conditions, as well as assuming responsibility for the work of others; obtained in secondary education in vocational schools to acquire a professional qualification, age 15-20 years; for professions such as "hotelier", "restaurateur", "receptionist";
- for **fourth degree** - acquired professional competence for practicing professions which include a wide range of complex activities performed in changing conditions, and assuming management responsibility for the work of others and the allocation of resources - obtained in professional colleges and VET providers, age 16 +; two years training ending with state exams - theory and practice; professions such as company manager - "Organization and Management of Hospitality" and "Organization and Management of the restaurant." **This grade corresponds to level 5 of the EQF.**

The **Vocational education** is completed by:

- Matriculation exams for secondary education according to the degree of education, general educational minimum and curriculum;
- State examinations for acquiring professional qualification - theory of the profession and practice of the profession.

The **Vocational training** is completed with state examinations for acquiring vocational qualification - theory of the profession and practice of the profession.

Completed **vocational education** is certified by:

1. Certificate of secondary education;
2. Certificate of qualification.

Completed **vocational education** with acquired degree of **vocational qualification** is certified by:

1. Certificate of primary education or document for completed grade of primary or secondary education;
2. Certificate of qualification.

### **3.2 FRANCE**

In France, the vocational training field is made up of two structures that are relatively autonomous compared with one another: initial vocational training, which concerns teenagers attending school on a full-time basis, and apprentices and Ongoing vocational training.

All the qualifications in hospitality sector can be obtain through 3 ways :

- Initial vocational training, which concerns teenagers attending school on a full-time basis, and apprentices;
- Ongoing vocational training that concerns teenagers who have left or completed their initial education or training, and adults on the job market.
- Validation of experience acquired (VAE)

#### **Initial vocational training**

1) Within the framework of secondary education, the vocational teaching provided for pupils in vocational lycées combines general education with a high level of specialized technical knowledge. The training leads to national vocational diplomas covering a vocational qualification. These can take the form of “vocational training certificates” (CAP) that constitute an initial qualification level and are prepared over two years, or a vocational baccalaureate

prepared over three years. These diplomas enable holders to find a job or continue their studies.

2) French higher education is organized to enable students to progress between the various levels and change their orientation, if necessary, between the various types of education and training provided. It integrates short and long educational and training courses, all of which come within the LMD (licence, master, doctorate) system..

- Short courses are taken over two years after the baccalaureate. The courses always integrate periods of work experience in companies and they are designed to enable direct access to jobs. The technologist's certificate (BTS) is prepared in technology sections (STS) integrated in lycées.
- Long courses: higher schools provide specialized education and training courses. These schools usually enable students to obtain a master level diploma.

3) Apprenticeship is a sandwich course type of training: it associates training with an employer and teaching and training provided in a "training centre for apprentices" (CFA). Considered as an initial training course, apprenticeship can lead to all vocational diplomas forming part of the secondary education system (e.g. CAP, Vocational Baccalaureate) or higher education (BTS, DUT, engineering or business school diplomas, etc.), diplomas awarded by the French State or vocational qualification documents listed in the national Register of vocational certifications. Apprenticeship is organized within the framework of an employment contract concluded between a young person (16 to 25 years of age - the apprentice) and an employer. Apprentices are thus paid wages.

### **Ongoing vocational training**

This concerns people who already hold a job (private sector employees, civil servants, self-employed people) or who are looking for work (job seekers).

The French State and the Regions are responsible for implementing vocational training. The vocational training organizations can be private, public or consular

Employee access to training is provided either at the employer's initiative within the framework of the training plan, or at the employee's initiative, within the framework of leave, whose main aspect is "individual training leave.

<b>Validation of experience acquired (VAE)</b>
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This individual entitlement , set up by the French law of 2002, enables people holding jobs or job seekers to obtain all or part of a vocational certification, in the same way as for certification obtained through apprenticeship, or through initial or ongoing training. Services can be financed via vocational training funds to accompany the procedure, together with two days' leave of absence to prepare the VAE. Increasing numbers of companies are implementing collective VAE for their employees (they help their employees to find accompaniment for the procedure, and propose adjustments of working hours, ***in order to raise their employees' qualification levels.***

### 3.3 GERMANY

Vocational education and training in Germany is regulated by the German Law for Vocational Education (Berufsbildungsgesetz BBIG). It regulates the vocational education and training according to the so-called dual system, the preparation to initial vocational training, as well as the further vocational training/ professional requalification. The legislative competence within this legal framework is shared between the German federal states and the government. In the hospitality sector there is a broad number of vocational qualifications that can be achieved, most of them by vocational education and training according to the German dual system: This means that half of the training time is spent with theoretic learning in vocational schools (Berufsschule/ Berufsfachschule) and the other half of the vocational education and training is done on-the-job at a HORECA organisation, where the trainees are instructed, guided and monitored by a training supervisor during the practical work.

Qualifications that can be achieved in the HORECA sector that can lead to the position of a Manager of a Small restaurant or Hotel within the dual system are:

- Qualified person for hospitality businesses (Fachkraft im Gastgewerbe): Duration 2 years
- Expert for System Catering (Fachkraft für Systemgastronomie: Duration 3 years
- State certified hotel specialist for Service management & Guest relations (Hotelfachmann): Duration 3 years
- State certified hotel specialists for Hotel administration & Management (Hotelkaufmann) Duration 3 years
- Professional waiter and restaurant manager( Restaurantfachmann/-frau): Duration 3 years

In most cases, Managers of Small hotels and restaurants in Germany have acquired one of these basic VET qualifications. In many cases, particularly in the hotel industry, they have participated in additional vocational trainings or even higher educational courses at universities for Hotel Management leading to Bachelor or Master Degrees (Diplom).

### 3.4 ITALY

The educational system in Italy is made up of six levels:

- **Primary education** addressed to people between 6 and 11 years old (5 years);
- **Lower secondary education** addressed to people between 11 and 14 years old (3 years);
- **Upper secondary education** addressed to people between 14 and 19 years old (3,4 or 5 years);
- **Post secondary – Non tertiary education** addressed to people >19 years old;
- **First stage of tertiary education** addressed to people >19 years old;
- **Second stage of tertiary education** addressed to people >22 years old.

**Compulsory education** lasts for **10 years** (from 6 to 16 years of age). It covers 5 years of primary school, 3 years of lower secondary school and the first two years of upper secondary school. After 16 years, there is still compulsory education as a right-duty to education and training until reaching a qualification; therefore learners have to complete at least a 3 years path.

**Primary and lower secondary education** is finalized to the acquisition of basic skills; therefore it is characterized by standard national curricula common to all schools (except schools located in bilingual regions).

**Upper secondary education** is offered both at **state** and at **regional level**.

**State upper secondary education** is organized in **general, technical and vocational pathways**. The overall length of studies is 5 years for all typologies.

**General state upper secondary education** is offered by lyceums; different pathways are available; each of them permits students to acquire a well defined qualification, specified in the final diploma and called *maturità*. The specialization most closely linked with the **HORECA/touristic sector** is the one certified by the final diploma “*maturità linguistica*”.

**State upper secondary education** is offered also by **technical institutes** and **vocational institutes**. Education and training in the **HORECA/touristic sector** is offered by both institutes as it is indicated in the following table:

Technical institutes	Vocational institutes
<b>Economic sector:</b> tourism	<b>Services sector:</b> Gourmet cuisines and hotel accommodations
<b>Technological sectors</b>	<b>Industry and handcraft sector</b>

Generally, the curriculum of **HORECA/touristic programs** offered by technical and vocational institutes include the following main subjects: English, second foreign language, third foreign language, economy, business economy, informatics, tourism and business disciplines, geography, tourism laws and regulations.

**Regional upper secondary education** is managed by each region independently; therefore programs and professional profiles differ from each other depending from the regional priorities and directives. It is organized into **three and four-year courses**, delivered both through theoretical and practical lessons. Courses can be delivered by public bodies, public agencies, social parties, enterprises, consortiums, schools and cooperatives and are addressed to people who have completed the first cycle of education and are willing to fulfill compulsory education within the vocational training system. Completed vocational education is duly certified.

Training in the **HORECA/touristic sector** is offered both through three and four years programs as it is indicated in the following table

Technical institutes	Vocational institutes
<b>Economic sector:</b> tourist promotion and reception, wellness	<b>Services sector:</b> tourist promotion and reception, waiter, waitress and bar services, food services

**Post secondary – Non tertiary education** is also managed independently by the regions. Courses are mainly offered by BIOs and schools (in Italian *scuole di alta formazione*), available at all levels (e.g. post-schools, post graduation and post degree) and addressed to several targets: young adults looking for a job, unemployed and mobility workers, people who need a professional upgrade. Competences acquired are duly certified by specific certificates according to the regional laws.

**Tertiary education** is offered by universities and governed by the Ministry of Education, University and Research. Different pathways are available; each of them permits students to acquire a well defined qualification, specified in the final diploma and called *laurea*.

University pathways most closely linked with the professions of Hotelier and Restaurateur are: “Economy and management of touristic systems”, “Economy and techniques of tourism”, “Sciences of tourism”, “Food technologies for restaurants”, “Sciences and culture of gastronomy and restaurants” (specifically for the profession of Restaurateur).

### 3.5 POLAND

The vocational education system provides for the application of educational minimum and the acquisition of professional qualification in accordance with national educational requirements and practical placements within the vocational training. All these provide acquisition of qualification in accordance with professional requirements.

The system of vocational education and training (structure, institutions, management and financing) in Poland is regulated by the Act of 7 September 1991 on the Education System (Journal of Laws 1991 No. 95 item 425 with further amendments), Regulation of the Minister of National Education of 23 December 2011 concerning the classification of vocational education (Journal of Laws 2012 item 7 with further amendments), Regulation of the Minister of National Education of 7 February 2012 concerning program basis of education in professions (Journal of Laws 2012 item 204 with further amendments) and Regulation of the Minister of National Education of 15 December 2010 on vocational training (Journal of Laws 2010 No. 244 item 1626).

In the Regulation of the Minister of National Education of 23 December 2011 concerning the classification of vocational education (Journal of Laws 2012 item 7 with further amendments) professions connected with hospitality sector are classified within the training area T – tourism and gastronomy.

The documentation, curricula and program bases for the vocational education and training are developed by the Ministry of National Education. In case of higher education, the documentation, the curriculum and the program basis for education and training in the field of tourism are developed by Higher Education Institutions, taking into account National Qualification Frameworks.

The right to carry out education and training for acquiring professional qualification in hospitality sector belongs to: basic vocational schools, technical upper secondary schools, post-secondary schools, HEIs (Higher Education Institutions) of university type and of non-university – vocational type.

A training for acquiring professional qualification may be carried out by schools and HEIs mentioned above and as well by Labour Offices or by single enterprises.

There are **three levels for vocational qualification**.

- **First degree** – obtained in basic vocational school (age 15-18 years; for professions: Confectioner, Butcher, Baker, Cook), technical upper secondary school (age 15-19 years; for professions: Waiter, Hotel Industry Technician, Qualified Tourist Technician, Technician of Catering Technology, Agribusiness Technician, Technical in Rural tourism, Food Technician) or in post-secondary school (for those who firstly graduated from general upper secondary school and now want to acquire vocational education; age 18-20 years; for profession of Nutritionist). First degree of vocational qualification obtained in basic vocational school or in

technical upper secondary school corresponds to level 3 of the EQF. First degree of vocational qualification obtained in post-secondary school corresponds to level 5 of the EQF.

- **Second degree** – obtained at Higher Education Institutions of university type and of non-university – vocational type during first-cycle studies – Bachelor’s degree. Students acquire general, academic knowledge in the field of tourism, hospitality, gastronomy, recreation etc. or can choose specialization in only one field at some HEIs. Programmes are completed with practical knowledge and vocational training and, depending on HEI, also with knowledge in the field of management, economy, IT, sociology, psychology, law, geography, environment or physical education. After graduating from this institutions, graduates can work inter alia as managers of small hotels or as managers of small restaurants. This degree corresponds to level 6 of the EQF.

- **Third degree** - obtained at Higher Education Institutions of university type and of non-university – vocational type during second-cycle studies – Master’s degree. Hotel Manager is taught as a specialization at HEIs (mostly private ones) in the field of studies “Tourism and recreation”. In Poland there are also postgraduate studies “Management in tourism and hotel industry”. The graduates can work as managers of small hotels or as managers of small restaurants. This degree corresponds to level 7 of the EQF.

### **The Vocational education and training is completed by:**

- Matriculation exams – only for students of technical upper secondary schools. Students of post-secondary schools can pass the matriculation exams when they are in upper secondary school so when they go to post-secondary school they already have the matriculation certificate. Students of basic vocational schools could not sit the matriculation exams; This exam is not compulsory to complete the vocational education at upper secondary school level. It is compulsory to pass it only in order to gain the access to higher education.

- Vocational qualification exam (*each examination is conducted in one qualification only, which means that the number of examinations in an occupation depends on the number of qualifications distinguished in this occupation – in practice it is one, two or three examinations per occupation*). Each examination consists of two parts – written and practical. The vocational qualification exam could be taken by students of basic vocational schools, technical upper secondary schools and post-secondary schools.

- Diploma examination – the examination is taken by students of Higher Education Institutions. *It is conducted by an examination board composed of academic teachers of the academic unit of an HEI (e.g. faculty or department) which provides a given programme.*

Matriculation exam and vocational qualification exam are organised by the Regional Examination Boards and supported and supervised by the Central Examination Board (e.g. the Central Examination Board develops the guidelines for each examination).

### **Completed vocational education and training is certified by:**

- 1. Matriculation certificate** (only for students of technical upper secondary schools and post-secondary schools);
- 2. Vocational diploma** (upon passing an examination for single qualification, a student receives a certificate issued by the Regional Examination Board, and after passing examinations for all the qualifications required in a given occupation, and having completed the excepted level of general education, he/she receives a vocational diploma).
- 3. Higher education diploma** (It confirms the completion of a given type of degree programme and the award of a relevant degree in a given field of study. A Bachelor's degree entitles its holder to practice a given profession and provides to access to second-cycle studies. A Master's degree entitles its holder to practice a given profession and provides access to doctoral studies<sup>1</sup>)

## **3.6 ROMANIA**

Initial vocational education and training (IVET) in Romania is provided at both upper secondary and post-secondary levels. Professional education (initial VET) comprises upper secondary vocational education, the technological route of upper secondary school and post-secondary education. General compulsory education includes primary education and lower secondary education. After completing lower secondary education, learners can continue their studies at upper secondary schools or professional schools. Admission to upper secondary education is based on each learner's portfolio, including graduating diploma and transcript, and on grades acquired in national evaluation exams taken at the end of the eighth grade. Upper secondary school education includes three strands that lead to baccalaureate (upper secondary leaving diploma) which represents a level 3 qualification (ISCED 3):

- a three-year theoretical route with two fields of study: sciences (mathematics and informatics or natural sciences) or humanities (social studies or philology);
- a three-year technological route with the following fields of study: technical (engineering, electrotechnics and electronics, mounting construction), services (trade, public catering), natural resources and environmental protection;
- a three-year vocational route with the following fields of study: military, theological, sports, arts and pedagogy. In addition, there is a two-year vocational education route in professional schools that either leads to a professional qualification after two (level 1) or three (level 2)

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<sup>1</sup> *The system of education in Poland*, Polish EURYDICE Unit, Foundation for the Development of the Education System, Warsaw 2014 (access on: [http://eurydice.org.pl/wp-content/uploads/2014/10/THE-SYSTEM\\_2014\\_www.pdf](http://eurydice.org.pl/wp-content/uploads/2014/10/THE-SYSTEM_2014_www.pdf))

years of study. This strand also allows access to a third year in the technological route (qualification level 3). The most popular programmes are transport, engineering, and hospitality (hotels and restaurants).

Post-secondary education is included in **professional and technical education** and partially financed by the State. It provides an opportunity for advanced vocational training for graduates of secondary schools (with or without a baccalaureate diploma). Most post-secondary schools prepare nurses and pharmacy technicians. These studies last for two years. Since 2003, the labour code includes provisions for apprenticeship. Apprenticeship contracts have been defined as a special type of labour contract involving both work as well as vocational training at the workplace. The current act adopted in 2007 has seen rather slow application, partially because enterprises willing to apply for apprenticeship schemes were initially required to provide several apprenticeship foremen certified for their formally-acquired knowledge and skills, apart from having professional experience and expertise. Adult vocational training is provided by legal entities (either private or public), including vocational training centres, or individuals certified as VET providers. Adult vocational training can also be provided through work-based courses organised by employers or through internships and specialisation programmes. The Ministry of Education is the national authority for formal pre-university education (including IVET) and higher education and is responsible for developing and/or implementing policies related to provision of training and qualifications assessment. The Ministry of Labour is the national authority for CVET policies. Sectoral committees are the bodies responsible for definition and validation of standards and qualifications, and in collaboration with the Ministries of Labour and Education, for CVET policies. The National Authority for Qualifications (ANC) coordinates adult training. Social partners (employers and trade unions) have important responsibilities in continuous training at national and sectoral levels.

The Ministry of Education has the overall responsibility for vocational education and training within the formal education system. It develops strategies and policies, prepares legislation and manages public education. It also approves curricula, national assessment standards and the school network. The regional representatives of the Ministry, the County School Inspectorates ensure the implementation of and compliance with the policies and decisions of the Ministry of Education. The Ministry of Labour and Social Protection and its regional branches, the County Labour and Social Protection Directorates, are responsible for the retraining and further training of the labour force.

The future National priorities The main priorities for the government are to :

- To build a comprehensive legal and institutional framework for vocational education and training;

- To decentralise the management of the system;
- To increase financial resources through a participatory financing system, which will pool funds from the central budget, budget of local authorities and other state and private agents and set up a vocational training fund;
- To develop an information system and mechanisms for optimising the demand and supply for vocational training at national, regional and local level;
- To base the training system on vocational standards as benchmarks for quality.

**Accommodation and food services** have a distinct role in all tourist benefits. Hospitality does represent a set of commercial activities assuring the accommodation and food services for the persons away from home. The hospitality industry knows great activities; it requires huge investments and it involves a workforce who needs more and more qualification and skills.

**The current level of competence in tourism and restaurants** is very low due to the lack of adequate, actualized and performing labor standards and also to the lack of viable educational and training standards. Tourism and restaurant preparation is integrated into special secondary and higher education courses in which we could find a discrepancy between theoretical and practical formation. At present training programs are not based on developing competences and skills that meet current international industry standards.

However, specialized training courses for human resources serving Romanian hospitality sector are more formal, so that many suppliers issue diplomas and certificates without ensuring full and appropriate training system.

It's to be noted that the management of tourism and restaurants units faces the lack of specific skills so necessary to qualify their employees at the work place, despite in many cases they have chosen to raise their workforce professional quality, precisely by the means of this type of training.

**Romanian hospitality sector records a severe shortage of qualified and trained workforce** which produces negative consequences on the touristic services performances. We consider that we need a greater awareness of hospitality principles which all converge to the general idea that, in order to raise the quality of provided services, we must increase primary the workforce quality. This goal will also lead to increase the workforce stability in tourism and restaurant. We should not forget the significant number of young people qualified in this field who choose to leave our country in order to work abroad in the same domain or worse, who change their profession. At a general level, they are unsatisfied because of the negative image created by their jobs and because of the fact that their salaries are far from securing their existence and from motivating them to perform in their profession.

Closely related to the image and reputation of employees, the development of tourism and restaurant sector cannot be done automatically. In this sense, we could not talk about a real and effective development of tourism and restaurant, until we have a highly qualified workforce willing to provide quality services. In Romania tourism, success requires close cooperation between all the decision-making factors. We consider that we need to create effective partnerships between the public sector (which have to represent a real support for sustainable development of this field) and the private sector (which should propose touristic and restaurant offers meeting the needs of a constantly changing market. Therefore, we believe that the local, regional and national planning ministries are directly involved in organizing and developing tourism and restaurant sector.

On an active labor market, partnerships will enable companies to face the problems due to the workforce instability and that of recruitment and vocational training and graduates will be given the opportunity to increase their professional quality and to raise their chances to integrate rapidly the labor market.

### **3.7 SPAIN**

The Spanish education system is governed by the Organic Law on Education which regulates the whole education system other than the university level, regulated by the Organic Act 6/2001, of 21 December, on Universities.

Children from 3 to 5 years old in Spain have the option of attending the pre-school stage, which is non-compulsory and free for all students. It is regarded as an integral part of the education system with infants' classes at almost every primary school.

Spanish students aged 6 to 16 undergo primary (between 6 and 11) and secondary school education (between 12 and 16), which is compulsory and, like the preceding preschool from age 3, free of charge. Successful students are awarded a Compulsory Secondary Education Diploma, which is necessary to enter the post-compulsory stage of schooling for “Bachillerato” (which gives access to University, after the corresponding entrance examination) or Vocational Studies of intermediate level.

The compulsory and free period of schooling established by the Organic Act on Education (LOE ) of 2006 covers the 10-year- period from 6 to 16 years of age, and includes two educational stages: Primary Education from 6 to 12 years of age and Compulsory Secondary Education (comprehensive in nature) from 12 to 16 in two-year cycles. Compulsory education is considered a public service and, therefore, the responsibility of the State government. It is

provided by publicly-funded centres and publicly-subsidised private centres. Compulsory secondary education as established by LOE is defined as the final stage of basic education.

The VET System in Spain is regulated by four essential legal standards:

- The Organic Law 5/ 2002 on Qualifications and VET.
- The Organic Law 2/2006 on Education.
- The Royal Decree 1538/2006 on the General Organization of VET.
- The Royal Decree 395/2007 on Professional Employment training.
- The Royal Decree 1147/2011 on the General Organization of VET.

### **The administrative framework of VET in Spain is as follows:**

The Ministry of Education, Culture and Sport (MECS ) is responsible for initial vocational training though powers in education are transferred to the authorities of the 17 Autonomous Communities; the Ministry of Employment and Social Security is in charge of vocational training for employment though powers are also transferred to the Autonomous Communities (17 Regional governments) except for the Basque Country.

In the year 2002, the government of Spain proposed a new VET model, based on the National Catalogue of Occupational Standards, regarding education and employment, by creating a new training model, which allows transfer from one system to the other one, with the aim of improving the quality of VET and the recognition of professional competences acquired through labour experience.

### **IVET**

IVET in the Spanish education system is a part of post compulsory secondary education. IVET or Specific Vocational Schooling is divided into two educational levels (intermediate level and upper level), both of which include occupational standards. Intermediate level Specific Vocational Schooling, is accessed after having successfully completed compulsory secondary education (ESO ) and therefore by achieving the Compulsory Secondary Education Diploma or, exceptionally, by complying with one of the following conditions:

- By passing the compulsory training modules of an Initial Professional Qualification Programme.
- By passing a specific training course for access to Middle-level Specific Vocational Schooling. In this case candidates must be at least 17 years old.
- By having passed an entrance exam for Middle-level Specific Vocational Schooling. In this case candidates must be at least 17 years old
- By having passed an entrance university exam for people over 25.
- Any of the conditions required for access to Upper -level Specific Vocational Schooling.

Upper -level Specific Vocational Schooling is accessed by means of a “Bachillerato” Diploma or, exceptionally, by complying with one of the following conditions:

- By accrediting having a Technician Certificate and having passed a specific training course for access to Upper-level Specific Vocational Schooling.
- By having passed an entrance exam for Upper-level Specific Vocational Schooling. In this case candidates must be at least 19 years old except for those in possession of a Technician Certificate related to the studies they want to do, that must be 18.
- By having passed an entrance university exam for people over 25.

Both levels, middle and upper, are organised in professional modules in order to forge a close link with the production sector and a high response capacity facing technological, economic and social changes. These modules are conceived as instruments for developing the professional skills required at work.

They include work based learning which is mandatory for all the students, but for those that can accredit professional experience in the field they are studying. It is carried out in the company and intends to apply the knowledge learned in educational establishments to real work situations and to know how a company really works.

The length is of 2000 hours, divided into two academic years. Students successfully completing intermediate and upper level specific vocational schooling are respectively awarded the Technician and Higher Technician Diplomas.

Besides, there are Initial Professional Qualification Programmes, for which the Education Departments in the Regional Governments are responsible.

The objective of these programmes is:

- Students achieve professional competences of the occupational standards of level 1 in the National Catalogue of Occupational Standards.
- Students can insert satisfactorily both in society and in the labour market and enhance their key competences to continue their studies in different paths.

Requirements:

- Addressed to students over 16 (before 31 December).
- No Certificate of Compulsory Secondary Education (ESO).
- Exceptionally (only by agreement of students, parents or legal tutors) they may be 15 whenever they have studied second ESO but they are not in condition to pass to the third year ESO and they have repeated once in Secondary Education.

In this case, students must commit to studying voluntary modules leading to get the Certificate of Secondary Compulsory Education. They can study them simultaneously with:

- Specific Professional Modules referred to competence units corresponding to occupational standards of level one in the National Catalogue of Occupational Standards.
- General Training Modules enhancing key competences and favour transition from the education system to the labour market.

Or they can study them once they have passed the specific and general modules. Both, Intermediate and Upper-level Specific Vocational Schooling may be delivered in secondary education institutes offering other schooling such as compulsory secondary education and Bachillerato. In general, schools delivering Specific Vocational Schooling offer the different levels of vocational education and training, including Initial Vocational Qualification Programmes.

Besides, there are 'Integrated Vocational Training Centres', which are institutions offering all types of vocational training provision (IVET and CVET) referred to the National Catalogue of Occupational Standards. In this way both the education and employment administrations work together to respond to the needs of the production sector and stakeholders are involved in the management of these VET centres.

### **VET for hospitality sector**

Different hospitality and tourism sector professions can be learnt in the framework of IVET intermediate or upper level:

#### **Intermediate level**

- Cooking and gastronomy
- Restauration services

#### **Upper level**

- Cooking and kitchen Management
- Restauration services management
- Touristic Lodgement management
- Toustist guide and tourist information.
- Tourist animation
- Travel agencies and events management

## **4 NQF and place of the vocational education and training for hotel and restaurant managers within the NQF**

## 4.1. BULGARIA

The **National qualifications framework (NQF)** of the Republic of Bulgaria contains of nine levels of qualifications including preparatory level. The preparatory level covers pre-primary educational system. The other eight levels comply with their equivalents in the **European qualifications framework (EQF)**. The preparatory level hasn't analogue in the EQF. It is included for completeness of the NQF with the entire educational system and all professional qualifications under the national legislation.

**"Management of hospitality"** is taught in colleges, lasting two years and corresponds to the fourth degree of qualification and 5 level of NQF/EQF for professions "Hotel" and "Restaurant". The curricula include specific theoretical and practical training in the technology of the various types of service activities in the field of hospitality.

## 4.2. FRANCE

The correspondences between the levels of the national framework and the European framework have been established between the levels on a "block to block" basis, i.e. by lining up each level of the French framework with a level of the European framework, when this was possible.

Indeed, the lowest levels of the French national framework cannot correspond to levels 1 and 2 of the ECF (European Certification Framework). This is due to the consensus that existed in finding that no certification for vocational purposes could have a level lower than the lowest level of vocational certification issued by the French ministry for education.

Within the framework of the work to draw up a new nomenclature, studies will be carried out to examine whether a new level is necessary, in the light of two elements that seem contradictory: the increasing demand for qualified jobs, and the necessity of giving the possibility to people who left the educational system without any diploma and have nonetheless obtained a recognition of qualification through their professional activity to get a formal recognition of their qualification. This recognition is a signal on the labour market. The analyses made, in particular with the representatives of the French ministry of higher education, led to rejecting the "block to block" logic for the level 1 certifications, in this case Masters and "Doctorates" will be located respectively in the level 7 and in the level 8 of the EQF.

## 4.3. GERMANY

As the EQF, the German NQF (DQR = Deutscher Qualifikationsrahmen) describes eight levels. However, those are structured differently than the EQF levels, as in the DQR a broader number of categories and competency descriptions are applied. Those categories and

competency descriptions of the DQR can be considered as an extension and concretion of the EQF. It is based on four instead of three pillars (EQF): knowledge, skills, social competences, autonomy, so that the learning outcomes targeted within the German education system can be duly represented in the framework. By that it demonstrates that in the German educational system there is a holistic and practically oriented view and understanding of the term “competence”. In contrast to the EQF, each level of the German DQR includes a short introductory text, which describes the requirements at the respective level (“Level indicator”). All in all the DQR levels refer equivalently to the levels of the EQF. This means e.g. that a qualification, which is attributed to level 4 of the DQR/ NQF corresponds to level 4 of the EQF.

In the German DQR, the vocational educations and trainings within the dual system leading to the qualifications described under 1) correspond to level 4 (for the three year VETs) and to level 3 (for the two year VETs). The further vocational training acquired at university level as the master degree relate to level 6 for the bachelor degree and to level 7 for the university master degree.

#### 4.4. ITALY

The National Qualification Framework (NQF) of Italy contents of 8 levels of qualifications; these levels comply with their equivalents in the European qualification framework (EQF).

Basic requirement for the profession of “Hotelier” is the High school diploma of “Technician of touristic services”, while for the profession of “Restaurateur” is the High school diploma of “Technician of the food services”. Both of them correspond to NQF level 5, EQF level 5.

EQF	NQF Italy	
Level 5	Level 5	High school diploma of “Technician of touristic services” and High school diploma of “Technician of the food services”

#### 4.5. POLAND

The National qualifications framework (NQF) of Poland contents of nine levels of qualifications including level zero – pre-school education. The pre-school education covers preprimary educational system. The other eight levels comply with their equivalents in the European qualifications framework (EQF). The level zero hasn’t got an analogue in the EQF. It is

included for completeness of the NQF with the entire educational system and all professional qualifications under the national legislation.

“Hotel management”, “tourism and hotel industry management” or other specializations in the field of tourism, hospitality, gastronomy or recreation are taught at HEIs and lasts three years during first-cycle studies and two years during second-cycle studies. It corresponds to the sixth and seventh level of qualification in professions “Hotel” and “Restaurant”.

#### **4.6. ROMANIA**

The **National qualifications framework (NQF)** of **Romania** contains of nine levels of qualifications including zero (preschool education) level. The preparatory level covers preprimary educational system. The other eight levels comply with their equivalents in the **European qualifications framework (EQF)**. The preparatory level hasn't analogue in the EQF. It is included for completeness of the NQF with the entire educational system and all professional qualifications under the national legislation.

"Management of hospitality" is taught in colleges, lasting two years and corresponds to the fourth level of qualification in professions "Hotel" and "Restaurant". The curricula include specific theoretical and practical training in the technology of the various types of service activities in the field of hospitality.

#### **4.7. SPAIN**

Spain has a 5-level structure in VET and higher education (HE).

##### ***Descriptors/ Use of learning outcomes:***

The standards that show the 5 VET-levels have been written in terms of learning outcomes and are defined taking into account professional competences asked by employers and industry using criteria such as knowledge, initiative, autonomy, responsibility and complexity.

The legal basis for the work with NQF has been established through the 2002 Law on "Qualifications and Vocational Training" and the 2006 Law on "Education".

**The National Qualifications Catalogue** identifies the most significant qualifications in the various production sectors and should be included in the professional training programs in the educational and/or labor area. To date a total of 644 qualifications has been published. They are grouped in 26 professional sectors .

Development work builds on reforms in all subsystems of education and training. The NQF development is broadly based on various acts and decrees, defining and regulating different education and training subsystems, including:

- Non-university formal education qualifications.
- Higher education qualifications (Universities).
- Professional competences: (recognition of professional competences acquired through professional experience).

**Approach to the Spanish National Qualification System**

NQF	Isced Code	Education System	EQF Level	CNCP level
MECES	Isced 6. Second stage of tertiary education Bologna process	PhD	Level 8	--
		Master	Level 7	Level 5
	Isced 5a. First stage of tertiary education (Prior Bolonia process)	Bachelor	Level 6	Level 4
	Isced 5b. First stage of tertiary education: Not-University tertiary programmes	VET Higher level	Level 5	Level 3
MECU	Isced 3. Second cycle of Secondary Educ	VET Medium level	Level 4	Level 2
		Compulsory secondary education (ESO).	Level 3	
	Isced 2. First cycle of Secondary Educ.	Primary education	Level 2	Level 1
		Primary education	Level 1	--

Source: IFES

### Hotel Management

In order to access to General Manager of Hotel positions, EQF 6 Higher Education Degree is required in Spain. **ECTS**: 240. This Degree can only be taught at Universities but not at Post secondary/ post secondary VET schools where upper IVET is taught.

Nevertheless, many management competences can be acquired by obtaining IVET Upper level Touristic Lodgement Management degree (EQF 5), but this degree is not granting by itself access to be General Manager of Hotels, regardless of the hotel size. These professionals awarded with Upper level IVET Touristic lodgement Management carry out their activities in Hotel/Lodgement functional areas management, leadership and supervision: front desk, reservations, floor and events.

Minimum learning modules, competences and learning outcomes are regulated by REAL DECRETO 1686/2007, 14th December. These studies are awarding the Upper Technician of Lodgement Management services Degree.

### Restaurant Management

In order to access to Manager of restaurant positions, EQF 5 Upper IVET Degree is required in Spain.



Minimum learning modules, competences and learning outcomes are regulated by Real Decreto 688/2010, 20th May. These studies are awarding the Technician of Restauration services Degree.



EQF	NQF Bulgaria	NQF France		NQF Germany	NQF Italy	NQF Poland		NQF Romania		NQF Spain
Level 8 →	Level 8 → Doctor	Level 1 → Doctorate grade		Level 8 → Promotion	Dottorato (PHD)	Higher education – doctoral studies (only at Higher Education Institutions of university type)		Doctor		Level 8 → Doctor
Level 7 →	Level 7 → Master	Level 1 → Master grade		Level 7 → Master degree	Laurea Magistrale (Master Degree )	Higher education – second-cycle studies or long-cycle studies (at Higher Education Institutions of university type and of non- university – vocational type) – Master's degree	III-rd degree of profession al education	Level 7 → Master		Level 8 → Doctor
Level 6 →	Level 6 → Professional bachelor of ..." ; "Bachelor"	Level 2 → Bachelor grade		Level 6 → Bachelor	Laurea Triennale (Bachelor or	Higher education – first-cycle studies (at Higher	II-nd degree of profession al education	Level 6 → Profession al bachelor		Level 6 → Bachelor



						Degree )	Education Institutions of university type and of non-university – vocational type) – Bachelor's degree		of ..." ; "Bachelor "		
Level 5 →	Level 5 → Post-secondary education , should be performed in professional colleges and vocational training centers - Organization and	IV-th degree of vocational qualification;	Level 3 → BTEC Higher National Diploma Marketing and management / administration of hotels – Hospitality - Cooking / Services  Professional courses level : Catering - Dessert cooking Barman  Professional		Level 5 → IT Specialist, Service technician	Diploma di tecnico superiore (Higher technical education diploma )	Post-secondary non-tertiary education – Post-secondary schools (intended for graduates of general upper secondary schools who want to acquire vocational education); Age 18-19/20 years; 1 grade or 1 to 2,5	I-st degree of professional qualification	Post-secondary education , should be performed in professional colleges and vocational training centers - Organization and Management in	Level 6 → Professional bachelor of ..." ; "Bachelor or"	VET Higher level

	Management in the restaurant / hospitality - Company manager		certificate of the Ministry of Employment: Restaurant manager				grade		the restaurant / hospitality - Company manager		
Level 4 →	Level 4 → Secondary general education ; Age 15-20 years/ Vocational schools 9-13 grade - Hotelier/ Receptionist / Restaurateur	III-rd degree of vocational qualification;	Level 4 → BTEC National Diploma Advanced (professional A-Levels) Cook – Waiter – Barman –Housekeeper –sommelier Professional courses level : Catering - Dessert cooking Barman  Professional certificate of the Ministry of Employment:	3 years after the end of secondary  1 year	Level 4 → Post-secondary education in the dual system (3 years dual training leading to the positions of Hotelfachmann/-fachfrau, Hotelkaufmann, Hotelkauffrau)	Diploma professionale di tecnico, Diploma liceale, Diploma di istruzione tecnica, Diploma di istruzione professionale,	General education – Upper secondary school; Age 15-18 years; 1 to 3 grade	Secondary general education ; Age 15-20 years/ Vocational schools 9-13 grade - Hotelier/ Receptionist / Restaurateur	III-rd degree of vocational qualification;	VET Midium level	

			Desk clerk in hotel Responsible of cooking Governess in hotel business			Certificato di specializzazione tecnica superiore (High school Diploma)				
Level 3 →	Level 3 → General Education at profiled high schools and/ or profiled classes, Age 15-19 years; 9 - 12 grade - Cook/ Waiter/	II-nd degree of vocational qualification;	Level 5 → Certificate of vocational ability Cook – Waiter - Coffee bar  Professional certificate of the Ministry of Employment: Restaurant waiter Restaurant agent Hotel agent (maintenance and service in rooms)	2 years	Level 3 → Post-secondary education dual system but only 2 years or two years of professional training at full-time vocational colleges (e.g. Fachkraft	Attestato di qualifica di operatore professionale (Certificato di professional qualification)	General education at profiled classes – Technical upper secondary school; Age 15-19 years; 1 to 4 grade; or Basic vocational school; Age 15-18 years; 1 to 3 grade	I-st degree of professional qualification		Compulsory secondary education



	Bartender		Cook		im Gastgewerbe)						
Level 2 →	Level 2 → General education - primary education, Age 13-15 years; 5 to 8 grade; Valet, concierge, hotel/restaurant worker	I-st degree of professional qualification	Not applicable		Level 2 → Vocational preparation (one year of full time vocational school)	Certificato delle competenze di base acquisite in esito all'assolvimento dell'obbligo di istruzione (Compulsory education certificate)	General education – Lower secondary school education; Age 12-15 years; 1 to 3 grade				Primary education
Level 1 →	Level 1 → General education - initial stage of primary education;		Not applicable		Level 1 → Vocational preparatory classes	Diploma di licenza conclusa	General education – Primary education; Age 6-12 years; 1 to 6 grade				



	Age 6/7-11 years; 1 to 4 grade			provided by the employment agency for pupils having just finished their secondary school education	iva del primo ciclo di istruzione (Lower secondary school leaving diploma)				
	Level 0 Preparatory level	Not applicable	Not applicable	Not applicable	Not applicable	Pre-school education – Nursery schools, pre-school classes in primary schools, other pre-school settings, including pre-school units and centres; Age 3-5 years; 1 to 3 grade (for 5 years old children it's obligatory)	Not applicable	Not applicable	Not applicable

## **5. Learning areas, units and outcomes for the profession “Manager of small hotel” and “manager of small restaurant” according to the national educational requirements**

### **5.1 BULGARIA**

The core requirements regarding the learning areas, units and learning outcomes for the two occupations in Bulgaria are described in State educational requirements (SER) for "company manager", "hotelier" and "restaurateur". These are documents that are elaborated on the basis of consensus among all stakeholders, consulted by the responsible institutions at national level and approved by the Minister of Education and Science.

With their publication in the Official Gazette, SER become mandatory document for all institutions in the VET sphere that provide vocational education and training leading to a professional qualification in these professions.

The RESPONS project selected for Bulgaria the EQF 5<sup>th</sup> level, because according to Bulgarian State educational requirements the profession "Company Manager" (i.e. Manager of a small hotel / restaurant) requires IV-th degree of vocational qualification and this corresponds to NQF/EQF 5-th level to which the requirements stipulated by SER for "hotelier" and "restaurateur" are added.

According the State Educational Requirements the framework for «Company Manager» is the following:

#### **«Company Manager»**

##### **Learning area A – General knowledge for „Company Manager“:**

Unit 1 Compliance with labor regulations and standards for safety at work

Unit 2 Control of working documentation

##### **Learning area B – Specific knowledge for „Entrepreneurship and Management“ :**

Unit 3 Communication with colleagues, customers, partners and suppliers

Unit 4 Developing a business plan

Unit 5 Organisation of staff

Unit 6 Use of accounting and financial information for management purposes

According the **BG SER** the frameworks for “hotelier” and “restauranteur” include the following:

**«Hotelier»:**

**Learning area A - „General compulsory vocational training ”- unified for all professional fields**

LO 1 Controls compliance with OHS and environmental protection

LO 2 Knows and applies the principles of business communication, applies the rules of public relations

LO 3 Applies system of labor’s organization, promotion, planning and control.

Works established forms and deadlines for conducting operational, statistical and accounting activities.

LO 4 Knows, implements and complies with the requirements of Labor Act. Understands the contractual relationship between employer and employee.

LO 5 Able to team work.

LO 6 Implements social and psychological requirements and management rules. Knows the socio-psychological characteristics of service and the behavior of guests. Knows the socio-psychological characteristics of the staff.

LO 7 Able to work with computer and using software. Collects, processes, uses and analyzes information.

LO 8 Provides professional contact with the guests in a foreign language. Organizes periodic courses for improving the language skills of staff in foreign language.

**Learning area B - "Branch compulsory vocational training" - unified for all all professional fields**

LO 1 Implements and controls hygiene requirements for work in the tourism industry - healthy and safety work conditions

LO 2 Applies business communication skills in foreign languages and is aware of the professional terminology in foreign languages

LO 3 Applies technology of service in tourism

LO 4 Operates machines and equipment in the tourism industry

LO 5 Knows of economics and management in tourism industry

LO 6 Knows the laws in the sphere of tourism

LO 7 Implements the rules of cultural and business communication

LO 8 Applies knowledge in marketing and advertising

## **Learning area C - „Specific, compulsory vocational training ”**

### **For" Hotelier "**

LO 9 Organizes, manages and controls the entire process - before, during and after the customer service

LO 10 Controls condition and maintenance of physical infrastructure, personnel, accounting and financial reporting, implementation of tasks, daily occupancy and sales.

LO 11 Participates in the work assignments

LO 12 Organizes and provides staff development, introduces newly appointed servants with job descriptions, with the internal regulations and others documents; organizes courses, seminars and other forms for qualification.

LO 13 Evaluates staff training

LO 14 Organizes trainings for the staff

LO 15 Instructs personnel for security and control measures.

### **For «Restaurateur»**

#### **Unit 1. Maintanance of hygiene in restaurant/ entertainment facility**

LO 1.1 Creates conditions and monitors compliance with the health and safety at work and hygiene requirements in the hospitality sector.

LO 1.2 Controls compliance with the rules to prevent environmental pollution.

#### **Unit 2. Preparation and planning of menus, pricing of products offered**

LO 2.1 Plans the menu together with the manager of the restaurant.

LO 2.2. Organizes the introduction of new dishes to periodically modify the menu

#### **Unit 3. Organization of supply and storage of food**

LO 3.1 Makes orders

LO 3.2. Organizes and controls the supply of products and dLOgi goods.

LO 3.3. Organizes and controls the storage of food products used in the preparation of culinary products.

#### **Unit 4. Working in the kitchen**

LO 4.1. Organizes and supervises the effective use of kitchen equipment.

LO 4.2. Controls the quality of food preparation and serving.

#### **Unit 5. Organization and control of the staff**

LO 5.1. Organizes and supervises the work of the staff in the restaurant.

**Unit 6. Communication with clients**

LO 6.1. Registers reservations.

LO 6.2. Participates and controls reception and accommodation of guests of the restaurant.

LO 6.3. Organizes and controls the supply and serving of food and drinks, cigarettes and cigars.

LO 6.4 Prepares the bill and receives the payment.

LO 6.5. Sends friendly guests and accompanies them to the exit.

**Unit 7. Arrangement of the restaurant for dining and entertainment**

LO 7.1. Organizes and sets the premises/ hall according to the needs of staff, guests and in accordance with the type of facility.

LO 7.2. Creates welcoming atmosphere, arranging tables functional and attractive.

LO 7.3. Fills and refills the winery and bar of the establishment.

**Unit 8. Service of orders / tables / customers**

LO 8.1. Organizes and controls the supply and serving of food and drinks, cigarettes and cigars.

**For “Catering workers”****Unit 9. Organisation of catering events**

LO 9.1. Develops (designs) and offers catering events

LO 9.2. Organizes and controls catering events.

**5.2. FRANCE**

The basic requirements regarding the learning areas, units and learning outcomes for the two occupations in France are contained in two diplomas: “BTS Hospitality manager” and “BTS “ Restaurant and Hotel business”. These diplomas were built by professionals of the sector of HORECA, by teachers and inspectors of the Ministry of Education.

According the State Educational Requirements the framework for «Hospitality Manager» is the following:

**BTEC Higher National Diploma “Hospitality Manager”**

Unit 1: Oversee and organize and/or realize all the operations concerned to the stay of the customer, the reservation in the follow-up of the departure, in two foreign languages

Unit 2 : Organize, oversee and/or realize all the relative operations in the service of floors

during the stay of the customers
Unit 3 : Participate in the definition of the strategy marketing, apply it and adapt it to the commercial situations, in a foreign language
Unit 4 : Manager the hospitality department, in a foreign language

According the State Educational Requirements the framework for «Restaurant and Hotel Business» is the following:

<b>BTEC Higher National Diploma “Hôtel / restaurant » – option A « Marketing and hotel management »</b>
1. Produce the properties and the services 1.1 Design, organize and assure the maintenance of the systems of production 1.2 Assure the supplies 1.3 Realize culinary productions 1.4 Realize productions of catering service 1.5 Realize productions of services « accommodation »
2. Commercialize the properties and the services 2.1 Lead a commercial action 2.2 Assure the sales management 2.3 Assure the external communication
3. Manage the company 3.1 Assure the human resources management 3.2 Assure the sales management 3.3 Assure the administrative management applied to the commercial sector
<b>BTEC Higher National Diploma “Hôtel / restaurant » - Option B : cooking and restaurant</b>
1. Produce the properties and the services 1.1 Design, organize and assure the maintenance of the systems of production 1.2 Assure the supplies 1.3 Realize culinary productions 1.4 Realize productions of service “restaurant” 1.5. Realize productions of service "accommodation"
2. Commercialize the properties and the services 2.1. Realize Studies and researches 2.2. Lead commercial actions
3. Manage a company 3.1 Manage the human resources 3.2 Assure the accounting and financial management 3.3 Assure the sales management 3.4 Assure the administrative management

### 5.3. GERMANY

The qualification framework for vocational training in the HORECA sector based on the German law for vocational education lays down the learning areas and outcomes to be trained for all job roles as well as the assessment and recognition procedures. These training contents are mandatory for all vocational colleges and companies providing qualification for the five officially certified and recognized HORECA job roles:

- Qualified person for hospitality businesses (Fachkraft im Gastgewerbe): Duration 2 years
- Expert for System Catering (Fachkraft für Systemgastronomie: Duration 3 years
- State certified hotel specialist for Service management & Guest relations (Hotelfachmann): Duration 3 years
- State certified hotel specialists for Hotel administration & Management (Hotelkaufmann) Duration 3 years
- Professional waiter and restaurant manager( Restaurantfachmann/-frau): Duration 3 years.

All these five HORECA job roles share the same basic vocational training as well as a common technical vocational training. Specific vocational training for each of the specific job roles complements these two joint learning areas:

#### **Learning area I: Basic vocational training**

*Unit 1: Vocational training, Labour law and collective bargaining law*

*Unit 2 Structure and organization of the apprenticing company*

*Unit 3 Health and Safety at work*

*Unit 4 Environmental protection*

*Unit 5: Customer relations, support and sales*

*Unit 6: Work organization, Use of technical devices, machines and consumables*

*Unit 7: Hygiene*

*Unit 8: Kitchen management*

*Unit 9: Service management*

*Unit 10: Back office: Organisation and communication*

*Unit 11: Supply chain management*

#### **Learning area II: Common technical vocational training**

*Unit 1: Publicity, Marketing and sales promotion*

*Unit 2: Housekeeping*

**Learning area III: Specific vocational training : Restaurant manager**

**Unit 1: Customer contact, interaction, consulting and sales**

LO1: Offer food and drinks

LO2: Conduct consultancy and sales interviews with guests

**Unit 2: Food and drink preparations at the table of the guest**

LO1: Prepare, present and serve drinks

LO2: Prepare, present and serve food

**Unit 3: Event management**

LO1: Planning and organizing parties and events

LO2: Match menu with corresponding drinks

LO3: Make organizational preparation and organize the event

**Unit 4: Reception management**

LO1: Organise service chain

LO2: Serve with different techniques

LO3: Issue the guest invoice

LO4: Balance days cash

LO5: Convert currencies

LO6: Answer requests in foreign language

**Learning area IV: Specific vocational training: Hotel Specialist (service management and guest relations management)**

**Unit 1: Customer contact, interaction, consulting and sales**

LO 1: Process inquiries and prepare offers

LO2: Confirm and process bookings

LO2: Conduct sales interviews

**Unit 2: Front office management**

LO 1: Manage reservation plans and room occupancy

LO2: Use ICT efficiently

LO3: Fulfil guest requests

LO4: Issue guest invoice

LO5: Manage and balance the hotel's day cash

LO6: Manage billing with travel agencies and tour operators

LO7: Answer requests in foreign language

LO8: Convert currencies

**Unit 3: Marketing**

LO1: Develop and carry out Marketing measures

LO2: Control the effectiveness of Marketing measures

LO3: Conduct PR activities

**Unit 4: Personnel planning**

LO1: Plan the disposition of staff per area  
LO2: Control staff performance with organizational means

**Learning area V: Specific vocational training: Hotel Specialist (administrative and financial management)**

***Unit 1: Human resources management***

LO1: Apply labour and social regulations as well as organizations regulations task oriented  
LO2: Contribute to personnel planning and recruiting  
LO3: Process new and terminated work contracts  
LO4: Know about the importance of employee appraisals  
LO5: Issue payslips

***Unit 2: Back office management: Organisation and communication***

LO1: Prepare and document meetings  
LO2: Correspondence  
LO3: Apply rules of communication and contribute to the avoidance of miscommunication  
LO4: Carry out tasks in teamwork  
LO5: Plan, coordinate and monitor deadlines

***Unit 3: Financial administration and controlling***

LO1: Prepare balance and loss accounts and annual statements  
LO2: Process payments  
LO3: Manage claims  
LO4: Control costs  
LO5: Identify data for calculation and pricing  
LO6: Conduct organizational statistics

***Unit 4: Supply chain management***

LO1: Identify suppliers and request offers  
LO2: Compare and take decision on best offers  
LO3: Purchasing and monitoring of delivery dates

***Unit 5: Customer contact, interaction, consulting and sales***

**Learning area VI: Specific vocational training: Expert for System Catering**

***Unit 1: System organization***

LO1: Know about the distinctive features of the apprenticing company compared with competitors  
LO2: Check the compliance with standards and take actions in case of deviations  
LO3: Plan and organize work processes  
LO4: Use Information and communication channels within the structure of the organization

***Unit 2: Marketing***

<p>LO1: Implement Marketing instruments organization based</p> <p>LO2: Product presentation for sales</p> <p>LO3: Assess the results of Marketing measures</p> <p><b>Unit 3: Customer contact, interaction, consulting and sales</b></p> <p>LO1: Conduct consultancy and sales interviews in view of the marketing concept</p> <p>LO2: Follow up and assess the results of sales interviews</p> <p>LO3: Answer requests in foreign language</p> <p><b>Unit 4: Human Resources Management</b></p> <p>LO1: Plan the staff assignment</p> <p>LO2: Apply labour and social regulations as well as organizations regulations task oriented</p> <p>LO3: Issue payslips</p> <p>LO4: Process new and terminated work contracts</p> <p>LO5: Contribute to personnel planning and recruiting</p> <p>LO6: Know about the importance of appraisal interviews</p> <p>LO7: Organise and conduct training measures for staff</p> <p><b>Unit 5: Financial management and controlling</b></p> <p>LO1: Check and process receipts</p> <p>LO2: Control costs</p> <p>LO3: Manage the supply chain</p> <p>LO4: Assess performance figures and suggest suitable measures</p>
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#### 5.4. ITALY

The basic requirements regarding the learning areas, units and outcomes for the two occupations in Italy are contained in the NQFs for the profession of “HOTELIER” and for the profession of “RESTAURATEUR”. As already indicated in the paragraph above, both correspond to NQF level 5, EQF level 5.

The NQF for the profession of “HOTELIER” contains 9 Units and 31 learning outcomes.

The NQF for the profession of “RESTAURATEUR” contains 11 Units and 37 learning outcomes.

Most of the contents are common for the two professions, although units are numbered differently as indicated in the table below.

HOTELIER	RESTAURATEUR
<b>Planning of work and management</b>	
<b>Unit 1</b>	<b>Unit 1</b>
<b>Health and safety work conditions</b>	

Unit 2	Unit 2
<b>Protection of the environment</b>	
Unit 3	Unit 3
<b>Communication</b>	
Unit 4	Unit 4
<b>Fitting up, maintenance and repair</b>	
Unit 5	Unit 11
<b>Technological process and organization of the work</b>	
Unit 6	Unit 5, Unit 7
<b>Assessment of the quality of the service offered</b>	
Unit 7	Unit 8
<b>Organizing and carrying out special events</b>	
Unit 8	Unit 9
<b>Offer of additional services in the hotel</b>	
Unit 9	
<b>Delivery and safe-keeping of food</b>	
	Unit 6
<b>Development of catering events</b>	
	Unit 10

## 5.5. POLAND

The program basis and educational requirements for faculties in Poland are developed by each HEI on their own with the reference to the National Qualification Frameworks. For that reason there are no common NQF for these faculties. But in the case of the faculties of Tourism there are Sectoral common NQF developed, as commissioned by the Educational Research Institute. Sectoral Qualification Frameworks for the faculty of Tourism are developed for four branches, inter alia for Hospitality and Gastronomy. Below you will find the comparison of EQF and NQF for the professions of manager of small hotel and manager of small restaurant based on the draft version\* of Sectoral Qualification Frameworks for this branches. In the EQF these professions corresponds to level 5 and in NQF to level 6 and 7 but as Sectoral Qualification Frameworks are developed only for levels from 2 to 6, therefore we provide comparison between level 5 in EQF and level 6 in NQF.

\*For now there is only draft version of the Sectoral Qualification Frameworks available because they are still developed by the Warsaw School of Economics – Department of Tourism under the supervision of the Educational Research Institute. There is expected that the ready product will be available in September.

### **Manager of small hotel**

According to Sectoral Qualification Frameworks for the branch of Hospitality, graduates of level 6 should have skills, knowledge and competences in the field of theory of tourism, tourism economy, trends in tourism sector, analytics, diagnostics and planning of hotel activities (taking into account competitors), management of hotel enterprise, management of human resources, leading apprenticeships and mentoring, ensuring high quality of services. Graduates who have these skills, knowledge and competences are expected to be professional, reliable, hospitable and caring for safety of guests and employees. EQF for this branch developed within the RESPONS project are quite similar to Sectoral Qualification Frameworks from Poland but in some aspects they broaden the range of skills, knowledge and competences of manager of small hotel, namely in aspects like environment protection, sustainable development, Corporate Social Responsibility and language skills (familiarity with at least 2 foreign languages, including English).

### **Manager of small restaurant**

According to Sectoral Qualification Frameworks for the branch of Gastronomy, graduates of level 6 should have skills, knowledge and competences in the field of the theory of gastronomy branch, relationships between tourism economy and gastronomy, trends in gastronomy, analytics, diagnostics and planning of activities in restaurant (taking into account competitors), management of restaurant, management of human resources, leading apprenticeship and mentoring, ensuring high quality of services. Graduates who have these skills, knowledge and competences are expected to be professional, reliable, hospitable and caring for safety of guests and employees. EQF for this branch developed within the RESPONS project are quite similar to Sectoral Qualification Frameworks from Poland but in some aspects they broaden the range of skills, knowledge and competences of manager of small hotel, namely in aspects like environment protection, sustainable development, Corporate Social Responsibility and language skills (familiarity with at least 2 foreign languages, including English).

## **5.6. ROMANIA**

The profession of “Manager of small hotel” and “Manager of small restaurant” can be describe as a person ( generally the owner of the small hotel / restaurant) who is responsible for planning, organizing and it is responsible for all the specific operations in a hotel / restaurant. This profession exists in the act Classification of Occupations in Romania, being called “conducator intreprindre mica – patron in activitatea hoteliere si restaurante” and having a specific working code ( COR code 141101), as all professions in Romania.

According the the Classification of Occupation in Romania, the main activities for a

## Company Manager are:

### General activities:

- to work with the public / client ( includes to serve the client in hotels / restaurants);
- to use the pc ( including software and hardware) for processing informations, making reservations, to schedule, ecc;
- to take the decisions and solve the problems ( to analyse the informations and to evaluate the results for taking the best decisions for both parts);
- to communicate with superiors , peers and subordinates ( to provide informations to superiors , colleagues and subordinates by telephone, in writing , email or in person.

### Required abilities

- to have an active listening ( to give full attention to what other people have to say, to invest the time necessary to understand the arguments, to ask questions when is necessary and to have the ability not to interrupt others at inappropriate times);
- to coordinate the team ( to adjust own shares in relation to other people);
- human resources management ( to motivate, develop and gave the good direction during their work and to identify the best person for each position needed);
- to have good skills of communication ( to communicate with the employees very well and to become very well understood).

According to **RO COR** the frameworks for “**hotelier**” and “**restauranteur**” include the following:

#### 1. For “**hotelier**”

- Knows and applies the principles of the business communication and implements their direction ( maintain frequent contact with Sales / Marketing Director
- Develops and maintains contact with business generators, meeting/convention planners, tour operators, corporate accounts, ecc
- Builds profile within local market place through attendance at various events and local marketplace

- Develop and maintain a regular pattern of sales calls, meetings with principals of target market and speak at least 2 international languages
- Works with pc for processing informations, making reservations, to schedule;
- Knows how to deal with critical situation and has people skills ( know how to solve a problem very polite, without getting nervous)

## **2. For “restauranteur”**

- Establishes restaurant business plan by surveying restaurant demand; conferring with people in the community; identifying and evaluating competitors; preparing financial, marketing, and sales projections, analyses, and estimates;
- Accomplishes company goals by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishments;
- Attracts patrons by developing and implementing marketing, advertising, public and community relations programs; evaluating program results; identifying and tracking changing demands;
- Meets restaurant financial objectives by developing financing; establishing banking relationships; preparing strategic and annual forecasts and budgets; analyzing variances; initiating corrective actions; establishing and monitoring financial controls; developing and implementing strategies to increase average meal checks;
- Accomplishes restaurant and bar human resource objectives by recruiting, selecting, orienting, training, assigning, scheduling, coaching, counseling, and disciplining management staff; communicating job expectations; planning, monitoring, appraising, and reviewing job contributions; planning and reviewing compensation actions; enforcing policies and procedures;
- Maintains patron satisfaction by monitoring, evaluating, and auditing food, beverage, and service offerings; initiating improvements; building relationships with preferred patrons;
- Maintains safe, secure, and healthy facility environment by establishing, following, and enforcing sanitation standards and procedures; complying with health and legal regulations; maintaining security systems.

## **5.7. SPAIN**

Upper IVET touristic lodgement management training modules:

0176 Bookings and reception  
0173 Touristic Marketing  
0171 Tourist Market structure  
0172 Protocol and Public Realationa  
0175 Floor department management  
0177 Human resources management  
0174 Touristic lodgement management  
0179 English

The most important learning outcomes for Small Hotel Management is the Professional module: **Touristic lodgement management**

**ECTS credit equivalent: 16**

**Code: 0174**

**Learning outcomes:**

1. Coordinates the housing area with the rest of the the tourist accommodation areas by analyzing their structure organizational.
2. Determine the financial and economic profitability projects under business investment, characterizing and valuing the different funding systems.
3. Control the economic exploitation of departments under the supervision of recognizing and determining the structure of revenue and expenditure of the same.
4. Control the implementation of management systems quality, assessing their involvement in management more efficient tourist accommodation establishments.
5. Coordinates the environmental management system characterizing the different systems of environmental management.
6. Directs analyzing rural accommodation establishments typology, applicable regulations and specificity management and service delivery.

**Upper IVET Restaurant Management  
Training modules**

0496. Control of the supply of raw materials.  
0509. Processes service coffee bar.  
0510. Processes service restaurant.  
0511. Sommelier.  
0512. Planning and management of services and events catering.  
0501. Quality management and food safety and hygiene.

- 0502. Food and nutrition.
- 0503 Administrative and commercial management in restoration.
- 0504. Human resources and team management in restoration.
- 0179. English.
- 0180. Second Foreign Language.
- 0513. Project Management Services in Restoration.
- 0514. Training and Guidance.
- 0515. Enterprise and Entrepreneurship.
- 0516. Training in workplaces.

The most important learning outcomes for Restaurant Management are:

**Training module: Planning and management of services and events catering.**

**ECTS equivalence 10**

**Code: 0512**

**Learning outcomes:**

1. Advises on the design of spaces for service in restaurants, characterizing the space needs and resources.
2. Plan catering facilities and event restoration, justifying them and characterizing them.
3. Organize services determining their structures, according to the elements and variables to be taken into account.
4. Directs the service controlling and coordinating processes and performances.
5. Apply the protocol establishing the characteristics of the elements that make up.

**Professional Module: Quality management and food safety and hygiene.**

**Equivalence in ECTS credits: 5**

**Code: 0501**

**Learning outcomes :**

1. Identify the systems of quality management characterizing the steps for its design and implementation.
2. Controls the application of quality standards characterize the methods and measuring tools.
3. Supervises the cleaning and disinfecting tools, equipment and installations assessing their impact on health and hygiene quality of products.
4. Check the good hygienic practices evaluating the hazards associated with poor hygiene.
5. Apply self-control systems based on HACCP and traceability control, justifying the principles associated with them.



6. Control the environmental management in catering establishments, recognizing its benefits and its implications to health standards.

**Duration: 50 hours**

**Professional module: administrative and commercial management in restoration**

**Equivalence in ECTS: 4**

**Code: 0503**

**Learning outcomes:**

1. Establish organizational structures in restoration, characterizing the different organizational models and business objectives.
2. Control the administrative management of restoration areas by analyzing the documentation and information reflected in it.
3. Control the budgets of the production areas, recognizing and determining the structure of provisioning levels, income and expenses of their department or establishment, as appropriate.
4. Evaluate the situation of the company relative to the market, analyzing the positioning variables and results.
5. Create the marketing plan itself catering companies, characterizing the elements that make up and establishing strategies and actions.
6. Design gastronomic offers, characterizing and selecting the elements and variables that shape.

**Duration: 35 hours**

**Professional Module: Human resources and team management in restoration**

**Equivalence in ECTS credits: 3**

**Code: 0504**

**Learning outcomes:**

1. Determine the jobs and functions in the area of restoration, characterizing the different professional profiles.
2. Plan human resources, applying the organization systems dependent personnel.
3. Assists in the selection of staff, taking into account the expectations and needs of the company.
4. Integra the staff of the company, adapting existing models of organization of human resources.
5. Directs the equipment, applying the techniques of human resource management for achieving the objectives.

Duration: 35 hours

## 6. CONCLUSIONS

Education is a very vital option in the development of the tourism industry. Training and training systems do play an important role when talking of the need of upgrading the skills but new forms of work organization and a more complex business environment requires new approaches to training. In addition there is a need to look on all the processes where people are learning in order to understand and improve the totality of the possibilities for developing the human resources as a basis for innovation, productivity, quality and competition in the tourism industry.

There are many differences in tradition and the variety of the models presented by the RESPONS partners, which makes quite challenging a detailed analysis of the training systems in this document.

On the basis of a comparison of the country reports one can see that the globalization of products, services and markets already affects the tourism sector in Europe to an extent where there are more similarities than differences between the factors that affect tourism in all the partner countries and thereby the learning needs.

In fact, education systems across Europe and in particular, tourism education and training systems seem to be constantly in a state of flux. In some of the countries the national tourism education and training systems are going through, have recently undergone or are planning to undergo reforms in order to improve quality to introduce new ways of teaching and establish better links with industry. At national level training systems are being improved and the results of these reforms remain to be shown on a larger scale.

The **European Qualifications Framework (EQF)** acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. The EQF provided by RESPONS partners is intended to become a

working tool for many HORECA managers across EU to support their continual improvement but also to support their human resources decisions.

A **National Qualifications Framework** (NQF) is a formal system describing qualifications. 47 countries participating in the Bologna Process are committed to producing a national qualifications framework. Other countries not part of this process also have national qualifications frameworks.

The core of the **EQF** concerns eight reference levels describing what a learner knows, understands and is able to do – 'learning outcomes'. Levels of **NQFs** are placed at one of the central reference levels, ranging from basic (Level 1) to advanced (Level 8). This enables a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

- *The country sheets are demonstrating that the system of vocational education and training for Hospitality sector is quite different and reflects the traditions in the national education schemes. The analysis of the provided summaries demonstrates a wide variety of solutions within the area of vocational education. It is obvious that the various countries took different decisions about knowledge, skills and abilities required by the managers of HORECA SMEs. It is quite understandable that there are still gaps within the vocational education and training in such various countries taking into account that some of them are developing tourism for centuries and some of them just from decades or years.*
- *The NQF and the place of the vocational education and training for hotel and restaurant managers within the National Qualification Frameworks are also different. **Qualifications frameworks** need to build on broad ownership and support to be successful. This is surely an important lesson to learn from various activities up to now. The involvement of all relevant stakeholders in developing and implementing qualifications frameworks supports their success regarding two aspects - awareness and "ownership". This is the approach which RESPONS project has been selected - wide base of various stakeholders.*
- *Based on the principles of EQF and NQFs, the project delivers **European Qualification Framework for Manager of small hotel and Manager for small restaurant**. It is intended to become a working tool for many HORECA managers across EU to support their continual improvement but also to support their human resources decisions.*



- *Learning areas, units and outcomes for the profession “Manager of small hotel” and “Manager of small restaurant” according the educational requirements are bringing new ideas but also reflect existent situation for many of the partnering countries.*
- *The RESPONS project builds on the desire of the managers of small hotels and restaurants to improve their knowledge, skills and competences. The learning tools elaborated by the project belong to **the informal learning** but are applicable at various phases of the formal vocational education as well.*

**What is the role and function of qualifications referenced to EQF level 5 for further learning and employment ?**

