Odisee
DE CO-HOGESCHOOL

Campus Brussel – Erasmus – Warmoesberg 26 - 1000 Brussel
Campus Brussel – Terranova – Blekerijstraat 23-29, bus 1 – 1000 Brussel
Campus Schaarbeek – Huart Hamoirlaan 136 – 1030 Brussel
Campus Dilbeek – Stationsstraat 301 – 1700 Dilbeek
Campus Aalst – Kwalestraat 154 – 9320 Aalst - Nieuwerkerken
Technologiecampus Gent – Gebroeders De Smetstraat 1 – 9000 Gent
Campus Sint-Niklaas – Hospitaalstraat 23 – 9100 Sint-Niklaas

OVEREENKOMST
Odisee - external reviewer NECTAR

Tussen Herman Vandevijvere
(naam, adres en e-mailadres/ naam, zetel en vertegenwoordiger indien rechtspersoon)

Herman Vandevijvere
Montboron BV
Tolstraat 29
2000 Antwerpen
Ond.nr: 0536.615.876
Herman.Vandevijvere@kdg.be
+32 477 502317

en de vzw Odisee, Warmoesberg 26, 1000 Brussel, met ondernemingsnummer 0408429584,

vertegenwoordigd door Jo Praet, studiegebieddirecteur Handelswetenschappen en Bedrijfskunde, hierna genoemd "Odisee"

wordt overeengekomen als volgt:

Herman Vandevijvere aanvaardt de aanstelling als external reviewer van het onderzoeksproject NECTAR, waarbij hij optreedt als onafhankelijk expert.

Odisee vervult de rol van projectcoördinator van dit onderzoeksproject.

De specificaties van de opdracht van external reviewer t.b.v. het onderzoeksproject NECTAR, worden vermeld op de pagina's 4 en 5 van het document 'ANNEX external reviewer'. Dit document wordt als bijlage toegevoegd aan deze overeenkomst en maakt integraal deel uit van deze overeenkomst.

Het gaat over de volgende specificaties:
- rol van de external reviewer
- doelstellingen van de evaluatie
- niet nakoming van verbintenissen en beëindiging
- vergoedingen.

In het kader van de vervulling van zijn opdracht zal de external reviewer in de loop van deze overeenkomst minstens een keer ter plaatse gaan bij elke projectpartner. Ook zal de external reviewer minstens twee keer per jaar de transnationale meetings bijwonen.

De external reviewer zal de vertrouwelijkheid bewaren van de onderzoeksresultaten van NECTAR en van alle documenten en bestanden die hij ontvangt of opmaakt in het kader van

zijn opdracht, ook na de afloop van deze overeenkomst. Hij zal deze resultaten, documenten en bestanden niet verder gebruiken of bekendmaken tenzij na voorafgaande schriftelijke toestemming van alle projectpartners.

De external reviewer verklaart dat er geen belangenconflict bestaat tussen zijn opdracht als external reviewer van NECTAR en zijn andere activiteiten. De external reviewer zal ook bewaken dat dergelijk conflict niet ontstaat.

De voertaal van de opdracht van external reviewer in het kader van het onderzoeksproject NECTAR, in het bijzonder van de rapportering, is het Engels. De external reviewer verklaart deze taal hiertoe voldoende te beheersen, zowel schriftelijk als mondeling.

De contactpersoon van Odisee i.v.m. de uitvoering van deze overeenkomst is:
Marjolein Winters
Projectmanager NECTAR
marjolein.winters@odisee.be
Tel.nr. +31625534627.

Het correspondentieadres van Odisee voor alle officiële briefwisseling is:
Odisee vzw
Cel juridische zaken en verzekeringen
Warmoesberg 26
1000 Brussel.

Het rekeningnummer op naam van **Montboron BV**, voor betaling van de vergoedingen is:
BE60.0016.9673.1070

Deze overeenkomst treedt in werking na de ondertekening door beide partijen en eindigt op 30/11/2023.

Aldus opgemaakt te Brussel op 15 januari 2021.

In 2 originele exemplaren, waarvan elke partij erkent een exemplaar ontvangen te hebben.

Voor Odisee

Herman Vandevijvere

Jo Praet
studiegebieddirecteur
Handelswetenschappen en Bedrijfskunde

Bijlage : ANNEX external reviewer

Information about the project

The promotion of Active and Healthy Ageing (AHA) at all age of life is a "worldwide" key point of public health strategy. Many EU and regional policies recognized nutrition as key element for all citizens' AHA, in a lifelong care approach. WHO and evidence-based research point out that malnutrition should be tackled through an international common structured approach, based on the integration of different care levels and managed by inter-professional teams. In this context, a skilled public health workforce, delivering high-quality nutrition services in health care settings, is needed.

NECTAR addresses a mismatch which has been identified between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and final end users in order to play a pivotal role in Primary Food Care (PFC).

Based on a "culinary/ clinical integrated approach", NECTAR will deliver an EU Occupational Profile for Chef Gastro Engineering and an EU Curriculum for the certification of this profile. Chef Gastro-engineering (CGE) will be an innovative and pivotal figure in PFC, skilled on food management and kitchens coordination, addressing end-users need such as teste deteriorations/ alterations, swallowing and chewing problems, personalizing recipes and cooking processes; CGE will be have the technical skills to use various ICT tools for older adults home monitoring and personalization of care.

CGE Curriculum will be an European, innovative, learning outcome-oriented and modular one. Thanks to its flexibility and modularity, the Curriculum could be instantiated in national Curricula, considering local and contextual constraints. The Curriculum will be tested through 5 pilots courses delivered in Belgium, Portugal, Austria and Italy. NECTAR Alliance includes 12 partners from 4 Countries. The most of them have been collaborating since eight years in the European Innovation Partnership on AHA about this topic and will provide sustainability and scaling-up to project results.

Aims and objectives of the project

The main SCOPE of the NECTAR project is to overcome the identified mismatch between the skills currently offered by cooks and chefs working in hospitals, residential care and homecare and those actually demanded by healthcare institutions, private service providers and final end users in order to play a pivotal role in PFC.

Targeting the barriers identified in Sect. I.1, the project will pursue the following OBJECTIVES, at national and EU level:

1. to increase the specialization level of cooks and chefs working in PFC by:
    1a. fostering the definition of proper national and regional qualifications;

1b. improving the awareness and informing the main stakeholders about the need of specialized chefs in PFC;

2. To foster the development of curricula for specialized chefs in PFC referring to a formalized EU profile fitting the actual and current needs of PFC, by:
    2a. defining a "Chef Gastro Engineering" (CGE) EU Occupational Profile based on the "culinary/ clinical integrated approach"

    2b. defining CGE EU Curriculum based on the CGE Occupational Profile

    2c. providing VET providers with guidelines supporting the instantiation of local curricula based on an EU CGE Curriculum and providing guidelines for the validation of prior learning (formal and informal)

3. To enhance investments on specialized chefs in PFC by:
    3a. providing recommendations for efficient investments on CGE both for public and for private employers.

    3b. setting up agreements between competent institutions, building mutual trust and setting the framework for the CGE CURRICULUM credit transfer.

The abovementioned objectives will be pursued through a number of ACTIVITIES.

As a first step, an Occupational Profile (OP) for CGE will be defined, as the EU benchmark for VET of chefs in PFC. Existing research evidence on chefs' skills needs will be integrated, in order to make the OP as adherent as possible to the current (and future) working and occupational contexts for CGE.

The OP will be informed by ESCO and EU Skills Panorama and will be compliant with ECVET, so that the OP will allow the 'translation' of skill needs into a European, innovative, learning outcome-oriented modular VET Curriculum for CGE. Thanks to its flexibility and modularity, the Curriculum could be instantiated in national Curricula, considering local and contextual constraints. Specific Guidelines will be produced in order to provide VET designers with instructions about how to instantiate the EU Curriculum into local ones.

An iterative process of evaluation will be carried out, in order to validate and improve the European Curriculum and the Guidelines: progressive feedbacks will be collected from different stakeholders and 5 pilots will be designed and then delivered in Belgium, Portugal, Austria and Italy to test their effectiveness.

ICT tools, Open Contents and further guidelines will be provided for the effective implementation of the curricula targeting specifically VET trainers and teachers.

An intense dissemination of project results will be carried out reaching out to stakeholders, policy makers, VET providers, etc., as well as a scaling-up strategy rooted in the EIP on AHA so as to guarantee transferability and exploitation of project results among different target users and stakeholders. A Memorandum of Understanding (MoU), setting the framework for the CGE Curriculum credit transfer will be drafted and signed by at least all VET Providers and Regulatory Bodies full partners of the project and by at least 10 external ones.

Expected results

R-I. A reference EU Occupational Profile for Chef Gastro Engineering (CGE) fitting the actual and current needs of PFC and on the "culinary/ clinical integrated approach".

R-II. A reference EU Curriculum for CGE based the CGE Occupational Profile.

The EU curriculum will play a reference role at European level for CGE VET. The curriculum will be:

- "learning outcome oriented" and compliant with the main EU standard and tools for VET
- general and "across-the-board", as well as flexible and adaptable to different contexts and EU countries.

Two releases: M12 and M35.

R-III. Web based step-by-step guide supporting the CGE EU Curriculum localization

It will be available for free on the web for any VET designer who would like to adapt the EU curriculum to his/her national or local context. It will include downloadable tools and practical guides.

R-IV. Guidelines for teachers for curriculum implementation

The guidelines will contain indications and methodological recommendations for teachers on how to use and customize the tools proposed by the project, as well as how to identify the most adequate teaching and learning methods for the delivery of the activities.

R-V. NECTAR Educational toolkit platform.

On this platform, the e-learning course modules will be provided. It will be in English and will support a Multilanguage interface.

R-VI. Pilot Teachers Online Training

Through the Educational toolkit platform, teachers of the pilots will be trained to the use of patterns and plans, the whole teaching toolkit, as well as to the guidelines for curriculum implementation.

R-VII. Teaching Toolkit and Multilingual Open Contents

The Teaching Toolkit will be a collection of documents supporting the knowledge transfer process by considering different teaching approaches/methods and relevant pedagogical concepts; it will enrich the delivery of the project with Multilingual Open Contents, delivered in EN, IT, DU, PT and GE

R-VIII. The design documents of five localized curricula in Belgium, Portugal, Austria, Liguria and Campania Instructional Design documents of five national curricula in Belgium, Portugal, Austria and Italy will be produced starting from the EU Curriculum.

R-IX. The design documents of five pilot courses Belgium, Portugal, Austria, Liguria and Campania

The localized curricula will be furtherly instantiated into specific pilot courses, detailing specific materials, timing, course programs, teachers, logistics, etc.

R-X. Five pilot courses in Belgium, Portugal, Austria, Liguria and Campania

The number of students will span from 20 to 60 per pilot. The total amount of hours will span from about 750 to 1000 and will include presence learning, e-learning, work-based learning and innovative methods. Every pilot will award a certification for the Chef Gastro Engineering (CGE) qualification.

R-XI. Policy Recommendations for efficient investment on chefs gastro-engineering in primary food care

Recommendations to public and private employers, but also policy makers and regulatory bodies, enhancing the integration of this CGE in PFC

R-XII. NECTAR Memorandum of Understanding

It an agreement between competent institutions which sets the framework for the CGE Curriculum credit transfer; it is supposed to be signed by at least all VET Providers and Regulatory Bodies, full partners of the project and by at least 10 external ones.

Role of the External Reviewer

The expert will use his/her interest and expertise in issues relating to nutrition as key element for all citizens to:

- Reviewing the project deliverables and provide inputs through comprehensive reports.
- Provide expert advice on further explore the issues of the project

The aim, complementary to the Advisory Board's goals, is to provide an "independent external quality assessment at mid-term and at the end of the project". In its final report, the **together with the mid-term project progress and final reports. The reports will be submitted** participating organizations will have to demonstrate the follow-up actions resulting from the recommendation of the mid-term quality assessment.

Evaluation work includes formulating recommendation on the project deliverables and milestones submitted to the Commission. The evaluator shall apply to the best of his/her abilities, his/her professionals skills, knowledge and ethics, in accordance with the guidelines and time schedules provided by the project coordinator.

Goals of the evaluation

According with the quality assessment plan, the external evaluator will be in charge of:

1. Review the project status for M18 (May, 2022) and provide recommendations for the next project steps. The recommendations will be included in the project **mid-term report** to the European Commission.

2. Review all the results and deliverables for the **final report** M36 (November, 2023), assessing whether the recommendations were taken on board.

The external reviewer may contact all project partners individually if there are questions on the process of elaborating the deliverables.

The external reviewer has to produce two evaluation reports, one mid-term report to be submitted to the project coordinator at the latest in May 2022 and a final evaluation report to be submitted in November 2023.

Inability to perform obligations and termination

If for some reason the expert is not able to fulfil their obligations for a given work, the NECTAR project coordinator should be informed immediately.

The expert may not delegate another person to carry out the work or be replaced by other person without the prior written agreement of the NECTAR project coordinator.

In case of non-performance of the work and/or breach of any substantial obligations, including obligations relating the declarations of confidentiality and of no conflict of interest, the NECTAR project coordinator may at any time instruct the expert to cease evaluation work immediately, which Odisee will confirm by registered mail. Furthermore, the termination of the contract with the expert, shall become effective three days after the sending of the formal notification by registered mail by Odisee.

Payments

The fee for the activity of the professional will be equal to 9.000,00 euro (including VAT). The payment is made in euros.

The overall amount shall not exceed the maximum possible contribution of 9.000,00 euro.

The NECTAR project coordinator reserves the right to refuse to make a contribution for any report or other deliverable required by the appointment letter that is submitted beyond the date specified above under specific conditions.

The NECTAR project coordinator shall disburse the corresponding payment according to the following rules:

- The payment will be divided in three tranches of the total fee.
- 20% after signed agreement by both partners; 40% after delivering the mid-term report; 40% after delivering the final report.
- The payment of 20% will be performed by the NECTAR project coordinator within 30 days after the signing of the agreement and the payments of 40% within 30 days after receiving the reviewer reports.

ANNEX 2: Overview over the project activities

Work package No.	1
Title	MANAGEMENT
Work package/Activity type *(The substance of the work planned including production, testing, etc.)*	☐ Preparation ☒ Management ☐ Implementation ☐ Quality Assurance and Evaluation ☐ Dissemination and Exploitation of results
Description *(Recommended limit: 1000 characters)*	The WP1 is the Management work package, which is aimed to the overall coordination of the Alliance and will be active for the whole duration of the project. Its main objective is to guarantee the following: • that the research project is carried out according to the settled time schedule and budget; • that the project objectives are efficiently achieved; • that an effective and coordinated work structure is created and maintained to manage risks; • that the Erasmus+ rules are followed, maintaining a continuous link with the EC. The Applicant, ODISEE, oversees the overall project management and it is responsible for monitoring the activities performed by the alliance and guaranteeing for their quality. The main activities are: • Management organization matched to the project complexity. • Efficient communication channels established within the alliance. • Clear definition of contractual requirements and relationships. • Adequate and continuous planning and control. • Periodic meetings to guarantee coordination and continuity of work. • Steering Committee for oversight. • General Assembly to guarantee participatory approach in decision-making.
Tasks	

Task 1.1 Project Management – leader ODISEE (M1-M36)

This task incorporates all the activities the Project Coordinator has to perform in order to guarantee that (i) the project is carried out according to the settled time schedule and the (ii) the project objectives are efficiently achieved. In detail the activities covered in this task are related to the:

- Overall project management
- Organization of coordination meetings
- Local project management
- Developing progress and final report

Deliverables

D1.1.1 Progress Activity Report (M18)
D1.1.2 Final Activity Report (M36)

Task 1.2 Administrative Management – leader ODISEE (M1-M36)

The Applicant will be responsible for performing the administrative and financial co-ordination activities that are required under the EC contract, i.e.(i) to ensure the project operates within its budget and (ii) to guarantee that administrative and financial reporting obligations are respected.

The main activities of the task will be:

- To manage and control project resources, schedules and activities.
- To ensure the integration of administrative related tasks.

To do so, in addition to the official deliverables (see below), the PC will organize 6-monthly internal administrative and financial reporting sessions, in such a way to continuously monitor the status of each member/WP.

Deliverables

D1.2.1 Progress Costs Report (M18)
D1.2.1 Final Cost Report (M36)

Task 1.3 Risk Management and Conflict Resolution – leader ODISEE (M1-M36)

This task is dedicated to identifying any possible risks to the project following a "risk management" approach.

A Risk Management Plan (RMP) will be developed by M3 considering the main project objectives and expected results, the main risks identified at the proposal stage and at the kick-off of activities. The main tool for the risk management will be the Risk Register (RR), it will be updated throughout the lifespan of the project and discussed by the Steering Committee at each meeting.

Deliverables

D1.3.1 Risk Management Plan (M3)
D1.3.2 Progress Conflict and Risk Report (M18)
D1.3.3 Final Conflict and Risk Report (M36)

Participating organisations	Task 1.1: ODISEE, SI4LIFE, MP, RL, SCMA, UALG, WIAB, MUG, STYCC, RC, ITS-BACT, RSCN.
	Task 1.2: ODISEE
	Task 1.3: ODISEE
Lead organisation	ODISEE
Estimated end date	Month 36
Estimated start date	Month 1

VI.1.2. Results (outputs and outcomes)

Number	D1.1.1 (M18)	
	D1.1.2 (M36)	
Title	Progress Activity Report	
	Final Activity Report	
Type	Report	
Expected Result (output or outcome)	Description	The document will summarize the progress of all the work packages, including, if necessary, any issue that may arise along with the proposed corrective actions taken.
	(Recommended limit: 300 characters)	

Due date	M18 M36
Language(s)	English
Media(s)	Electronic version published online

Dissemination level	☐ Public
	☒ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*
	☐ Confidential, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D1.2.1 (M18) D1.2.2 (M36)
Title	Progress Costs Report Final Costs Report
Type	Report
Language(s)	English
Due date	M18 M36
Media(s)	Electronic version published online
Expected Result (output or outcome)	
Description *(Recommended limit: 300 characters)*	The deliverable will report the financial aspects of the project, verifying that the project operates within its budget and that administrative and financial reporting obligations are respected.
Dissemination level	☐ Public
	☒ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*
	☐ Confidential, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D1.3.1
Title	Risk Management Plan

Type	Report
Description *(Recommended limit: 300 characters)*	The Risk Management Plan (RMP), starting from the already identified project risks, will define procedures and tools for analyzing and managing possible risks affecting the project by defining: risk categories, risk probability, risk impacts, roles and responsibilities in Risk Management and a plan of activities. A Risk Register (RR), i.e. the main tool for the risk management will be drafted as well as procedures to manage it.
Due date	M3
Language(s)	English
Media(s)	Electronic version published online
Dissemination level	☐ Public
	☒ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*
	☐ Confidential, only for members of the consortium *(including EACEA, Commission services and project reviewers)*
Expected Result (output or outcome)	

Number	D1.3.2 (M18) D1.3.3 (M36)
Title	Progress Conflict and Risk Report Final Conflict and Risk Report
Type	Report
Description *(Recommended limit: 300 characters)*	Referring to the first part of the project, the report will include identified risks along with their response actions, formalized in a Risk Register. Furthermore, the strategy for conflict prevention, identification and resolution will be outlined as well as its implementation in the identified period.
Due date	M18 M36
Language(s)	English
Media(s)	Electronic version published online
Dissemination level	☐ Public
	☒ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*
	☐ Confidential, only for members of the consortium

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 1 000 characters).

WP1 is the work package devoted to the management issue. It is leaded by ODISEE and all the participants are involved in its main Task. The unit costs assigned to this WP are mainly related to the above mentioned activities and assigned with the following criteria:

- for ODISEE by estimating the working days that they will use in managing and monitoring the project progress and financial aspects;
- for the Steering Committee members by estimating the working days that they will use in monitoring activities and meeting to ensure the achievement of project objectives as well as in identifying remedial actions if necessary;
- for Project Partners by estimating the working days necessary to provide reporting documents (such as the 6 month financial reports) and to attend to meeting envisaged to guarantee participatory approach in decision-making process.

The total unit of costs associated to this WP is 520 distributed between tasks as following:

- Task 1.1: total of working days 425 for the Alliance members;
- Task 1.2: total of working days 50 related only to Applicant activities.
- Task 1.3: total of working days 45 related only to Applicant activities

VI.1.1. Work package 2 description

Work package No.	2
Title	**DEFINITION OF A CHEF GASTRO ENGINEERING OCCUPATIONAL PROFILE**
Work package/Activity type	☒ Preparation ☐ Management ☐ Implementation *(The substance of the work planned including production, testing, etc.)* ☐ Quality Assurance and Evaluation ☐ Dissemination and Exploitation of results
Description *(Recommended limit: 1000 characters)*	The aim of WP2 is to: - gather and interpret evidence of skills needs of cooks in primary food care; - analyse and integrate the main result of important EU projects in the Sector; - collect good practices related to "training and the employment of qualified chefs in PFC" - define an EU reference Occupational Profile for chef gastro engineering which could provide the baseline for the EU Curriculum and for the definition of the CGE qualification. EQF principles will be applied to describe the CGE Occupational Profile (OP) in terms of EQF descriptors and appropriate EQF levels; ECVET principles will be used to define a proper glossary and to provide the proper framework to the OP. ESCO and EU Skill panorama will be consulted. This WP will provide fundamental inputs to WP3 (Curriculum) and WP7 (Scaling-up strategy)
Tasks	**T2.1: Collecting evidence of skills needs and good practices – leader: MUG (M1-M6)** A preliminary analysis of skills needs on the labour market of primary food care sector will be carried out in this task, relying on the evidence of needs already provided in this proposal. The analysis will focus on: - *International reports and recommendations describing the needs of the specific sector as an EU challenge;*

- Recent EU projects focusing on primary food care context and depicting a specific skill gap (see Section 0.4) such as:
  - NutriLive
  - LipiDiDiet,
  - PERSSILAA,
  - Nutrition Day in Hospital
  - Nursing Homes in Europe
  - Nutritional Screening for Hospitalized Patients Graz,
  - Goal,
  - SHARA,
  - DoReMi,
  - NU-AGE,
  - Beyond Silos

At least one NECTAR partner or RSCN partner was involved in each of the above mentioned projects.

- existing training initiatives and curricula in the participating countries.

The approach will build on a step-wise elaboration of evidence in the field by firstly screening literature, programs, best-practice models and curricula. Secondly, the results will be analysed and in consensus-process with experts' consultation aligned. The final outcome will be comprehensively described in a report.

Each partner will collect information in its own country and in other similar ones. WIAB will assure the compliance with EU tools

The gathered information will be integrated with the feedbacks collected from stakeholders (Quadruple Helix) reached by RSCN.

Important feedbacks will be also provided by external experts in of the Advisory Board through WP8 activities.

A final report will be provided as a baseline for the definition of the Occupational Profile.

Aside to this analysis, STEP 1 of the NECTAR Scaling-Up Strategy (see T7.4 and Sect IV) will be carried out in T2.1, which will provide the input for the following steps in WP7.

In T2.1, under the guidance of MUG, partners will search and collect "good practices", i.e. "a process, a procedure or a method that has been successfully tested in a specific context, has demonstrably achieved its goals and is therefore recommended to be used as model", related to "training and the employment of qualified chefs in primary care".

Good practices will be described on a base of template. Best practices should be identified in the regions participating in the project as based for future scaling-up; pilot courses implemented in WP5 will be also modelled as best practice (in WP7) based on the same template. In WP7 good practices modelled by the project could be scaled-up, as well as other good practices identified in this task could be transferred in the regions involved in NECTAR in order to increase the capacity of organizations for self-sustaining the piloted initiatives

Deliverables
D.2.1.1 Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula (M4)
D.2.1.2: Collection of good practices (M6)

T2.2: Chef Gastro Engineering Occupational Profile— leader ODISEE (M1-M6)

As a preliminary activity to the definition of the CGE Occupational Profile, current different occupational profiles for cooks and chefs included in ESCO (such as Chefs and Head chefs - both ISCO group 3434; Cooks and Diet cooks - both ISCO group 5120) will be analysed; EU Skills Panorama database will be also analysed. Additional information about already existing qualifications and certifications will be collected referring both to NQFs (National Qualification Frameworks) and to EQF (European Qualification Framework).

Results of T2.1 will be studied and taken as a baseline of the NECTAR *Chef Gastro Engineering Occupational Profile*, will be developed by identifying and describing the main *key activities of the professional*, defined as an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. They will cover all the activities for the performance of the profession, regardless of its application context.
Then contextual elements which could affect the definition of the OP will be identified.
EQF principles will be applied to describe the CGE Occupational Profile (OP) in terms of EQF descriptors and appropriate EQF levels; ECVET principles will be used to define a proper glossary and to provide the proper framework to the OP.

In WP3 the Learning Outcomes (described according to ECVET principles) of the EU Curriculum will be derived from the OP key activities.

As envisaged in T2.1, feedbacks about the OP will be collected from different stakeholders, WIAB and SI4LIFE will assure the compliance with EU tools and will play a fundamental role in the analysis of ESCO and other EU tools.

Deliverables	D2.2. EU Chef Gastro-Engineering Occupational Profile (M6) – **Milestone 1**
Estimated start date	Month 1
Estimated end date	Month 6
Lead organisation	ODISEE
Participating organisations	Task **2.1:** MUG, RC, RL, UALG, WIAB, STYCC, RSCN Task **2.2:** ODISEE, SI4LIFE, MP, RL, SCMA, UALG, WIAB, MUG, RC, ITS-BACT

VI.1.2. Results (outputs and outcomes)

Number	D2.1.1
Title	Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula
Type	Report
Description	This report will include a preliminary analysis of skills needs for chefs in primary food care and will put the basis for the definition of the Occupational Profile
Expected Result (output or outcome) *(Recommended limit: 300 characters)*	
Due date	M4
Language(s)	English
Media(s)	Electronic version published online

15

Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D2.1.2
Title	Collection of good practices
Type	Report
Description	Collection of Good Practices which is the first step of the Scaling-Up Strategy. Best practices should be identified in the regions participating in the project as based for future scaling-up; pilot courses implemented in WP5 will be also modelled as best practice (in WP7) based on the same template.
Expected Result (output or outcome) *(Recommended limit: 300 characters)*	
Due date	M6
Language(s)	English
Media(s)	Electronic version published online
Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D2.2 and R-I
Title	EU Chef Gastro Engineer Occupational Profile
Type	Report
Expected Result (output or outcome)	
Description	The Occupational Profile for CGE will be developed by identifying and describing key activities, defined as an integrated group of professional competences, which are in their entirety necessary to perform a task

16

Work package No.	3
Title	DESIGN AND LOCALIZATION OF THE CGA EU CURRICULUM
Work package/Activity type	☐ Preparation ☐ Management ☒ Implementation *(The substance of the work planned including production, testing, etc.)* ☐ Quality Assurance and Evaluation ☐ Dissemination and Exploitation of results
Description *(Recommended limit: 1000 characters)*	This WP is aimed at: - designing learning-outcome based Curriculum for Chef Gastro Engineering (CGE) which could play a reference role at EU level for VET targeting this qualification; - developing specific tools and guides supporting VET designers in the instantiation of the EU Curriculum into local curricula; - applying ECVET points to the EU Curriculum, in order to represent the overall weight of learning outcomes and the relative weight of units in relation to the CGE qualification; guidelines will also support the management of ECVET points and credits; - defining guidelines for the validation and recognition of prior learning (formal and informal) in order to access the CGE Curriculum at the proper "entry-level" (EQF4); - designing five localized curricula for CGE and five pilot courses that will be implemented in Belgium, Italy, Portugal and Austria. Pilot courses implemented in WP5 will allow to test T3.1 and T3.2 results in order to improve them. An iterative process of evaluation of WP3 results will be carried out in T6.2 and in T6.3.
Tasks	**Task 3.1: Design of the CGE EU Curriculum – leader SI4LIFE (M6-M35)** Starting from the experience of SI4LIFE in other SSA projects such as ENhANCE and IN-TOUR projects (see Sect. 0.4), the contextual analysis carried out in T2.1 and the Occupational Profile defined in T2.2, in this Task Partners will collaborate at the design of a Curriculum for CGEs which could play a reference role at European level.

	(Recommended limit: 300 characters)	relevant to the job profile. They will cover all the activities for the performance of the profession, regardless of its application context. Then contextual elements which could affect the definition of the OP will be identified.
	Due date	M6
	Language(s)	English
	Media(s)	Electronic version published online
Dissemination level		☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 1 000 characters).

WP2 is a Preparation work package aiming at defining the Occupational Profile for Chef Gastro Engineering and the envisaged activities and outputs are the basis for the other WPs especially for WP3 (CGE Curriculum) and WP7 (Scaling-up strategy).

The envisaged costs are related to research activities at EU level with a total of working days equal to 298 and all the Alliance is involved in this WP.

The distribution between task reflect the expected activities:

- Task 2.1: total of working days 148. The tasks aims at collecting evidence of skills needs and good practices and it is leaded by MUG (P8)
- Task 2.2: total of working days 150. In this task will be defined the Chef Gastro Engineering Occupational Profile by applying the EQF principles and in compliance with the ESCO. This task is led by ODISEE (Applicant).

The distribution of the working days between partners is showed in the Table of Section II.2.

The EU Curriculum will be:
- "learning outcome oriented" and compliant with the main EU standard and tools for VET, such as ECVET, EQAVET, ESCO, EQF, etc.;
- general and "across-the-board", since it is supposed to play a reference role for any VET designer targeting CGE profile in any EU country;
- modular and flexible, since it is supposed to be adaptable to different contexts and rules in different EU countries.

This will allow for transparency and comparability of the local curricula and will support the recognition of this qualification by regulatory bodies.
The Curriculum will include:
- a list of Learning Outcomes (LOs), their grouping into Units;
- a general definition of assessment criteria and methods for each LO.

The Curriculum will address:
- job specific skills
- key competences for lifelong learning (see Recommendation of the EU Parliament [2006]);
- soft skills fundamental in the Social and Health Care sectors.

The Curriculum will increase the recognition of CGE qualification at EU level and at national level and will promote cross-border certification, thus fostering mobility in the sector. It will refer to both NQFs (National Qualification Frameworks) and the EQF (European Qualification Framework).

It will be modelled in order to award EQF5 but it will be adaptable to a specialization at EQF4 level.

The entry level for attending the Curriculum will be EQF4: pilot students should fall under the following criteria:
- got a Secondary School diploma (EQF4) as "cook" or a comparable diplomas (depending on the country rules);
- got a certification/competence recognition (downline to a validation process) which states that his/her own competences are at EQF4 level.

Specific guidelines will be delivered in T3.2 in order to the validation and recognition of prior learning (formal and

informal) in order to access the CGE Curriculum at the proper "entry-level" (EQF4).

This Task is also aimed at:
- increasing the recognition of CGE qualification at EU and national level;
- supporting the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in mobility or in other formal and informal contexts.

Under the coordination of SI4LIFE, partners will define ECVET points to be assigned to the Learning Outcomes.
According to what foreseen by the ECVET methodology, for each country and qualification involved in the project, Partners will calculate the number of ECVET points that might be allocated in mobility or in a validation process. ECVET points will establish a numerical representation of the overall weight of learning outcomes in the qualification and of the relative weight of units in relation to the qualification. Based on this model a Memorandum of Understanding (MoU), signed at least by the competent agencies involved in the project, will be one of the main expected results of the project

Feedbacks form partners and stakeholder will be collected through T6.2. Important feedbacks will be also provided by external experts in of the Advisory Board through WP8 activities.

A first version of the Curriculum will be released at M12 while the final version will be released at M35.

Deliverables
D3.1.1 CGE European Curriculum – first release (M12) –
Milestone 2
D3.1.2 CGE European Curriculum – final release (M35) –
Milestone 5

Task 3.2: Tools and guides for designers supporting the localization of the curriculum – leader SI4LIFE (M8-M35)

A set of tools and guides will be produced in this task in order to complete and integrate the general curriculum with a concrete support for designers for creating a localized curriculum.

To support the process of instantiation of the curriculum at national level, a *Flexibility Matrix* will integrate the general EU Curriculum providing for each Learning Outcome possible ranges of choices as to:
- its compulsoriness (mandatory/optional);
- the suggested level of study (basic/advanced);
- the suggested learning strategy (both face-to-face and online) as well as the possibility of targeting the LO through Work Based Learning;
- the suggested ECVET points.

Other tools will support the definition of specific modules and the design of the assessment.

A specific guideline will support the validation and recognition of prior learning (formal and informal) in order to access the CGE Curriculum at the proper "entry-level" (EQF4).

A specific guide will provide support for the design of effective Work Based Learning experiences, based also on EU recommendations such as the Council Recommendation on a European Framework for Quality and Effective Apprenticeships (2018).

A first version of guides and tools will be released at M13 as internal tools to be used by pilot designers in T3.3 in order to test them.

At M35, these tools will be integrated in a user-friendly web-based step-by-step guide; this simple interactive tool will be available for free on the web for any VET designer who would like to localize the CGE EU Curriculum and design a specific course. It will include downloadable tools and practical guides.

Deliverables
D3.2.1 Tools and guides for designers (M13)
D3.2.2 Web based step-by-step guide supporting the CGE EU Curriculum localization (M35)

Task 3.3: Design of localized curricula and pilot courses – leader SI4LIFE (M14-M17)

The effectiveness of the EU Curriculum and the tools and guides will be tested by localizing the Curriculum into 4 different countries (Italy, Portugal, Belgium and Austria) and designing 5 different pilot courses.

Tools and guides provided in T3.2 will assure an effective instantiation of the "general Curriculum" in a "localized curriculum", which will be an "intermediate result" in the progressive design of a course, where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc.
Then "localized curricula" will be furtherly detailed in the "pilot courses design"; at this stage, specific design elements concerning the courses (which will be implemented in WP5) will be defined.

Pilot courses will be implemented in WP5 under the leadership of five "pilot-leaders":
- Marco Polo (MP), leading the pilot in Liguria Region (IT);
- FONDAZIONE ITS BACT (ITS-BACT), leading the pilot in Campania Region (IT);
- University of Graz (MUG), leading the pilot in Austria;
- Santa Casa da Misericordia de Albufeira (SMCA), leading the pilot in Portugal;
- ODISEE, leading the pilot in Belgium.

In this task, SI4LIFE will collaborate with "pilot-leaders" in order to design the localized curricula, starting from the EU Curriculum and using the tools and guides produced in T3.2. The learning materials planned at this step will be designed in T4.2 and developed in T4.3.

Deliverables
D3.3 Instructional Design documents of five localized curricula and five pilot courses (M16) – **Milestone 3**

Estimated start date	Month 6
Estimated end date	Month 35
Lead organisation	SI4LIFE
Participating organisations	Task 3.1: SI4LIFE, ODISEE, MP, SCMA, UALG, WIAB, MUG, MUG, ITS-BACT, RSCN
	Task 3.2: SI4LIFE, ODISEE, MP, SCMA, UALG, MUG, MUG, ITS-BACT
	Task 3.3: SI4LIFE, ODISEE, MP, SCMA, MUG, ITS-BACT, RL, RC

Number	D3.1.1 (first release) and R-II D3.1.2 (final release) and R-II
Title	Chef Gastro Engineering EU Curriculum
Type	Report
Due date	M12 (first release) M35 (final release)
Language(s)	EN
Media(s)	Electronic version published online
Description *(Recommended limit: 300 characters)*	Learning-outcome based Curriculum for Chef Gastro Engineering (CGE) which could play a reference role at EU level for VET targeting this qualification.

Expected Result (output or outcome)

Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D3.2.1
Title	Tools and guides for designers
Type	Report
Description *(Recommended limit: 300 characters)*	These guides and tools will support a designer to adapt the EU curriculum to his/her national or local context, taking into account specific laws, rules, characteristics of the target, cultural constraints, etc.
Due date	M13
Languages(s)	English

Expected Result (output or outcome)

Media(s)	Electronic version published in the private area of project website
Dissemination level	☐ **Public** ☒ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D3.2.2 and R-III
Title	Web based step-by-step guide supporting the CGE EU Curriculum localization
Type	Web-based application
Description *(Recommended limit: 300 characters)*	The step-by-step guide be available for free on the web for any VET designer who would like to localize the CGE EU Curriculum and design a specific course. It will include downloadable tools and practical guides.
Due date	M35
Language(s)	English
Media(s)	Web-based application

Expected Result (output or outcome)

Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	D3.3 – R-VIII and R-VIX
Title	Instructional Design documents of five localized curricula and five pilot courses
Type	Report
Description	The Design Documents will include for each pilot: - the instantiation of the "general Curriculum" in a "localized curriculum", in terms of modules, a selection of LOs, learning strategies, assessment

Expected Result (output or outcome)

(Recommended limit: 300 characters)	strategies, credits, etc. and the definition the most appropriate delivery methodologies for the curriculum; - the design of the specific pilots.
Due date	M17
Language(s)	English
Media(s)	Electronic version published in the private area of project website
Dissemination level	☐ **Public** ☒ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

VI.1.3. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by scale of unit costs (Recommended limit: 1 000 characters).

WP3 is an Implementation work package and it is in charge to design the EU Curriculum of Chef Gastro Engineering, to develop tools supporting the localization of the curriculum and to design of 5 curricula.

The envisaged costs are mainly related to man working days, which for the whole WP are equal to 414.

All the partners are involved in at least one task, due to their role in the project and the interconnection of WP3 to the other WPs as explained in the images of Sect. II.1.

The working days envisaged for each task are:

- Task 3.1   , the definition of the CGE Curriculum: total of working days 171.
- Task 3.2   , the development of tools and guidelines for localization of the curriculum.: total of working days 123.
- Task 3.3, the design of the five local curriculum: total of working days 120.

VI.1.1. Work package 4 description

Work package No.	4
Title	Materials and Tools supporting trainers in the curriculum implementation
Work package/Activity type	☐ Preparation ☐ Management ☒ Implementation *(The substance of the work planned including production, testing, etc.)* ☐ Quality Assurance and Evaluation ☐ Dissemination and Exploitation of results
Description *(Recommended limit: 1000 characters)*	WP4 targets the development and implementation of training methodology and tools to support pilot teachers in the curriculum implementation and evaluation. The concept developed will build on blended learning strategy, making use of a newly created online educational toolkit platform. The methodology and materials developed serve to prepare final implementation of pilots during WP5. Therefore, this WP also includes delivery of an assessment tool to evaluate target audience requirements to follow the curriculum and structural analysis following curriculum development (regional maturity assessment). In addition to the maturity assessment and learning material for national or regional delivery of training of chefs, a Teaser Course as well as learning modules will be produced together with pilot teachers to disseminate knowledge and skills acquired throughout the development period and to raise interest in the targeted stakeholder group.
Tasks	**Task 4.1: Design and development of an educational toolkit platform – leader MUG (M13–M20)** Task 4.1 is built on results of WP3 and includes the design and development of an educational toolkit platform that helps to implement and conduct pilot courses as a next step in WP5. The platform will be multilingual and will provide multilingual courses held in (English, Dutch, Italian, Portuguese and German). Preparatory and supporting activities in this regard will be as follows: – Clear definition of target audience, user-groups and their requirements (needs analysis)

- Technical processing of the e-learning platform (technical requirements, possibilities and feasibility)
- Analysis of legal, copyright and privacy issues
- Outline and preparation of the content: definition of number and extent of courses, overall themes, module structures and design.
- Outline of Open Access Teaser Course

Task leader is MUG, the other pilot coordinators (ODISSEE, MP, SCMA, ITS-BACT) will participate in the target audience and needs analysis as well as in the development of the online courses' outline.

Deliverables:
Deliverable 4.1.1: Educational toolkit platform description (M16)
Deliverable 4.1.2: NECTAR Educational toolkit platform implemented (M20) – **Milestone 4**

Task 4.2: Design of materials enabling advanced teaching and learning – leader MUG (M16-M22)

Task 4.2 is dedicated to the instructional design and development of learning materials to support the curriculum implementation. In this task, a close collaboration with the pilot-leaders is foreseen, in order to adapt the materials to the individual contextual requirements of the partners and to meet pre-defined learning objectives. Focus will be laid on pedagogical aspects (e.g. learning methods, strategies to facilitate knowledge transfer, knowledge consolidation) and the activities within this task will be as follows:

a. Conceptual design and development of materials for the educational toolkit platform.
b. Design of storyboards and texts for the learning modules/videos
c. Development and preparation of supporting information material (learning material and lesson plans) for the online courses
d. Development of additional material: guidelines for teachers implementing the curriculum (teaching toolkit)

Task leader (MUG) together with pilot-leaders (ODISSEE, MP, SCMA, ITS-BACT) will be actively involved in the design of training materials. In this task materials will be designed in English; then they will be translated in English, Dutch, Italian, Portuguese and German in T4.3.

SI4LIFE will be responsible for the development of lesson plans and guidelines for teachers.

Deliverables:
Deliverable 4.2.1: Guidelines for teachers for curriculum implementation (M20)
Deliverable 4.2.2: Module storyboards and texts (M22)

Task 4.3: Open Contents implementation – leader MUG (M19-M24)

In task 4.3, the materials developed in task 4.2 will be:
- Translated into 4 languages (Dutch, Italian, Portuguese and German);
- finalized (edited)
- and technically implemented.

Translations will be managed by MUG, RL, UALG and ODISEE. Additionally, the supporting learning material prepared in task 4.2 will be presented as a comprehensive teaching toolkit, advocating an exhaustive learning approach by the pilot teachers. Especially the teaching toolkit will be processed in a way to ensure its dissemination and exploitation in a user-friendly way.

Graphical editing, final design and embedding will be managed by MUG with the support of all partners in the WP.

At M24 the e-learning platform will be released in order to start the pilots. It will be "furnished" with the:
- "teaching toolkit", i.e. a collection of documents supporting the knowledge transfer process by considering different teaching approaches/methods and relevant pedagogical concepts
- and with the Multilingual Open Contents developed in this task.

Deliverables:
Deliverable 4.3. – Teaching Toolkit and Multilingual Open Contents (M24)

Task 4.4: Pilot teachers training and participatory creation – leader SI4LIFE (M21-M25)

Task 4.4 strives for a participatory approach by involving pilot teachers to co-create the content and activities.

Through the Educational toolkit platform, teachers of the pilots will trained to the use of the plans delivered in T4.3 and will be fostered to instantiate them in specific activities which will be implemented in pilot courses. Then they will be introduced to the educational toolkit platform, the teaching toolkit as well as the guidelines for curriculum implementation. As a result, a clear co-creation process will manifest, that builds the basis for WP5. By working in close cooperation with the pilot teachers, important input considering the successful implementation of the pilots will be delivered. A final report in Month 28 will be used to briefly evaluate and share the experience of the pilot teachers. As to the work plan, M21 will be used to design the course, downline to the progressive and final results of T3.3, T4.2 and T4.3. The course will be carried out in M22-M24. M25 will be used to evaluate the training course and to write down a report about the experience of the pilot teachers training.

Deliverables:
D4.4: Report on pilot teachers training and participatory creation (M25)

Estimated start date	Month 13
Estimated end date	Month 25
Lead organisation	MUG
Participating organisations	Task 4.1: MUG, ODISEE, MP, SCMA, ITS-BACT Task 4.2: MUG, SI4LIFE, ODISEE, MP, ITS-BACT Task 4.3: MUG, RL, UALG, ODISEE, SI4LIFE, Task 4.4: SI4LIFE, MUG, ODISEE, MP, SCMA, ITS-BACT

VI.1.2. Results (outputs and outcomes)

Expected Result (output or outcome)	Number	D 4.1.1
	Title	Educational toolkit platform description
	Type	Report
	Description	This report presents the final description of the educational toolkit platform, covering the following aspects: - Description of target audience and user-groups - Technical background - Legal, copyright and privacy issues - Course content outline (incl. Teaser) *(Recommended limit: 300 characters)*
	Due date	M16
	Language(s)	English
	Media(s)	Electronic version published in the private area of project website
Dissemination level		☐ **Public** ☒ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Expected Result (output or outcome)	Number	Deliverable 4.1.2 and R-V
	Title	NECTAR educational toolkit platform
	Type	Web-based platform
	Description	This deliverable represents the final configured educational toolkit platform, which will be hosted on iMooc (https://lmoox.at/mooc/) and is open to everyone for free. On this platform, the e-learning course modules will be provided. *(Recommended limit: 300 characters)*
	Due date	M20
	Language(s)	English, Dutch, Italian, Portugese and German
	Media(s)	Online platform
Dissemination level		☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	Deliverable 4.2.1 and R-IV
Title	NECTAR Guidelines for teachers for curriculum implementation
Type	Report
Description *(Recommended limit: 300 characters)*	This deliverable will guide pilot teachers step-by-step through implementation of the curriculum and how to make use of the planned teaching material in daily practice. It contains all information required for a successful utilization of the materials and handling of the educational toolkit platform.
Due date	M20
Language(s)	English
Media(s)	Electronic version published online
Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Expected Result (output or outcome)

Number	D 4.2.2
Title	Module storyboards and texts
Type	Electronic documents of all kinds (e.g. presentations, text documents, images, graphs, figures, clips)
Description *(Recommended limit: 300 characters)*	The storyboards and texts for the modules of the educational toolkit platform comprise the pictorial and textual processing of the e-learning content amongst others and are a precondition for the implementation of the online courses. They build on the course outline established during task 4.1.
Due date	M22

Language(s)	English
Media(s)	Electronic version published in the private are of project website
Dissemination level	☐ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☒ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Expected Result (output or outcome)

Number	D 4.3
Title	Teaching Toolkit and Multilingual Open Contents
Type	Multimedia Documents
Description *(Recommended limit: 300 characters)*	At M24 the e-learning platform will be released in order to start the pilots. It will be "furnished" with the: - "teaching toolkit", i.e. a collection of documents supporting the knowledge transfer process by considering the different teaching approaches/methods and relevant pedagogical concepts - and with the Multilingual Open Contents developed in this task.
Due date	M24
Language(s)	English, Dutch, Italian, Portuguese and German
Media(s)	Multimedia Documents published on a Web-based Platform
Dissemination level	☒ **Public** ☐ **Restricted** to other E+ Programme participants *(including EACEA, Commission services and project reviewers)* ☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Expected Result (output or outcome)

Number	D4.4

Title	Report on pilot teachers training and participatory creation
Type	Report
Description *(Recommended limit: 300 characters)*	The report will include an evaluation of the training course and a description of the experience of the pilot teachers training.
Due date	M25
Languages(s)	English
Media(s)	Electronic version published in the private area of project website

Dissemination level

☐ Public
☒ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*
☐ Confidential, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

Number	Output 4 -R-VI
Title	Pilot Teachers Online Training
Type	Training Courses
Description *(Recommended limit: 300 characters)*	Through the Educational toolkit platform, teachers of the pilots will trained to the use of the plans delivered in T4.3 and will be fostered to instantiate them in specific activities which will be implemented in pilot courses. Then they will be introduced to the educational toolkit platform, the teaching toolkit as well as the guidelines for curriculum implementation
Due date	M24
Language(s)	English
Media(s)	Digital and printed documents

Dissemination level

☒ Public
☐ Restricted to other E+ Programme participants *(including EACEA, Commission services and project reviewers)*

☐ **Confidential**, only for members of the consortium *(including EACEA, Commission services and project reviewers)*

ANNEX 3: Overview of short term results and long term outcomes indicators

Short term results	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
R-I. A reference EU Occupational Profile for CGE	**Target groups:** a) Vet Providers (VET-OP); b) Chefs/Cooks working in health and social care settings (CC); c) Decision-Makers (DM) at local, regional and national level; d) Service providers (SP) and their umbrella organizations; **Potential beneficiaries:** a) Service Users (SU); b) Other actors in HUMAN HEALTH AND SOCIAL WORK ACTIVITIES sector (OTH)	• 1 digital document detailing the EU OP delivered • Min 15 stakeholders consulted during preparatory analysis • Min 50 chefs consulted on occupational profile in at least 3 EU countries	• Based on current profiles in ESCO and other existing profiles for cooks • Based on information included in EU Skill Panorama • Compliance with ECVET • Positive feedbacks from the main target groups
R-II. A reference EU Curriculum for CGE	**Target groups:** a) VET-P; b) CC; c) DM; d) SP **Potential beneficiaries:** a) OTH; b) SU	• 1 digital document detailing the EU Curriculum delivered • Min 50 chefs consulted on the Curriculum in at least 3 EU countries	• Compliance with ECVET; • Supports ECVET points; • Compliance with ESCO • Compliance with EQF; • It includes Learning Outcomes referring to: job specific skills, key competences for lifelong learning, soft skills fundamental in the sector, • Positive evaluation from VET designers about flexibility and adaptability to different EU countries • Positive feedbacks from the main target groups
R-III. Web based step-by-step guide supporting the CGE EU Curriculum localization	**Target groups:** a) VET-P (Designers); b) SP delivering VET; **Potential beneficiaries:** a) VET-P (Teachers); b) OTH; c) DM	• 1 Web-based application • Includes downloadable tools	• Compliance with ECVET; • Compliance with ESCO • Compliance with EQF; • Guidelines for recognition of prior learning are included • Positive feedbacks from project VET designers about usability • Positive feedbacks from VET designers external to the project about usability
R-IV. Guidelines for teachers for curriculum implementation	**Target groups:** a) Teachers of the pilots; b) VET-P (Teachers); **Potential beneficiaries:** a) CC - students of the pilots; b) CC ; c) VET-P (Designers);	• 1 digital document detailing the Guidelines delivered	• Positive feedback about effectiveness from the project partners • Positive feedback about effectiveness from representatives of VET teachers/trainers
R-V. NECTAR Educational toolkit platform.	**Target groups:** a) CC - students of the pilots; b) Teachers of the pilots; c) VET-P; d)	• 1 Online platform available for free after a registration process	• The customization is based on a user requirements analysis • The platform fits with the needs of pilot

CC	**Potential beneficiaries:** a) SP delivering VET; b) OTH	• Multiple language: English language from the administrator and user side; Italian, Portuguese, Dutch and German are supported from the end-user (student) side. • Compliance with accessibility standards such as Web Content Accessibility Guidelines
R-VI. Pilot Teachers Online Training	**Target groups:** a) Teachers of the pilots; **Potential beneficiaries:** a) CC - students of the pilots; b) VET-P; c) SP delivering VET;	• students and pilot teachers • At least the 75% of the teachers involved in the pilots participate in the course • Positive feedbacks from participants • Positive assessment of teachers trainers
R-VII. Teaching Toolkit and Multilingual Open Contents	**Target groups:** a) Students of the pilots; b) Teachers of the pilots; c) VET–P; d) CC; **Potential beneficiaries:** a) SP; b) OTH	• Available for free access for at least 3 years from the project partners • Available in 5 languages: English, Dutch, Italian, Portuguese and German • Positive feedback about effectiveness from the project partners • Positive feedback about effectiveness from representatives of VET teachers/trainers • at least 3 stakeholders (not full partners) commit/plan to use the Open Contents delivered by the project in their own training

R-VIII. Design documents of five localized curricula in Belgium, Portugal, Austria, Liguria and Campania	**Target groups:** a) VET-P (Designers and teachers); b) DM **Potential beneficiaries:** a) CC; b) SP	• Five localized curricula based on the EU Curriculum (Belgium, Portugal, Austria, Liguria and Campania) • Clear definition of learning outcomes in compliance with ECVET • Positive feedback about the proper contextualization of the EU curriculum from the project partners • Positive evaluation based on EQAVET indicators
R-IX. The design documents of five pilot courses Belgium, Portugal, Austria, Liguria and Campania	**Target groups:** a) VET-P (Designers and teachers); b) DM **Potential beneficiaries:** a) Students of the pilot; b) CC; c) SP	• Five design documents of pilot courses in compliance with ECVET • Pilot courses are described according to a unique template defined in the project • Positive evaluation of pilots following the evaluation plan indicators and the EQAVET indicators
R-X-(a) Pilot course implementation in Belgium	**Target groups:** a) Students of the pilot; **Potential beneficiaries:** a) SU; b) VET-P; c) DM; d) SP; e) OTH	• At least 20 chefs are trained • Drop out is under 20% • personal interviews carried out with each applicant for the validation of prior learning • Certifications for CGE issued • In T6.1 of the project an evaluation plan will be defined including a list of indicators that will be used to evaluate the pilots and will be monitored all along them. Also EQAVET indicators will be considered as defined in T8.2. The list will include both quantitative and qualitative indicators such as:

		• Achievement level of learning outcomes defined according to ECVET • Quality of training materials • Competence and effectiveness of teachers • Cost-effectiveness • satisfaction level of students attending the course. • Presence of multiple training methodologies such as work-based learning, • Feedback loops will be planned and implemented.
R-X-(b) **Pilot course implementation in Portugal** a) SU; b) VET-P; c) DM; d) SP; e) OTH	**Target groups:** a) Students of the pilot; **Potential beneficiaries:**	In T6.1 of the project an evaluation plan will be defined including a list of indicators that will be used to evaluate the pilots and will be monitored all along them. Also EQAVET indicators will be considered as defined in T8.2. The list will include both quantitative and qualitative indicators such as: • Achievement level of learning outcomes defined according to ECVET • Quality of training materials
		• At least 20 chefs are trained • Drop out is under 20% • personal interviews carried out with each applicant for the validation of prior learning • Certifications for CGE issued

		• Competence and effectiveness of teachers • Cost-effectiveness • satisfaction level of students attending the course. • Presence of multiple training methodologies such as work-based learning, • Feedback loops will be planned and implemented.
R-X-(c) **Pilot course implementation in Austria** a) SU; b) VET-P; c) DM; d) SP; e) OTH	**Target groups:** a) Students of the pilot; **Potential beneficiaries:**	In T6.1 of the project an evaluation plan will be defined including a list of indicators that will be used to evaluate the pilots and will be monitored all along them. Also EQAVET indicators will be considered as defined in T8.2. The list will include both quantitative and qualitative indicators such as: • Achievement level of learning outcomes defined according to ECVET • Quality of training materials • Competence and effectiveness of teachers • Cost-effectiveness • satisfaction level of students attending the course.
		• At least 20 chefs are trained • Drop out is under 20% • personal interviews carried out with each applicant for the validation of prior learning • Certifications for CGE issued

			• Presence of multiple training methodologies such as work-based learning, Feedback loops will be planned and implemented.
R-X-(d) Pilot course implementatio n in Liguria	Target groups: a) Students of the pilot; Potential beneficiaries: a) SU; b) VET-P; c) DM; d) SP; e) OTH	• At least 20 chefs are trained • Drop out is under 20% • personal interviews carried out with each applicant for the validation of prior learning • Certifications for CGE issued	In T6.1 of the project an evaluation plan will be defined including a list of indicators that will be used to evaluate the pilots and will be monitored all along them. Also EQAVET indicators will be considered as defined in T8.2. The list will include both quantitative and qualitative indicators such as: • Achievement level of learning outcomes defined according to ECVET • Quality of training materials • Competence and effectiveness of teachers • Cost-effectiveness • satisfaction level of students attending the course. • Presence of multiple training methodologies such as work-based learning,

			Feedback loops will be planned and implemented.
R-X-(e) Pilot course implementatio n in Campania	Target groups: a) Students of the pilot; Potential beneficiaries: a) SU; b) VET-P; c) DM; d) SP; e) OTH	• At least 20 chefs are trained • Drop out is under 20% • personal interviews carried out with each applicant for the validation of prior learning • Certifications for CGE issued	In T6.1 of the project an evaluation plan will be defined including a list of indicators that will be used to evaluate the pilots and will be monitored all along them. Also EQAVET indicators will be considered as defined in T8.2. The list will include both quantitative and qualitative indicators such as: • Achievement level of learning outcomes defined according to ECVET • Quality of training materials • Competence and effectiveness of teachers • Cost-effectiveness • satisfaction level of students attending the course. • Presence of multiple training methodologies such as work-based learning, Feedback loops will be planned and implemented.
R-XI. Policy Recommendati ons for efficient	Target Groups: a) DM; b) VET-P; c) SP,	• One digital document detailing the	• Based on the contextual analysis delivered in WP2

Page 43

investment on chefs gastro-engineering in primary food care	Potential Beneficiaries: a)CC; b) OTH; c) SU	Recommendations delivered	• Positive feedbacks from at least 10 stakeholders representing DM and/or SP
R-XII. NECTAR Memorandum of Understanding a) DM	Target groups: a) VET-P; b) CC; Potential beneficiaries: a) DM	• Signed by at least all VET-P and Regulatory Bodies who are full partners of the project; • Signed by at least by 10 stakeholders who are not full partners of the project; • At least 20 possible signers have been contacted	• Based on ECVET points • Identifies corresponding ECTS
Scaling up actions within the region	Target groups: a) DM; b) SP; c) VET-P Potential beneficiaries: a) CC; b) SU; c) OTH	• At least one per region involved in the project	The action: 1) envisages bilateral (virtual or presence) meetings; 2) identifies practices to be scaled up; 3) set the bases for scaling up
Scaling up actions within the countries	Target groups: a) DM; b) SP; c) VET-P Potential beneficiaries: a) CC; b) SU; c) OTH	• At least one per country involved in the project	The action: 1) envisages bilateral (virtual or presence) meetings; 2) identifies practices to be scaled up; 3) set the bases for scaling up
Scaling up actions across countries	Target groups: a) DM; b) SP; c) VET-P Potential beneficiaries: a) CC; b) SU; c) OTH	• At least three Scaling up actions across countries	The action: 1) identifies practices suitable for replicating in other countries;

Page 44

	Long term outcome	Quantitative indicators	Qualitative indicators
		• At least 5 Twinning Partners across regions outside the project that are willing to instantiate the Curriculum after the project ends are identified 2) identifies possible Twinning partners	• Disseminate the main project results • The final conference is used to identify and agree Twinning partnerships across regions outside the project that are will in adopt the Curriculum and replicate the project results, after the project ends
Final conference	Target Groups: a)DM; b) VET-P; c) CC; d) SP; e) OTH Potential Beneficiaries: a) SU	• Final conference is carried out with minimum 50 participants	
The Occupational Profile and the Curriculum are integrated into practice and tools of the regulatory bodies		Contacts and negotiations with ESCO Secretariat and Maintenance Committee has been carried out	Positive feedbacks from ESCO Secretariat and Maintenance Committee
The Occupational Profile is integrated in ESCO and other EU tools	Target groups: a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; c) FA and FA associations and trade unions;		

Page 45

Description	Target groups / Potential beneficiaries	Indicators	Sources of verification
The Memorandum of Understanding become a reference agreement at EU level	**Potential beneficiaries:** a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC); **Target groups:** a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; c) FA and FA associations and trade unions; **Potential beneficiaries:** a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC);	The MoU is signed by at least 6 competent institutions in 6 different EU countries	Positive feedbacks from competent institutions about the quality of MoU
Regional or national qualifications integrates project results	**Target groups:** a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; c) FA and FA associations and trade unions; **Potential beneficiaries:** a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC);	• Accreditation is issued by at least 2 regional agencies; • Accreditation is issued by at least 1 national agency;	
Collaboration among policy makers/regulatory bodies and VET providers as to FA is improved	**Target groups:** a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; **Potential beneficiaries:** a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC); c) FA and FA associations and trade unions	At least 20 stakeholders (from stakeholder map) declare their interest in project results and commit to use them	

Page 46

Description	Target groups / Potential beneficiaries	Indicators	Sources of verification
National curricula are implemented in new courses or editions at local or national level	**Target groups:** a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; c) FA and FA associations and trade unions **Potential beneficiaries:** a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC);	• At least one national curriculum is implemented in new courses or editions at local or national level by one year from the end of the project	Positive feedbacks about the impact of the pilot in the working life from feedback loops
Skill mismatch identified in the target of the Italian pilot reduced	**Target groups:** a) Students of the Portuguese pilot; **Potential beneficiaries:** a) FA and FA associations and trade unions; ; b) DPO; c) VET Providers; d) Service Providers delivering VET; e) DM at local, regional and national level; f) Service Providers	• At least the 80% of the course learning outcomes have been reached by students getting the qualification • At least 75% of the students attending the course get the qualification	Positive feedbacks about the impact of the pilot in the working life from feedback loops
Skill mismatch identified in the target of the Polish pilot reduced	**Target groups:** a) Students of the Portuguese pilot; **Potential beneficiaries:** a) FA and FA associations and trade unions; ; b) DPO; c) VET Providers; d) Service Providers delivering VET; e) DM at local, regional and national level; f) Service Providers	• At least the 80% of the course learning outcomes have been reached by students getting the qualification • At least 75% of the students attending the course get the qualification	Positive feedbacks about the impact of the pilot in the
Skill mismatch identified in the target of the Portuguese pilot;	**Target groups:** a) Students of the Portuguese pilot; **Potential beneficiaries:**	• At least the 80% of the course learning outcomes have been reached	

the Portuguese pilot reduced	a) FA and FA associations and trade unions; ; b) DPO; c) VET Providers; d) Service Providers delivering VET; e) DM at local, regional and national level; f) Service Providers	• At least the 75% of the students attending the course get the qualification	by students getting the qualification	working life from feedback loops

ANNEX 4: Bank Information Form

BANKING DETAILS	
ACCOUNT NAME	
IBAN/ACCOUNT NUMBER	
BIC/SWIFT CODE	
BANK NAME	
STREET & NUMBER	
TOWN/CITY	
POSTCODE	
COUNTRY	

ACCOUNT HOLDER'S DATA	
ACCOUNT HOLDER	
STREET & NUMBER	
TOWN/CITY	
POSTCODE	
COUNTRY	

CURRICULUM VITAE

Herman Vandevijvere RN, MSc
° October 7, 1969
Tel: +32 477 502317 – Herman.Vandevijvere@skynet.be

SKILLS

- Experience with **leadership** in an **international environment**, where work is done in dynamic, ever-changing, and multilingual environments.
- Building and using **networks** to promote **cooperation**
- Expert experience in the development of **projects** from design to evaluationphase.
- Establishing and maintaining clear and effective **communication** between different stakeholders.
- Excellent experience in putting objectives into practice in accordance with **company guidelines**.
- Skilled in independently managing **budgets**, in close cooperation with other business units, to achieve the set targets.
- Extensive experience in making and giving presentations, **training**, **coaching and motivating colleagues** and external employees.
- Educational development, **teaching** and evaluation and adjustment
- Guiding **growth processes** individually and in groups
- Teaching and conducting **scientific research**
- **Analysis** and **reporting** of results from scientific research

WORK EXPERIENCE

Nurse
1992-1994: St-Jozef Vilvoorde – Intensive Care
1994-1996: Interim – mainly Operating Theatre in Ghent & Antwerp
1996-1998: St-Vincentius Antwerp – Emergencies
2009-2012: Holy Family Reet – Intensive Care
May 2012-May 2014: Cathlab ZNA Middelheim – EP and interventional cardiology
June 2014-Aug 2016: **Head nurse Cathlab**
                               Manager Secretariat cardio & Studysecretaryariaat
Sept 2016-now: Lecturer and researcher Karel de Grote Hogeschool

illycaffè benelux b.v.
Sales Assistant (1998 – 2000)

illycaffè Benelux bv – illycaffè France Belux sa
Marketing manager (2000 – June 2009)

Wine my Lips – manager
June 2009 – October 2010

DETAILS

Language skills – written and spoken: Dutch – English – French
Computer: Windows – Word – Excel – Outlook – Power Point – ...

EDUCATION

Upper Secondary
KA Mechelen
Direction: Sciences
1985 – 1987

Exchange program
Bosse High School
Evansville IN – USA
1987-1988

Graduate nursing
HIPB Mechelen
1989-1992

Special Beroeps title Intensive Care – Emergency care
University Of Leuven
Oct 1996 – June 1997

Advertising and Marketing
BIRM – Antwerp
2000 – June 2003 successfully ended

Master in Nursing and Midwifery
UAntwerp
2013-2015

Relevant PROJECTS

Collaboration with **Research Unit of Nursing and Healthcare**, Institute of Public Health, Health, Aarhus University.
- *How do home nurses in different European countries deal with observation and intervention in the nutritional status of their patients?*

Collaboration with **Erasmus MedLang** http://www.medlang.eu/ for drawing up/updating guidelines on person-centred care in a palliative setting.

JBI – member of the Belgian Joanna Briggs Collaboration Center and the Joanna Briggs International Collaboration