



Education, Audiovisual and Culture Executive Agency  
Erasmus +

# Progress report

Please fill in the form and attach it to the e-report

## ***Erasmus +*** **Sector Skills Alliances**

**Project Title:**

NECTAR

**Project Reference:**

621707

**Grant Agreement:**

621707-EPP-1-2020-1-BE-EPPKA2-SSA

**Reporting period:**

01/11/2020 to 30/04/2022

**Coordinator Institution:**

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## **Overview**

This document comprises the following sections:

### **Guidance on reporting**

- 1 Relevance**
- 2 Quality of the project design and implementation**
- 3 Quality of the project team and the cooperation arrangements**
- 4 Impact and dissemination**

It is mandatory to complete all sections in full.

Guidance notes on completion of the sections are found within the sections themselves.



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## Guidance on reporting

**This progress report is a part of the e-report. Therefore you need to upload it as an attachment to the e-report.**

- The Progress Report is submitted by the Co-ordinator on behalf of all the organisations participating in the action.
- The technical part and financial part of the Progress Report should provide a detailed picture of the project and its progress during the reporting period as described in the original application.
- Please note that the Agency reserves the right to terminate the Agreement in the event of non-submission of the contractually required report in accordance with article II.16.3.1 (c) of the General Conditions of the Grant Agreement.

### Purpose of the reports

Reporting on your project's progress and achievements is both a crucial and beneficial part of the project management process. The reports you are required to submit serve a dual purpose:

- For your own benefit and use. The reports are means of communication between you and your peers about the project implementation. In addition, reports allow you to share the knowledge created via the project at the disposal of a wider community.
- For the Agency's benefit and use. The assessment of the reports enables the Agency to take a decision on the continuation of the project.

### Reporting period

Reporting period and deadline for submission of reports is specified in grant agreement.

### Instructions to complete the reports

Please note the following points before you produce and submit your report to the Agency:

- You must use the appropriate reporting templates and financial tables provided on the Agency's website.
- All sections and tables of the report templates must be completed.
- The report should be written in the language that was used for application (English, French or German).
- The report should not be used as a means to signal major changes. These are subject to formal amendment requests that should be submitted separately, at any event, within a minimum of 30 days before the end of the eligibility period.
- All the information has to be clear and comprehensive. Please avoid using the descriptions from the application of the project.
- Guidance notes on completion of the sections are found within the sections themselves.

### The report consists of a narrative and a financial part

- **Narrative part**



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You will be requested to describe the project implementation in detail. The report template can be downloaded in the 'Beneficiaries space': [http://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space\\_en](http://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space_en)

- **Financial part**

You will be requested to present the financial aspects of the project implementation in detail. The budget table template can be downloaded in the 'Beneficiaries space': [http://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space\\_en](http://eacea.ec.europa.eu/erasmus-plus/beneficiaries-space_en)

You must keep all supporting documents and records for a period of **five years** after the final balance of the grant is paid in case of audit.

### **Processing the Reports**

This document will only be viewed and assessed by representatives of the Agency with in most cases the support of independent experts, to judge the project performance and decide upon the payment of the due part of the grant.

The report, products and outputs will be assessed by the Agency, where applicable, with the help of external experts, on the basis of the award criteria of the call and using a common set of quality criteria such as:

- The extent to which the project was implemented in line with the approved grant application;
- The quality of activities undertaken and their consistency with the project objectives;
- The quality of the products and outputs produced;
- The learning outcomes and impact on participants;
- The extent to which the project proved to be innovative/complementary to other initiatives;
- The extent to which the project proved to add value at EU level;
- The extent to which the project implemented effective quality measures as well as measures for evaluating the project's outcomes;
- The impact on the participating organisations.

The final report will be evaluated on the basis of quality award criteria and scored on a total of maximum 100 points. The below table indicates the scoring approach:

<b>Title of the award criterion</b>	<b>Maximum number of points for a criterion</b>
Relevance of the project	<b>25</b>
Quality of the project implementation	<b>30</b>
Quality of the project team and the cooperation arrangements	<b>25</b>
Impact and dissemination	<b>20</b>

Once the assessment is complete, the Agency will inform the project with an acceptance letter, on the evaluation results e.g. its decision and feedback on the project's progress and achievements.

### **Incompleteness of a report**

If a report is incomplete (for instance, some parts are missing or incorrect), the Agency may request that further information be supplied and provided through the submission of a new, updated version of the report. In this case, the period foreseen in the contract for payment will be suspended until the additional information



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has been received by the Agency.

### **Rejection of a report**

In addition, there are a number of elements that are indispensable for the Agency to carry out an analysis of the report. The absence of any of these elements would render the Agency unable to assess the report and would thus lead to a rejection of the report until the missing information had been provided. The rejection letter is addressed to the beneficiary and mentioned the reasons which justify the rejection. The consequence is the application of the article II.24.5 of the grant agreement "Suspension of the time limit for payment".

In case that a report is not complete and additional information needs to be submitted, the related payment is likely to be delayed.

Once the assessment is complete, the Agency will inform the project with an acceptance letter, on the final evaluation results e.g. its decision and feedback on the project's progress and achievements.

### **Financial evaluation**

The Agency will analyse the declaration of expenditure in order to assess whether the level of expenditures complies with the activities implemented. The financial analysis of the Report and the decision about the second prefinancing will be presented to the Beneficiary in a settlement letter.

### **Reduction of the final grant in the event of poor, partial, or late implementation or in the case of non-compliance with publicity obligations**

The obligation to comply with the publicity provisions constitutes a substantial obligation and in case of failure, the Agency may apply a 20 % reduction of the grant initially provided for (see Grant agreement, Article I.10.6).

For the purpose of the Articles II.25.4 of the Grant Agreement, the Agency may reduce the amount of the final grant in the event of weak implementation of the action. Those reductions/penalties, in respect of low performance, are applied at the level of the calculation of the amount of the final grant.

If the final report will score below 50 points in total, the Agency may reduce the final grant amount on the basis of poor, partial or late implementation of the project even if all activities reported were eligible and actually took place (see Article I.10.4 of your Grant Agreement).

A reduction may be applied to the grant initially provided for of:

- 25% if the final report scores at least 40 points and below 50 points;
- 35% if the final report scores at least 30 and below 40 points;
- 55% if the final report scores at least 20 and below 30 points;
- 75% if the final report scores below 20 points.

The Agency may consider also information received from any other relevant source, proving that the project is not implemented in accordance with the contractual provisions. Other sources of information may include monitoring visits, desk checks or on the spot checks undertaken by the Agency.



## 1. Relevance

**1.1 Executive summary.** Include an overview of the project implementation towards the objective of the project. Clearly identify main objectives and outputs and how they address issues relevant to the participating organisations and the thematic field in which your project operates. Briefly describe the overall work performed from the beginning of the project to the end of the period covered by the report and the main results achieved during the implementation.

The project started on the 1<sup>st</sup> of November 2020. Pre-kick-off meetings have been held by the Project Coordinator (PC) with the Italian and Portuguese partners before the starting date. The 13<sup>th</sup> and 14<sup>th</sup> of November, the kick-off meeting took place virtually. In this meeting, all work packages (WP) Leaders presented their WP and agreements about project management (e.g., External Reviewer (ER), General Assembly (GA), Advisory Board (AB)) were made. The following months were focussed on Project Management (setting up Microsoft Teams, different mailing lists, writing D1.3.1 Risk Management Plan, contracting ER) Quality Assurance (D8.1.1 Quality Plan and a D8.1.2 Quality Register) and effective Dissemination (setting up the website, a visual identity, social media, stakeholder map, D7.1 Dissemination & Communication Plan) to ensure a smooth start of NECTAR.

WP2 Occupational Profile of the Chef Gastro-Engineering (CGE) was led by Odisee and although it went very smoothly, it became evident that the budget for working hours for WP2 was too low, especially for task leaders Odisee and MUG. Nevertheless, the need for the profile was clearly identified, many workshops were held with different stakeholders in multiple relevant fields and the review of the profile was found very positive and in accordance to ESCO. However, the delivery of the profile was one month delayed due as partners needed to be slightly more in line.

As the preparation of WPs was slightly delayed, WP3 Design and Localization of an EU curriculum also started one month later than originally planned. Partners were quite quickly in line with the description of the Learning Outcomes (LO) (T3.1) during the Summer Period and therefore, the LOs could be delivered in time. Meanwhile, since the first Milestone was reached, the first project results could be disseminated. In October 2021, NECTAR was presented by Odisee and the Center for Gastrology at the European Week of Active and Healthy ageing, demonstrating a session about the daily activities of a CGE.

SI4LIFE, as WP3 leader, coordinated the effort of the Alliance in order to develop the first release of the CGE Curriculum starting from the OP delivered in WP2. A WP3 kick-off meeting has been set online at the beginning of May 2021, sharing the main objectives of the WP as well as the main activities. Some Actions have been identified as sub-tasks in T3.1, aimed to designing a learning-outcome based Curriculum for Chef Gastro Engineering (CGE):

- ACTION 0: PRELIMINARY WORK, STANDARDS AND TOOLS: This Action included all the preliminary activities needed for the development of the Curriculum and in particular; a) Partners training about the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF); (b) Refinement / Integration of the Glossary of Terms; (c) Identification of the templates for the formalization of the Curriculum
- ACTION 1: CORE LEARNING OUTCOMES IDENTIFICATION: this Action was aimed at: (a) defining a SET OF LEARNING OUTCOMES which should be ACHIEVED in order to master the CORE COMPETENCES defined in the CGE Occupational Profile; (b) identifying PRELIMINARY AND CORE LEARNING OUTCOMES.
- ACTION 2: CORE LEARNING OUTCOMES DESCRIPTION: this last action, depending on the previous ones, was aimed at the detailed description of the Learning Outcomes identified in Action 1, using the template defined in Action 0. Partners (MUG, ITS-BACT, MARCO POLO, ODISEE and SCMA/UALG)



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have been invited to describe in detail at least 2 UoLs, which has been assigned to the by SI4LIFE in order to have at least 2 contributions for each UoL. Once received each contribution, SI4LIFE worked at the merging: valorising the contribution of each partner (no unilateral copy & paste but point-by-point merging), minimizing overlapping, linking the LOs each other, mapping LOs of UoL7 against ENTRECOMP (Entrepreneurship Competence Framework) and DIGCOMP 2.1 (The Digital Competence Framework for Citizens ).The result of such integration was subject to a multiple process of review by: (a) asynchronous partners' feedback, (b) discussion in an online meeting, (c)internal review process and (d) Advisory Board review.

Once the first version of the Curriculum was delivered in the framework of WP3, partners worked at the delivery of "Guides and tools for designers" in T3.2. The Guides and Tools (named Designers' Kit) have the aim to support the proper instantiation of the Curriculum with respect to the EQF level, the number of ECVET Points awarded for the achievement of each LO, the creation of modules and the identification of the proper teaching/learning strategies. The Designers' Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context. The "localized curriculum" is an intermediate design step where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. Then "localized curriculum" has to be furtherly detailed in the "courses design", where more detailed design elements concerning the courses (such as, teachings and related teachers, lessons, contents and materials, timing, etc.) will be defined.

As depicted in the Table below, a guide has been produced to support each outlined "design choice" for the localized curriculum and a specific tool (the flexibility tool) has been developed in order to allow designers to describe, formalize and share these choices.

MAIN DESIGN ELEMENTS DETAILED IN A LOCALIZED CURRICULUM	GUIDE SUPPORTING THE SPECIFIC DESIGN CHOICE	TOOL SUPPORTING THE DESCRIPTION OF THE SPECIFIC DESIGN CHOICE
EQF LEVEL	DK2 – Definition of the EQF level	DK7 - Flexibility Tool
POSSIBLE ADAPTATION TO EQF4	DK3 – Curriculum adaptation to EQF4	New description of the Curriculum (same template of EQF5)
WORKLOAD	DK2 – Identification of the proper EQF level and credits	DK7 - Flexibility Tool
NUMBER OF CREDITS (ECVET POINTS)	DK6 - ECVET Points Tables DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
MODULES OF THE COURSE AND ASSIGNED LOs	DK4 – Definition of course modules DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
EDUCATIONAL STRATEGY/IES SELECTED FOR EACH LO	DK5 - Flexibility Table DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool
ASSESSMENT METHOD/S SELECTED FOR EACH LO	DK9 – Assessment Table DK8 - Localizing the curriculum with the Flexibility Tool – User Manual	DK7 - Flexibility Tool

The delivered guides and tools use a simple, user-friendly language which "targets the intended audience", i.e. VET Designers, with practical examples and cases.

The Designers' Kit delivered in D3.2.1 at M16 includes 11 guides and tools which has been used by pilot leaders (MUG, MP, ITS-BACT, ODISEE, SCMA) in order to design their localized curricula and pilots in T3.3. The results of such design process has been formalized through the delivered tools and described in D3.3, released at M20. As described in the section about WP3 implementation, due to conflicts between Associated Partners' experts and the Belgian pilot leader, a delay occurred in the delivery of D3.2.1. (M16 instead of M13). This delay had an impact on the beginning of T3.3 and the delivery of D3.3 (M20).



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In the framework of WP4, D4.1.1. has been delivered at M17 including the description of the educational toolkit platform, which builds on the results of work package 3 (WP3) and in turn will be used to support implementation and performance of localized pilot courses within work package 5 (WP5).

The platform emerged from an initial "needs assessment/maturity analysis" among the pilot partners. The structure of the e-learning course content was created with the contribution of partners amongst others (co-creation approach).

Task 4.2 was launched in M17 to design and develop the learning materials to support the curriculum implementation. In this task, a close collaboration with the pilot-leaders was foreseen, in order to adapt the materials to the individual contextual requirements of the partners and to meet pre-defined learning objectives.

In WP6, the Evaluation Plan has been delivered in M13 with a delay due to the identified need of producing a "transversal plan" merging the needs of all the WP6 tasks, as well the needs of WP1 and WP8. The delay of the delivery of D3.2.1 had also an impact on D6.2.1 (delivered at M20) which was supposed to report on the evaluation of the first release of the results of WP3 (namely the Curriculum – D3.1.1 and the Tools and Guides for designers – D3.2.1).

In the framework of WP7 the website has been released, as well as the "visual image" of the project and the main templates. Some deliverables have been released, including Plans for Dissemination and Exploitation of project results

Finally, in the framework of WP8, quality assurance has been managed from the beginning of the project. Three deliverables regarding the planning and implementation of tools for Quality Assurance have been delivered, i.e. the Quality Plan (D8.1), the Concept for collecting and reporting of Advisory Board Feedback (D8.1.3) and the Quality Register (D8.1.2). The Quality Register plans, documents, and monitors the internal and external peer-review of the project deliverables and related quality expectations, which are related to short-term results of the projects. In the first half of the project (until M14) 13 internal peer-reviews have been conducted. WIAB together with the PC and NECTAR partners were able to recruit one suitable External Reviewer (ER) and the planned number of 5 Advisory Board (AB) members with a broad range of expertise. Furthermore, within T8.2 measures and quality indicators related to EQAVET have been defined and specified in the VET Quality Management Interim Report (D8.2.1).

**1.2 Objectives of your Sector Skills Alliance.** Please explain whether your project activities and results are in coherence with the aims of the Sector Skills Alliances according to your project findings during the implementation. How were the project objectives and/or methodology adjusted to respond to the actual needs of the target groups?

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 demanded by healthcare institutions, private service providers and end users in order to play a pivotal role in **Primary Food Care** (PFC).

The project pursues 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:





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- 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.

These objectives are pursued during the project throughout the implementation of several **activities** regarding an **Occupational Profile (OP) for CGE** defined as the EU benchmark for the **Vocational Education and Training (VET)** of chefs in PFC.

Existing research evidence on chefs’ skills needs are being integrated, to make the OP as adherent as possible to the current (and future) working and occupational contexts for CGE. The OP is informed by ESCO and EU Skills Panorama and is compliant with ECVET, so that the OP will allow the ‘translation’ of the needed skills 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** are being produced in order to **provide VET designers** with instructions about how to instantiate the EU Curriculum into local ones.

The activities that have been carried out during this period (M1-M18) are organized in Work Packages (WP) as follows:

WP1 has been monitoring the overall process.

WP2 has define the Occupational Profile of Chef Gastro Engineering.

WP3 has designed the European Curriculum Chef Gastro Engineering.

WP4 has been working on the development and implementation of training methodology and tools to support pilot teachers in the curriculum implementation

WP6 has worked on the evaluation of the European Curriculum and the tools.

WP7 has been spreading the results of the project, to assure the project sustainability and the exploitation of results

WP8 has been working to guarantee the quality of the project process and the compliance of the outcomes with the main EU policy.

The overview of the WP structure and relationship is provided in following figure.



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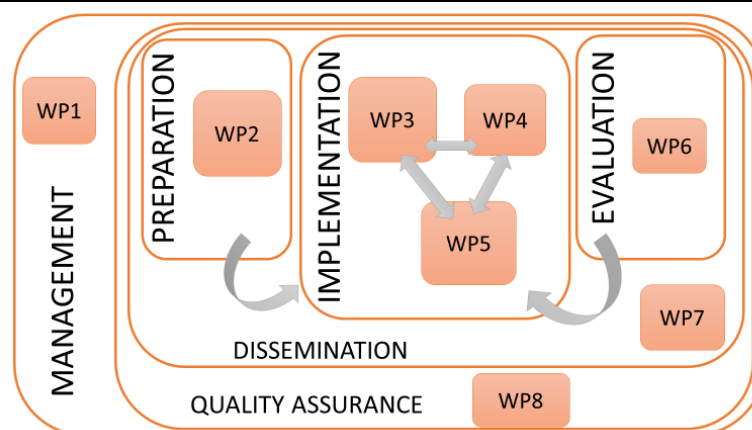


Figure 1 Project structure

Each WP produces specific results in terms of Deliverables and some activities produce Milestones.

During this period 3 Milestones have been produced:

MILESTONES	MONTH OF DELIVERY	SUCCESS INDICATOR
Milestone 1 - EU Chef Gastro-Engineering Occupational Profile	M6	Based on ESCO structure Compliant with ECVET Positive feedback from the main target groups
Milestone 2 - CGE European Curriculum – first release	M12	Compliant with ECVET, ESCO and EQF Supports ECVET points It refers to Learning outcomes It includes support to flexibility Positive feedback from the main target groups
Milestone 3 - Instructional Design documents of five localized curricula and five pilot courses	M16	Clear definition of learning outcomes in compliance with ECVET Positive feedback about the proper contextualization of the EU curriculum from the project partners Clear definition of learning outcomes in compliance with ECVET Pilot courses are described according to a unique template defined in the project Positive evaluation based on EQAVET indicators and evaluation plan indicators

Regarding dissemination and communication, the objectives have been monitored in order to:

- raise awareness of the project among all relevant target groups and stakeholders
- provide tailored communication to each stakeholder.
- identify new stakeholders over time (see Sd12 Stakeholder Map – Organisation by category), who can contribute to NECTAR as multipliers.
- monitor and evaluate all dissemination and communication activities.

This said, the project activities and results were in coherence with the aims of the Sector Skills Alliances. Many stakeholders have been consulted (e.g., chefs, dieticians, VET providers, elderly) and the need for this project was underlined. Moreover, the need for tasty, healthy, and sustainable food for those with high care needs has been rapidly raising. The WHO as well as the European Union has made nutrition a priority for the upcoming decade, also raising the need for a chef who can effectively tackle malnutrition in those



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with higher care needs and suffer from taste deterioration (e.g., elderly, dysphagia patients, patients recovering from chemotherapy).

### 1.2.1 Please describe your project results achieved during the reporting period.

Regarding the results, the following have been achieved in this first period (M1-M18) as a consequence of the objectives and the activities detailed above:

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”.

The delivered Occupational Profile is based on 7 Key Activities which include a list of Core Competences. Key Activities have been defined as “An integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context”.

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.

The first release of the CGE EU Curriculum delivered through this document includes 69 Learning Outcomes grouped into 7 Units of Learning Outcomes.

The EU Curriculum presented in this document is:

- based on a CGE Occupational Profile defined in WP2; the OP is composed by 29 Core Competences, characterizing the CGE at EU level.
- “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.

These features will allow for transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

The European Reference Curriculum for CGE developed by the NECTAR Project targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level. The Curriculum can be adapted to target and award a specialization in EQF4. Such adaptation will be supported by specific guidelines delivered by T3.2.

Learning Outcomes (LOs) are grouped into Units of Learning Outcomes which correspond to the Key Activities defined in the Occupational Profile.

Each LO is characterized by an alphanumerical code which mirrors the Core Competence(s) it is related to. For instance, LO2-A-B-3 targets CC2 and CC3 of the Key Activity 2 and is the third out of three LOs targeting this couple of CCs in Unit of Learning 2.

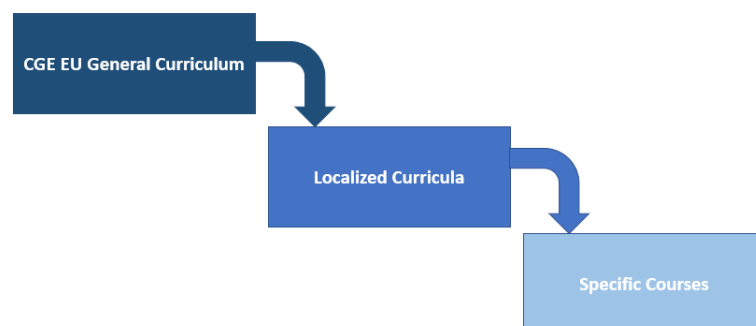
Each LO is described in terms of Knowledge, Skills and Personal and Transversal Competences. The level of “responsibility and autonomy”, which is an important element for the definition of the EQF level, is described in the “Personal and Transversal Competences” field

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.

Five localized curricula have been delivered in D3.3 and formalized through 5 Flexibility Tools (excel files annexes to D3.3). The “localized curriculum” is an intermediate design step where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc.

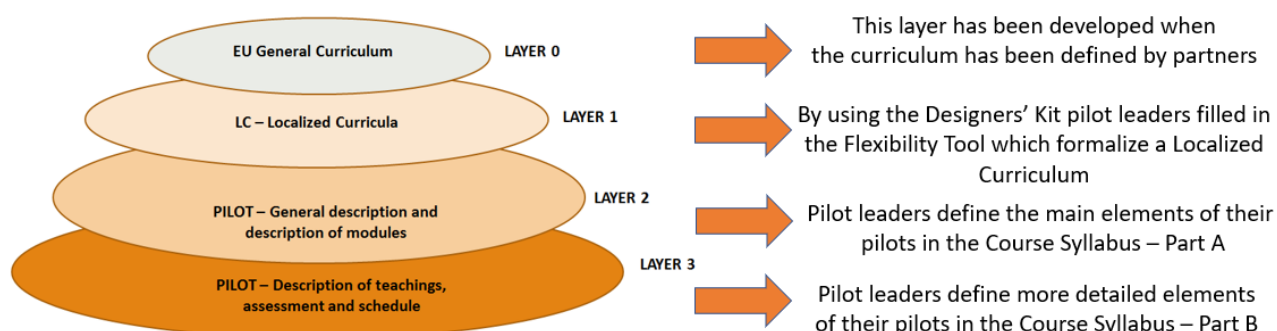


Then “localized curricula” have to be furtherly detailed in the “courses design”, where more detailed design elements concerning the courses (such as, teachings and related teachers, lessons, contents and materials, timing, etc.) will be defined. The delivered guides and tools use a simple, user-friendly language which “targets the intended audience”, i.e., VET Designers, with practical examples and cases (see picture below)



Based on a specific approach to Instructional Design detailed in D3.3, four main ID layers (see Figure below) have been identified which progressively localize the EU General Curriculum, as well as the main tools for the formalization/description of the design elements:

- Layer 0: the EU Curriculum, providing the framework and the main constraints for localization.
- Layer 1: the instantiation on the Curriculum into five localized curricula.
- Layer 2: the design of the five pilots (based on localized curricula) at a higher level of detail.
- Layer 3: the design of the five pilots at the final (deeper) level of detail



The EU general Curriculum delivered at the end of the first year correspond to Layer 0.

Then pilot leaders have been invited to use the delivered Designers’ Kit, i.e. a collection of tools supporting the Localization of the Curriculum, in order to produce a Localized Curriculum. The result of this design layer (n. 1) is one Flexibility Tool (an Excel file) for each pilot, which include all the information about the Localized Curriculum, such as selected LOs, a detail of Modules, the assigned number of ECVET points, etc.

In the case of the Belgian pilot, the design of these documents has been delayed due to organisational problems of the Belgian pilot. The project has been affected by a delay related to the need of collecting the feedback of Belgian Associated Partners who are the experts in the field and the only ones who have implemented a CGE course at local level

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.



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Based on the same Instructional Design approach described above, the WP3 Leader (SI4LIFE) developed a template named “Course Syllabus”. This template is divided into two main parts allowing for the formalization of the design of pilots

- Part A is aimed to support the design Layer 2
- Part B is aimed to support the design Layer 3

Part A is included in D3.3. In the case of the Belgian pilot, the design of Part A has been delayed due to organisational problems of the Belgian pilot. The project has been affected by a delay related to the need of collecting the feedback of Belgian Associated Partners who are the experts in the field and the only ones who have implemented a CGE course at local level

Layer 3 of the NECTAR pilots design process envisages the formalization of very detailed information about each teaching listed in Part A, as well as about the schedule of the course. This info has to be defined and described by the actual teachers of the pilots, who, at present, have not been recruited, yet. To this end, part B of each Course Syllabus (see Annex 2) will be completed in the next months (June – October 2022) before the start of the pilots, planned for November 2022. In agreement with WP5 leader and pilot leaders, they will be included in the reports of the pilots, respectively in D5.1, D5.2, D5.3, D5.4 and D5.5.

Additionally, a first release of The Guides and Tools for designers (namely the Designers’ Kit) has been released at M16. This first version will be the base for R-III. Web based step-by-step guide supporting the CGE EU Curriculum localization.

The Designers’ Kit is a set of guides and tools aimed to support any VET designer to localize the EU general CGE Curriculum into his/her own context. The delivered guides and tools use a simple, user-friendly language which “targets the intended audience”, i.e., VET Designers, with practical examples and cases. The Designers’ Kit includes 11 guides and tools, listed below, and included in D3.2.1:

- DK1 – EU CGE Curriculum
- DK2 – Identification of the proper EQF level and credits
- DK3 – Curriculum adaptation to EQF4
- DK4 – Definition of course modules
- DK5 – Flexibility Table
- DK6 – ECVET Points Tables
- DK7 – Flexibility Tool
- DK8 – Localizing the curriculum with the Flexibility Tool – User Manual
- DK9 – Assessment Table
- DK10 – Validation and recognition of Prior Learning – Guidelines
- DK11 – Work Based Learning – Guidelines

Also in this case, the Belgian Pilot Project has suffered delays due to the same reasons previously mentioned.

**1.3 Innovation.** Please describe the innovative and added value for the sector addressed deriving from the project during the implementation.

As described in the Stakeholder Map and Analysis, in these first eighteen months of implementation, NECTAR addresses many sectors, such as food & nutrition, health & care and VET. Especially Primary Food Care (e.g., the quality of food, the food chain, taste steering) is lacking, as most ‘solutions’ for malnutrition focus on primarily adding nutritional supplements to meals, completely neglecting the tastiness of the food for the patient. The need for an occupation as the CGE, who can deliver those personalised, taste and healthy foods in a sustainable way, it ever raising.

In the first months of the project, partners collaborated to define the innovative CGE profile and to provide



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its definition.

Based on the results of workshops carried out in WP2 the following definition has been agreed:

*"The chef gastro-engineering (CGE) is a chef working an interdisciplinary team around people and delivering person-centred food care. The CGE combines evidence-based knowledge on food and health, monitors, innovates and communicates culinary production in a technical, hygienic, sensory, and nutritionally responsible manner. The chef considers the quality requirements for food, the costs, and the socio-economic and cultural context of the client."*

Nevertheless, as it is necessary to have consequent scientific definitions whilst describing the CGE, the final definition is based on the paper in process called "Introducing the concept 'Primary Food Care', 'Gastrology' and Gastro-Engineering to Prevent Malnutrition in Healthcare and to Promote Active and Healthy Ageing – The EIP-AHA Nutrition Action Group" (Goossens E, Van den Wijngaert L, van Gemst M, van Reenen E, De Cock A, Corremans M, Vlaemynck G, Geurden B, 2021), resulting in the following:

*"The Chef Gastro-Engineering (CGE) primarily produces tasty, healthy, and safe meals that are appropriate for the end-users in a particular context. In healthcare, the CGE combines science, craft, and art to manage all gastrological aspects of Primary Food Care (PFC). The chef engineers culinary cooking systems, as well as distribution and information/communication structures and processes, including the designing, building, operating, maintaining, improving, and innovating of these systems for the benefit of all end-users. Based on his/her primary professional profile, the CGE is capable to do all this in a technical, organoleptic and nutritionally responsible way. At the same time, the CGE is taking all relevant quality requirements, food safety, socio-economic ecological aspects, and cultural embeddedness of food into account."*

The CGE Curriculum, based on the definition and the Profile shaped in WP2 is an innovative, European, learning modular outcome-oriented tool. Thanks to its flexibility and modularity, the Curriculum could be instantiated in national Curricula, considering local and contextual constraints. In the following period, the Curriculum is going to be tested through 5 pilots courses delivered in Belgium, Portugal, Austria, and Italy, contributing to an innovative education training

Also, NECTAR will implement innovative teaching methods, focused on work-based learning, on-site training in training kitchens, E-learning and M-Learning elements as well as MOOCs.

**1.4 EU policy.** Please explain how your project is contributing to relevant EU policies indicated in your project proposal (if relevant at this stage).

As detailed in the project proposal, the NECTAR project's main results contribute to the pursuit of several EU policies.

For its extent, aims and activities, NECTAR acts within the EU policies in the field of VET, by directly contributing to strategic objectives 1 and 2 (ET 2020) and to policy goals (from Copenhagen to Riga Declarations), since:

- it contributes to develop relevant skills for employment (ET 2020-PA1), by equipping cooks with hard, soft, and transversal skills.
- it is based on interlocked activities of learning design, development and delivery and consensus building toward certification and recognition (see Riga Declaration).
- it applies common tools and principles to learning design and development, as well as on competence framework drafting, by being consistent learning outcomes approach and therefore applying EQF principles.
- it applies common standards and principles for quality assurance (EQAVET).
- it promotes work-based learning [EU Council Recommendation, 2018].
- it contributes to an open and innovative education and training (ET 2020 – Joint Report – Priority Area 3), by delivering the curriculum as open educational resource.
- it promotes mobility (ET 2020 -PA5), by delivering a common curriculum and by setting the basis for its certification and recognition across Europe.





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- it contributes to a better European understanding of Chef Gastro-Engineering tasks and competences by evaluating and further developing ESCO occupation profiles.

The project is also aligned with the European Food and Nutrition Action Plan released by WHO. In article 61 it is stated that *“Particular attention should be paid to the importance of appropriate complementary feeding in helping to establish healthy taste preferences”*. Taste preferences are satisfied by cooking skills.

Furthermore, article 66 of the report states that capacity and training of professionals in nutrition should secure a skilled public health workforce, thereby delivering high-quality nutrition services in health care settings. On EU policy level “malnutrition due to chronic disease and ageing” was discussed at a meeting of the European Parliament in 2020. Member of parliament were informed on evidence base on challenges related to malnutrition and how to tackle forthcoming needs of an ageing EU society delivering food and nutrition in an integrated and interprofessional way. Many EU regions policies, such the ones of projects partners (Liguria, Styria, Campania, Algarve, Flanders) and other EU Reference Sites, recognized nutrition as key element for all citizens for AHA using a lifelong care approach.

Also, the European Greenddeal is an EU initiative that is greatly in line with NECTAR. Multiple LOs are addressing the sustainability of food, such as buying in local or seasonal food. NECTAR is also completely in alliance with Foresight Project for future food policy development: "Delivering on EU Food Safety and Nutrition in 2050 - Scenarios of future change and policy responses". The CGE will play a pivotal role in the delivery of Primary Food Care (PFC), providing safe and healthy food for those in care needs.

## 1.5 Outcomes / Results / Products

**1.5.1 List of all deliverables.** Provide a list of all deliverables included in your project application and realised so far using the table below.

Number of Work package (1)	Deliverables title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Comments
1	D 1.1.1 Progress Activity Report	100	M18	R	PP	English	
1	D 1.1.2 Final Activity Report	0	M36	R	PP	English	
1	D 1.2.1 Progress Costs Report	100	M18	R	CO	English	
1	D 1.2.1 Final Cost Report	0	M36	R	CO	English	
1	D 1.3.1 Risk Management Plan	100	M3	R	PP	English	
1	D 1.3.2 Progress Conflict and Risk Report	100	M18	R	PP	English	
1	D 1.3.3 Final Conflict and Risk Report	0	M36	R	PP	English	



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<b>Number of Work package (1)</b>	<b>Deliverables title (2)</b>	<b>% Achieved</b>	<b>Delivery date</b>	<b>Nature (3)</b>	<b>Dissemination level (4)</b>	<b>Language versions (5)</b>	<b>Comments</b>
2	D 2.1.1 Report on cooks' skills needs in the primary food care and pre-existing training initiatives and curricula	100	M4	R	PU	English	
2	D 2.1.2 Collection of good practices	100	M6	R	PU	English	
2	D 2.2 and R - I EU Chef Gastro-Engineering Occupational Profile	100	M6	R	PU	English	
3	D 3.1.1 and R-II CGE European Curriculum – first release	100	M12	R	PU	English	
3	D 3.1.2 and R-II CGE European Curriculum – final release	0	M35	R	PU	English	
3	D 3.2.1 Tools and guides for designers	100	M13	R	PO	English	
3	D 3.2.2 and R-III Web based step-by-step guide supporting the CGE EU Curriculum localization	0	M35	O	PU	English	Web-based application
3	D 3.3 and R-VIII and R-VIX Instructional Design documents of five localized curricula and five pilot courses	85	M19	R	PO	English	
4	D 4.1.1 Educational toolkit platform description	100	M17	R	PP	English	
4	D 4.1.2 and R-V NECTAR Educational toolkit platform implemented	0	M20	O	PU	English, Dutch, Italian, Portuguese and German	Web-based platform





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Number of Work package (1)	Deliverables title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Comments
4	D. 4.2.1 and R-IV Guidelines for teachers for curriculum implementation	0	M20	R	PU	English	
4	D 4.2.2 Module storyboards and texts	0	M22	O	CO	English	Electronic documents
4	D 4.3 Teaching Toolkit and Multilingual Open Contents	0	M24	O	PU	English, Dutch, Italian, Portuguese and German	Multimedia documents
4	D 4.4 Report on pilot teachers training and participatory creation	0	M25	R	PP	English	
4	Output 4 - R-VI Pilot Teachers Online Training	0	M24	O	PU	English	Training courses
5	D 5.1 Report: pilot course implementation in Belgium	0	M32	R	PU	English	
5	D 5.2 Report: pilot course implementation in Portugal	0	M32	R	PU	English	
5	D 5.3 Report: pilot course implementation in Austria	0	M32	R	PU	English	
5	D 5.4 Report: pilot course implementation in Liguria	0	M32	R	PU	English	
5	D 5.5 Report: pilot course implementation in Campania	0	M32	R	PU	English	
6	D 6.1 Evaluation and Monitoring Plan	100	M7	R	PP	English	
6	D 6.2.1 Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers	100	M20	R	PP	English	



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Number of Work package (1)	Deliverables title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Comments
6	D 6.2.2 Evaluation Report EU Curriculum, Tools and Guides targeting VET designers	5	M34	R	PP	English	
6	D 6.3 Evaluation Report: Overall Teachers' Tools	0	M34	R	PP	English	
6	D 6.4 Evaluation Report Pilot courses	0	M33	R	PU	English	
6	D 6.5 Report on feedback loops: methods and results	0	M36	R	PU	English	
7	D 7.1.1 Dissemination and Communication Plan	100	M3	R	CO	English	
7	D 7.1.1 Dissemination and Communication Plan		M15	R	CO	English	
7	D 7.1.1 Dissemination and Communication Plan	0	M21	R	CO	English	
7	D 7.1.1 Dissemination and Communication Plan	0	M27	R	CO	English	
7	D 7.1.1 Dissemination and Communication Plan	0	M33	R	CO	English	
7	D 7.1.2 Dissemination Report	100	M18	R	CO	English	
7	D 7.1.2 Dissemination Report	0	M36	R	CO	English	
7	D 7.1.3 Stakeholder map	100	M4	R	CO	English	
7	D 7.1.3 Stakeholder map	100	M16	R	CO	English	
7	D 7.1.3 Stakeholder map	0	M28	R	CO	English	
7	D 7.1.4 Final Conference	0	M35-36	E	PU	English	
7	D 7.2.1 Project Website report: Initial version	100	M4	R	CO	English	
7	D 7.2.1 Project Website report: Final version	0	M36	R	CO	English	



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Number of Work package (1)	Deliverables title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Comments
7	D 7.2.2 Report on Social Media Sites	0	M36	R	CO	English	
7	D 7.3.1 Exploitation plan – Initial version	100	M12	R	CO	English	
7	D 7.3.1 Exploitation plan –Final report	0	M36	R	CO	English	
7	D 7.3.2 NECTAR Memorandum of Understanding - template	0	M35	O	PP	English	Document
7	D 7.3.3 – R-XI Policy Recommendations for efficient investments on chefs gastro-engineering in primary food care	0	M36	R	PU	English	
7	D 7.4.1 Scaling-up Strategy and Sustainability Strategy	100	M6	R	PP	English	
7	D 7.4.1 Scaling-up Strategy and Sustainability Strategy	100	M18	R	PP	English	
7	D 7.4.1 Scaling-up Strategy and Sustainability Strategy	0	M30	R	PP	English	
7	D 7.4.2 Scaling-up and Sustainability Report	0	M24	R	PP	English	
7	D 7.4.2 Scaling-up and Sustainability Report	0	M36	R	PP	English	
8	D 8.1.1 Quality Assurance Plan (providing a description of the overall quality system and including a Peer Review Table for internal quality assurance)	100	M7	R	CO	English	Electronic document



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Number of Work package (1)	Deliverables title (2)	% Achieved	Delivery date	Nature (3)	Dissemination level (4)	Language versions (5)	Comments
8	D 8.1.2 Quality Register (defining activities, quality criteria and success indicators together with control measures to ensure high-quality; documentation of all measures undertaken) Review	100	M6	O, I	CO	English	Electronic document
8	D 8.1.2 Quality Register (defining activities, quality criteria and success indicators together with control measures to ensure high-quality; documentation of all measures undertaken) Final version	0	M36	O	CO	English	Electronic document
8	D 8.1.3 Concept for Collecting Advisory Board feedback (external quality assurance – regular feedback)	100	M9	R	CO	English	Electronic document
8	D 8.1.4 Quality Management Report at mid-term and at the end of the project (including the results of the independent external evaluation, a summary of QM activities and “lessons learned”, recommendations)	100	M14	R, I	PP	English	Electronic document
8	D 8.2.1 VET Quality Management Report at mid-term and at the end of the project (Interim and Final)	100	M19	R, I	CO	English	Electronic document



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- (1) Please provide the Work package reference used in annex I of your grant agreement.
- (2) Please use the title of the deliverable provided in annex I of your grant agreement.
- (3) Please indicate the **nature** of the deliverable using one of the following codes:
  - R** – Report
  - P** – Product
  - I** – Interim product that will be developed further
  - E** – Event
  - O** – Other (please insert comment in the last column to explain the type of the Outcome..)
- (4) Please indicate the **dissemination level** using one of the following codes:
  - PU** = Public
  - PP** = Restricted to other programme participants (including Commission services and project reviewers).
  - CO** = Confidential, only for members of the consortium (including Agency and Commission services and project reviewers).
- (5) Please identify, for each deliverable, the "source language(s)" – that is the language(s) in which the deliverable may be accessed



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### 1.5.2 List of deliverables submitted with the Progress Report

Please use the space below to list **all deliverables/products** that have to be evaluated as part of the report.

#### Submitting the deliverables for evaluation:

1. The project results and outcomes should be put in secure place on the project website/online platform which will be used for evaluation by EACEA. Please provide the Agency with the link, login and password and make sure the numbers attributed to your products/outputs match with the numbers of the items listed in below table.
2. For storing your deliverables at the EACEA, please send by post a USB drive with all results submitted for evaluation to the EACEA, Unit A5 (address: Avenue du Bourget, 1, J-59 08/033, B-1049 Brussels). The USB drive should be posted at the time of submission of your Report.
3. The main project deliverables that have to be publicly available have to be uploaded in Erasmus+ platform for dissemination and exploitation of project results in your project section <http://ec.europa.eu/programmes/erasmus-plus/projects/> . The products available there will be analysed only during the Final Report evaluation stage but you may decide to upload finalised results already at the Progress Report stage.

The project results and outcomes have been put on the project website in secure place. As required, these are the link, login and password:

<http://www.nectar-project.eu/project-deliverables-full-list/>

Login name: NectarReview

Password: Nectar-M18-InterimReport

Number of product/outcome	Title of products/outcomes/deliverables
D1.1.1	Progress Activity Report
D1.2.1	Progress Costs Report
D1.3.1	Risk Management Plan
D1.3.2	Progress Conflict and Risk Report
D2.1.1	Report on cooks' skills needs in the PFC and pre-existing training initiatives and curricula
D2.1.2	Collection of good practices
D2.2	EU Chef Gastro-Engineering Occupational Profile
D3.1.1	CGE European Curriculum – first release
D3.2.1	Tools and guides for designers
D3.3	Instructional Design documents of five localized curricula and five pilot courses – Milestone 3
D4.1.1	Educational toolkit platform description
D6.1	Evaluation and Monitoring Plan
D6.2.1	Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers
D7.1.1	Dissemination and Communication Plan (M3)
D7.1.1	Dissemination and Communication Plan (M15)
D7.1.2	Dissemination Report
D7.1.3	Stakeholder Map (M4)
D7.1.3	Stakeholder Map (M16)
D7.2.1	Project Website: Initial version
D7.3.1	Exploitation plan – Initial version



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D7.4.1	Scaling-up Strategy and Sustainability Strategy (M6)
D7.4.1	Scaling-up Strategy and Sustainability Strategy (M18)
D 8.1.1	Quality Assurance Plan (providing a description of the overall quality system and including a Peer Review Table for internal quality assurance) Review
D 8.1.2	Quality Register (defining activities, quality criteria and success indicators together with control measures to ensure high-quality; documentation of all measures undertaken)
D 8.1.3	Concept for Collecting Advisory Board feedback (external quality assurance – regular feedback)
D 8.1.4	Quality Management Report at mid-term of the project (including the results of the independent external evaluation, a summary of QM activities and “lessons learned”, recommendations)
D 8.2.1	VET Quality Management Report at mid-term of the project (Interim)

### 1.5.3 List of supporting documents submitted with the Progress Report

Please use the space below to list **all supporting documents** that have to be evaluated together with the report.

#### Submitting the deliverables for evaluation:

1. The project supporting documents should be put in secure place on the project website/working platform. Please provide the Agency with the link, login and password and make sure the numbers attributed to your supporting documents match with the numbers of the items listed below.

For storing your deliverables at EACEA, please include the supporting documents on the USB drive sent to the EACEA at the time of submission of your eReport.

Number of supporting document	Title of supporting documents
Sd1	Alliance Agreement
Sd2	Minutes of the Consortium Meetings
Sd3	Minutes of the Steering Committees
Sd4	CV of the external expert and related contract
Sd5	Timesheet Template
Sd6	Project Leaflet (EN)
Sd7	NECTAR Steering Committee Composition
Sd8	NECTAR General Assembly Composition
Sd9	NECTAR Communication and Dissemination group composition
Sd10	NECTAR Advisory Board Composition
Sd11	NECTAR glossary
Sd12	Stakeholder Map – Organisation by category
Sd13	Nectar Newsletter Nov. 2021
Sd14	Nectar Visual Identity Handbook
Sd15	NECTAR Slide Presentation
Sd16	NECTAR Leaflet Pilot Project IT
Sd17	Minutes of the General Assembly
Sd18	Minutes of the Pre Kick Off Meetings



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## 2. Quality of the project design and implementation

### 2.1. Implementation of the work plan / tasks

#### 2.1.1 Deviation from the work plan

In case of deviation or changes, please explain clearly which project activity was not implemented in line with the initial project, which activity foreseen in the description of the project has been modified. You are also invited to provide here details of problems encountered and the solutions that have either been implemented or are proposed. Please use the work package titles, types and references that you used in annex I of your grant agreement. (Max. 500 characters)

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
Management	Task 1.1 Project Management	M1	M1	36 months	18 months
<b>Deviation and the reason for it</b> Our first project manager, Marjolein Winters, effectively started working at the beginning of the project (November 1, 2020) on a 3-year contract. In month 12 (October 2021) she informed us (Odisee) that she had found another job closer to her home. We supported her in this new opportunity and terminated the contract on October 30, 2021. The last 2 weeks of October there was an overlap with the new project manager, Ellen De Cuyper, so the transition on November 1 went relatively smoothly. Unfortunately, in February 2022, she decided to leave the organization (Odisee).					
<b>Proposed or Implemented Solution</b> We initially, together with our human resources department, started looking for a new project manager in our own organization. After a month we also placed an external vacancy. We did our best to manage the project for 3 months (February – March – April) but of course this is not the same when there is effectively a project manager for 50% FET employed on the project. Thanks to the partners, we were able to bridge these 3 months relatively well. With the help of Serena Alvino (Si4Life), we appointed a new project manager, Silvia N Bossio De Stefano, in early May.					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
WP3 - DESIGN AND LOCALIZATION OF THE CGA CURRICULUM	Implementation	M6	M6	M35	M35
<b>Deviation and the reason for it</b> Since the beginning of WP3, the project has been affected by a delay due to the need of collecting the feedback of Belgian Associated Partners for the delivery of the main results of the WP, i.e., the CGE Curriculum, the Guidelines for Designers and the design of pilots. Belgian Associated Partners are experts in the field and the only one who have ever implemented a CGE course at local level; in addition, some experts working as consultants in Belgian Associated Partners should have been contracted by ODISEE as teachers of the Belgian pilot so, their opinion was very important for WP3 results.					





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Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
<p>Due to conflicts between this group of experts and the Belgian pilot leader, their opinion was delayed as well as their contracting in the project. Although many mediations occurred, these conflicts led to a delay in the delivery of D3.2.1. (M16 instead of M13).</p> <p>This delay had an impact on the beginning of T3.3 which was aimed at designing pilots using both results of T3.1 and results of T3.2.</p> <p>D3.3 including the design of the pilots which will run in WP5 has been delivered at M19 instead of M16. The conflicts between the experts of Belgian Associated Partners and the Belgian pilot leader (ODISEE) have not been solved, yet, and this fact had an impact on the delivery of Belgian pilot design.</p> <p><b>Proposed or Implemented Solution</b></p> <p>SI4LIFE as WP and Task leader preferred to deliver accurate tools (D3.2.1) designs (D3.3) taking more time instead of delivering incomplete or ineffective documents.</p> <p>To this end, activities of WP have been re-scheduled considering the gained delay. Impacts on other WPs, such as WP4 have been considered and specific meetings, both with WP4 leader and with the Steering Committee, has been set up to plan mitigation actions.</p> <p>Some important decisions having an impact on WP4 has been taken independently from the development of the deliverables, in order to allow T4.2 and T4.3 start in parallel with WP3.</p> <p>Specific 1:1 meeting has been set up with pilot leaders (SCMA, MP, ITS-BACT, MUG and ODISEE) in order to support them in the pilot design. SI4LIFE tried to mediate in the resolution of conflicts between the experts of Belgian Associated Partners and the Belgian pilot leader and supported ODISEE to deliver at least part of the design of Belgian Pilot (localized Curriculum). But since the detailed description of Belgian pilot design should involve the teachers of the pilots the above-mentioned conflicts prevented the delivery of this part of D3.3.</p> <p>After a consultation with the PC and the EU officer, SI4LIFE decided to deliver D3.3 as well, missing a part of Belgian pilot description.</p> <p>During M19 many meetings have been set up in order to solve the conflicts. SI4LIFE is helpful to organize specific working sessions with the teachers who will be recruited for Belgian Pilot in order catch up the delay. The missing part of Belgian pilot design will be included in the final report of Belgian pilot (D5.1) as Annex.</p>					

Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
WP6-Evaluation	Deliverable 6.1 Evaluation plan	M5	M5	3	9
WP6	Deliverable 6.2.1 Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers	M8	M13	10	8
<p><b>Deviation and the reason for it</b></p> <p>A deviation occurred in deliverable 6.1 (Evaluation Plan), largely due to the different interpretation on how to carry out the evaluations in WP6 between UALG, leader of the WP and responsible for this deliverable and WIAB, responsible for tasks 6.4 and 6.5 of WP6. Additional misunderstanding occurred regarding</p>					



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Workpackage Title	Workpackage Type and Reference	Planned Starting Date	Actual Starting Date	Planned duration	Actual duration
<p>what was to be done in WP6 and what was to be done in WP8 and how not to overcome tasks of both WP's</p> <p>A deviation occurred in deliverable 6.2.1 (Intermediate Evaluation Report: EU Curriculum, Tools and Guides targeting VET designers), once a delay occurred in WP3, regarding the first release of the CGE-EU Curriculum and the tools (Designers KIT). Once this deliverable had as objective to evaluate these, it could only start after the first release of the curriculum and the tool kit.</p> <p><b>Proposed or Implemented Solution</b></p> <p>Regarding the delay of deliverable 6.1 (Evaluation Plan), after the mediation of Odisee as Project leader (as mentioned in the progress conflict report), that came to Portugal, and reenforce UALG to move forward with their proposition of evaluation, once they were WP leaders, and should move forward with the evaluation methodology they think will be more suitable to obtain the needed information for this WP and its deliverables.</p> <p>UALG, although starting date was delayed, tried to deliver the intermediate report as soon as possible. The time to do this deliverable was of 8 months instead of the 10 initially predicted. Feedback from the Vet designers and external reviewer are ready to be incorporated to improve both, the curriculum and the Designers kit. Once only two minor suggestions are made, they are possible to improve before the initiation of the pilots set for September. (M23)</p>					

## 2.2 The work plan overview for the next period. Foreseen modifications of the work programme

Please provide an overview of planned activities until the end of the project. Please highlight any foreseen changes for each work package compared to the work plan of the application. (Max. 3000 characters)

As said before, some activities in some WPs have been suffering some delay due to the lack of feedback from the Belgian Associated Partners on what the delivery of information and material is concerned. We can expect that, although the negotiations have been positive, delays in the delivery of material will continue until they can catch up with the missing work.

Soon, WP5 will be launched. This WP is aimed at the implementation of the pilot projects 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 Misericórdia de Albufeira (SMCA), leading the pilot in Portugal.
- ODISEE, leading the pilot in Belgium.

The workplan of the project is the following:

- from M18 to M24 it will take place teacher recruitment, students' recruitment, validation of prior learning and other activities preliminary to the actual implementation.
- pilots will be implemented from M25 to M32 when the main results of WP3 and WP4 (such as the e-learning platform and Open Contents) have been delivered as an input for WP5.

Pilots' evaluation will be carried out in T6.4 and reported in D6.4. The application of EQAVET principles will be assured in collaboration with T8.2.



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**2.3 Project methodology/approach.** Please present the methodology/approach for achieving the objectives, including major milestones, measurable indicators.

To achieve the project objectives, the Alliance is carrying out several activities organized in Work Packages (WP) including:

- 1 preparatory WP to define the Occupational Profile of Chef Gastro Engineering (WP2)
- 3 implementation WPs to:
  - o design of a European Curriculum Chef Gastro Engineering (WP3)
  - o development and implementation of training methodology and tools to support pilot teachers in the curriculum implementation (WP4)
  - o the delivery of 5 pilot courses (WP5)
- 1 evaluation WP for the evaluation of the European Curriculum, the tools, and the pilots (WP6)
- 1 dissemination WP to spread the results of the project, to assure the project sustainability and the exploitation of results (WP7)
- 1 quality assurance WP to guarantee the quality of project process and the compliance of the outcomes with the main EU policy (WP8)
- 1 management WP for the overall monitoring process (WP1)

Each WP produces specific results in terms of Deliverables. Some activities produce Milestones. There are 6 Milestones during the whole project.

For each Milestone some success indicators have been identified and they include:

- The compliance of the Chef Gastro Engineering professional profile and the related EU Curricula with respect to ECVET evaluation and ESCO standard.
- Positive evaluation of the tools supporting the localization of the curriculum.
- Positive evaluation of pilots following the evaluation plan indicators and the EQAVET indicators.

**2.4 ECVET and EQAVET.** Please explain how you are applying ECVET principles and EQAVET (if applicable) recommendations if planned in the application. What measures and steps are planned/done for validation, certification and recognition of the acquired knowledge, skills and competencies?

Regarding **ECVET**, as a preliminary step to WP3 activities, partners have been introduced to the main EU standards in VET field (ECVET, EQAVET, ESCO, EQF) and have been trained to the proper formalization / phrasing of Learning Outcomes (in compliance with ECVET approach).

A specific training session has been carried out online by SI4LIFE; the session has been recorded in order to allow people who were not able to attend synchronously, to see the videorecording of the lesson. Specific training materials has been also shared with partners including both EU reference materials (such as CEDEFOP's "Defining, Writing and Applying Learning Outcomes") and a specific guide created by SI4LIFE to support LO's phrasing.

A Project Glossary (see Supporting material #Sd11) has been developed including the main terms proposed by EU standards, e.g., ECVET Glossary.

The template for the Curriculum development was based on the following assumptions:

- the term "competence" has to be used in the general meaning proposed by the "EU COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning" (See Sect. 8.1); thus, it cannot be identified as a specific dimension of a LO, such as in the example provided by ECVET Toolkit (see Figure 2)
- in the template Learning Outcomes are defined in terms of Knowledge, Skills and Personal and Transversal Competences.
- Personal and Transversal Competences are "competences needed for applying a knowledge and/or a skill in the work context with a certain level of responsibility and autonomy"; such definition allows to maintain a strict connection and compliance with EQF approach.



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The delivered first release of the CGE EU Curriculum (D3.1.1) includes 69 Learning Outcomes grouped into 7 Units of Learning Outcomes, which correspond to the Key Activities defined in the Occupational Profile.

The EU Curriculum presented in this document is “learning outcome oriented” and compliant with the main EU standard and tools for VET, such as ECVET, EQAVET, ESCO, EQF, etc.; it is 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; it is also modular and flexible, since it is supposed to be adaptable to different contexts and rules in different EU countries.

These features will allow for transparency and comparability of the localized curricula and will support the recognition of this qualification by regulatory bodies.

Each LO is described in terms of Knowledge, Skills and Personal and Transversal Competences. The level of “responsibility and autonomy”, which is an important element for the definition of the EQF level, is described in the “Personal and Transversal Competences” field.

In D3.2.1 an important Guide has been also provided in order to support the definition of the number of ECVET points to be assigned to each LO and to the whole course.

D3.2.1 carefully describes NECTAR’s approach to ECVET points allocation.

Since the CGE Curriculum is set at EQF5 level (although it can be adapted to EQF4) and the training at this level is often offered by academic VET providers, it is very important for the sustainability of project results to keep a mapping of ECVET points against possible ECTS.

According to the European Credit Transfer and Accumulation System, one academic year corresponds to 60 ECTS, credits that are normally equivalent to 1500–1800 hours of total workload, irrespective of standard or qualification type. As we pointed out in the previous section, to enable a common approach for the use of ECVET points, 60 ECVET points are usually allocated to the learning outcomes expected to be achieved in a year of formal training. Assuming that a year of formal training at EQF5 level can be compared to an academic year, we can infer that an average amount of 1500 hours can correspond to the year of formal VET.

Then the CGE Curriculum is supposed to be FLEXIBLE in such a way that:

- it can be adapted to EQF4.
- it is based on 7 Units of Learning (which have different relevance and weight with respect to the related Occupational Profile) which MAY correspond to Modules or NOT; as a matter of fact, in NECTAR’s approach the composition of modules is flexible, and its definition is up to the designer who is “localizing” the Curriculum into his/her own context.
- the final number of Learning Outcomes can vary from one course to another since optional learning outcomes can be included or not.

Based on these premises we cannot assign a fixed number of ECVET points to the Curriculum, but we can identify a possible range of points depending on the EQF level and on the estimated TIME required to acquire the selected LOs (workload).

In order to be able to assure the proper flexibility to the curriculum, as well as the compliance to ECVET, following the experience of ICARE project, NECTAR project will assign a ECVET points also at Learning Outcome level. This will allow to:

- assure the flexibility of the Curriculum with respect to the creation of Modules
- guarantee an accurate assessment of workers/learners.

Also, at this level ECVET points will be assigned in terms of a range of ECVET points which could be assigned to the Learning Outcomes depending on the adopted educational strategy, which would affect the TIME required to acquire the competences. This range will be compliant with the range of ECVET points assigned to the respective UoL and the overall amount of ECVET points assigned to the qualification.



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Based on the premises outlined in Section 9.3.2, in the table below are depicted the proposed ECVET points ranges.

<b>EQF LEVEL</b>	<b>ESTIMATED WORKLOAD</b>	<b>ECVET POINTS RANGE</b>
<b>5</b>	<b>From 1 year to 1,5 years of formal training</b> <b>From 1500 to 2250 hours of workload</b>	<b>60 to 90</b>
<b>4/5</b>	<b>Less than 1 year to 1 year of formal training</b> <b>From 1000 to 1500 hours of workload</b>	<b>40 to 60</b>
<b>4</b>	<b>Half year to 9 months of formal training</b> <b>From 750 to 1000 hours of workload</b>	<b>30 to 40</b>

Regarding **EQAVET** recommendations, the VET Quality Management Interim Report (D8.2.1) describes the quality assurance processes, instruments and methods to ensure high quality of the NECTAR project deliverables and outputs related to VET, which is based on the EQAVET approach. The EQAVET approach contains five main concepts: a quality assurance cycle, Building Blocks for VET designers, definition of quality indicators and indicative descriptors as well as a quality assurance approach for work-based learning (WBL).

The main tools for implementing the EQAVET approach within NECTAR is the Quality Register (QR), which consists of the Quality Control Plan (QCP) and the Quality Expectations and Indicators Plan (QEIP). Especially the QEIP will be an important tool for EQAVET, because it contains a list of the most important qualitative and quantitative quality criteria defined within the project proposal for core Deliverables, which are also closely linked to EQAVET indicators. The Quality Register will be used to monitor and document the achievement of the predefined quality expectations and indicators for the NECTAR project.

In addition, tools and activities within Evaluation (WP6) are planned in compliance with the EQAVET framework. The quality criteria and Key Performance Indicators (KPI) defined within the Evaluation and Monitoring Plan (EMP) are closely related to different EQAVET indicators. Furthermore, feedback loops (T6.5) will be developed to gather feedback from stakeholders such as beneficiaries, employers, labour market representatives and professional associations. The feedback loops should ensure the sustainability of the project results and the continuous improvement of the pilots and will support the achievement of related EQAVET indicators. In addition, WIAB has defined EQAVET quality criteria for WBL, which are in line with the EQAVET Building Blocks for WBL. Within NECTAR, WBL will take place within Pilots Implementation (in WP5) and the achievement of the quality indicators will be monitored after the Pilots.

## **2.5 ESCO.** Please describe how do you build on the information available in ESCO.

In WP2 for the definition of the CGE Occupational Profile, the ESCO Occupation Groups Chef, Head Chef, and Diet Cook in Group 3434 were analysed and compared. In the formalization of the CGE Occupational Profile, partners agreed on the fact that ISCO Occupation Group 3434.1 – CHEF (branch) is the most suitable one to be “addressed” in order to integrate CGE in ESCO in the future, as possible result of the project. Another option was ISCO 5120.1. where Diet Cook is currently described (see figures below), however not all partners agreed on that.



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Figure 2: Branches and related codes of CHEFS and COOKs in ESCO.

As defined in the project proposal, the “ENTRY LEVEL” for attending the Curriculum will be EQF4. Project pilot students should fall under the following criteria:

- got a Secondary School diploma (EQF4) as “cook” or a comparable diploma (depending on the country rules);
- got a certification/competence recognition (after a validation process) which states that his/her own competences are at EQF4 level.

The definition of the “entry level” and related COMPETENCES which should have been already “achieved” by students attending a course based on NECTAR’s Curriculum was fundamental to the definition of the Learning Outcomes to be included in the Curriculum.

To this end, partners have been invited to focus on the ENTRY LEVEL and to formalize a list of competences to refer to. The most suitable approach in order to comply with EU VET standards and tools was to select a PROFILE ALREADY FORMALIZED IN ESCO.

Based on these premises, future pilot leaders (MUG, ITS-BACT, MARCO POLO, ODISEE and SCMA/UALG) have been asked to:

*“Identify the profile/qualification of the person who is most likely to candidate for attending the CGE curriculum in their country (a student who got a secondary school diploma as cook?) and map his/her competences against the profile defined in ESCO as to chef and diet cook.”*

*Does the profile of your “candidate” can overlap with the ESCO’s chef?*

*Does the profile of your “candidate” can overlap with the ESCO’s diet cook?*

After an asynchronous work and an online meeting partners agreed to refer to the Competences detailed in ISCO Occupation Group 3434.1 – CHEF as the “entry level” for the CGE Curriculum.

Since such “entry level” could be not completely aligned with the specific profiles (and related competences) that will be identified in each country, partners agreed that a specific “competences homogenisation” Module will be set up in national pilots whenever and wherever national competences won’t cover the whole list of competences of ESCO CHEF (see Figure below).



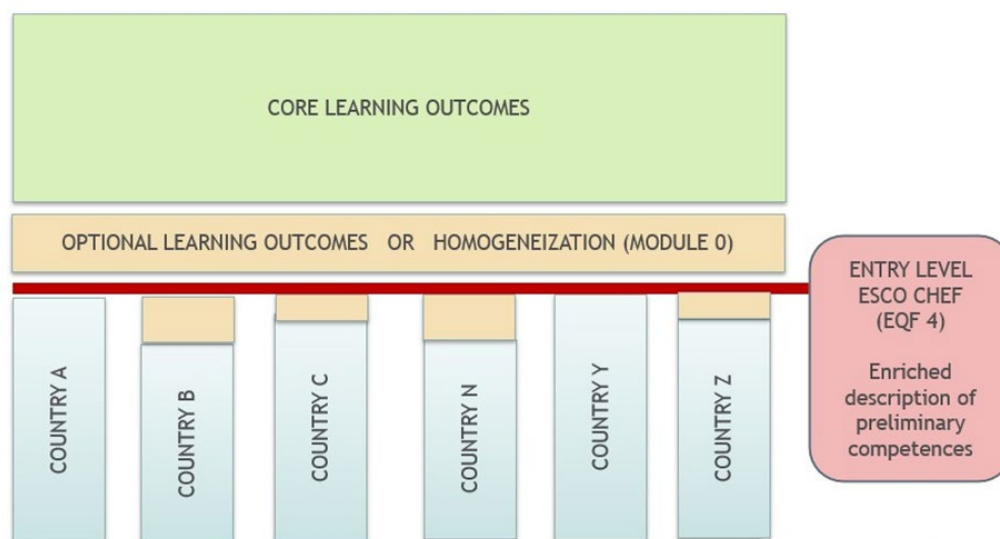


Figure 3: competences homogenisation

The European Reference Curriculum for CGE developed by the NECTAR Project targets chefs (ESCO profile – EQF4) and is aimed at awarding EQF5 level. The Curriculum can be adapted to target and award a specialization in EQF4.

## 2.6 EU Skills Panorama. Please describe whether you already submitted the research results for EU Skills Panorama.

The EU Skills Panorama was checked for cooks and chefs, but no relevant information was found. Food preparation workers are the only occupation that entails the preparation of food, but the level cannot be compared to those of a cook or a chef according to ISCO Occupation Group 3434.1 Chefs. This is a result pointing out the need of work in this field. NECTAR could provide information to the EU Skills Panorama database at the end of the project.

## 2.7 Quality assurance measures. Please describe the quality measures that have been introduced and the organisation of the evaluation process.

Within quality assurance, three deliverables regarding the planning and implementation of tools for Quality Assurance have been provided by WIAB, notably the Quality Plan (D8.1), the Concept for collecting and reporting of Advisory Board Feedback (D8.1.3) and the Quality Register (D8.1.2). The Quality Register plans, documents, and monitors the internal and external peer-review of the project deliverables and related quality expectations, which are related to short-term results of the projects. In the first half of the project (until M14) 13 internal peer-reviews have been conducted. WIAB together with the PC and NECTAR partners were able to recruit one suitable External Reviewer (ER) and the planned number of 5 Advisory Board (AB) members with a broad range of expertise. For the external quality assurance of the two Milestones of the project (the CGE Occupational Profile and the CGE EU Curriculum), WIAB prepared review templates, which were filled out by the AB members and the ER accordingly.

The internal project quality assurance and monitoring is carried out by the Project Management in WP1, which includes an evaluation of the project management and overall activities regarding structure and management of the project or communication and collaboration among partners. In this regard, the PC has conducted a survey in M14 asking the whole NECTAR consortium for feedback with a short questionnaire



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that has been provided by WIAB.

Furthermore, within T8.2 measures and quality indicators related to EQAVET have been defined and specified in the VET Quality Management Interim Report (D8.2.1). More details can be found in section 2.4 "ECVET and EQAVET", in this report.

**2.8 Overall project management.** Please explain the overall management of the project, the coordination and monitoring arrangements. Report on any particular difficulty the project encountered related to the management.

One of the first action of the project management was the preparation, negotiation and then signature of an Alliance Agreement, aimed to define the project governance structure, to set the main rules and procedures, assigning roles and responsibilities, and identifying rights and duties (also in terms of ownership of results, access rights, etc.). The resulting Alliance Agreement (provided as a Supporting document #Sd1) was signed by all the partners during this period.

ODISEE is responsible to assure the respect of the progress level of the activities (milestones and deliverables) and their quality, supported by a Steering Committee (SC) (see supporting document #Sd7) and by an external reviewer.

The quality of VET (training materials, presence/distance/informal learning) is assured through the constant reference to EQAVET principles. The External Reviewer and Advisory Board together with the Project Coordinator (PC) and WP8 Leader, perform a permanent monitoring and evaluation activity.

The following scheme gives a picture of the structure of the Management of the project.

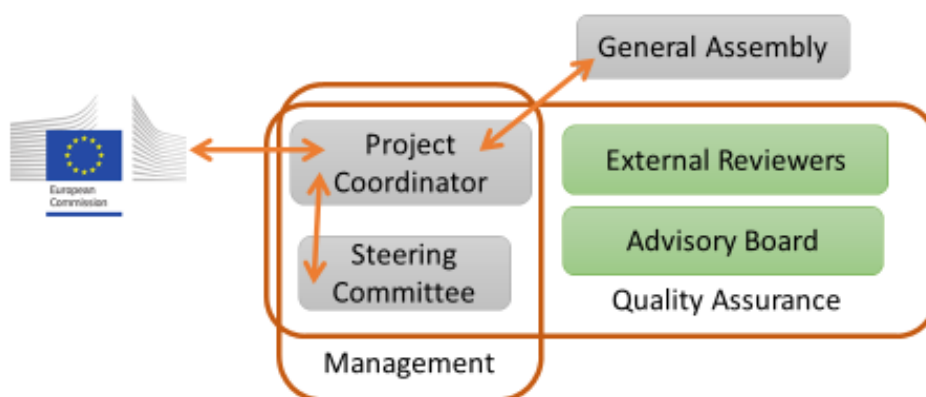


Figure 4: structure of the management of the project.

The Project Coordinator (PC): is the operative project manager and the intermediary between the partners and the Funding Authority, as well as the supervisor of the overall progress of the project.

At consortium level, project management is implemented through the Steering Committee (SC). The SC supervises all the activities through constant communication with the partners. Communication among partners takes place on regular basis. All partners prepare activity reports and send them to the PC, on semi-annual basis.

The Alliance has strong collaborative ties between the partners and the cohesiveness of the project, so there is not a perception of major conflicts. When there is a need for a mechanism for conflict resolution, the PC has a task to establish a consensus between the conflicting members. In the case of technical disagreements, the SC solves the problem, and asks, if necessary, for recommendations from experts for this purpose. The conflict case must be presented at the regular meetings, and the solution of the conflict will be solved by unanimous decision by all the partners of the consortium. If unanimous decision is not reached,





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conflicted parties have one week to resolve the problem, with the help of the PC and an advising expert (if necessary). If the conflict is about legal issues, the SC seeks the solution of the conflict in a court of law, which will decide who will undertake the expenses of the procedure.

The General Assembly (GA) (see supporting document #Sd8) is composed by 1 member for each partner. It provides input into strategic and organizational issues and defines the project standards and agreements on all project policies that must be formally and explicitly stated. Tasks assigned to consortium partners are considered as contractual obligations. The responsibilities of the GA are to:

- (1) Review project progress and control the activities.
- (2) Ensure that the project maintains its relevance.
- (3) Be aware of relevant activities in other projects.
- (4) Resolve any technical administrative or contractual issues, which have not been resolved by other means within the project.
- (5) Be the overall quality manager of the project.

Decisions are taken on a consensual basis, and in case of disagreement, a final decision is taken.

All aspects of project implementation are followed and managed through a reporting system, with an interim and a final report. The structure and frameworks of the reports have been prepared by the PC and filled by the partners.

Before the beginning of the project 2 pre kick off meetings have been hold (see supporting documents #Sd18):

1<sup>st</sup> PKO1: Genova, 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> October 2020

2<sup>nd</sup> PKO2: Faro, 4<sup>th</sup> November 2020

Between M1 and M18, different virtual and face-to-face project meetings took place, as followed:

Kick Off Meeting:

KOM: 9<sup>th</sup>/10<sup>th</sup> November 2020

Steering Committee Meetings (see supporting documents #Sd3):

SCM1: 26th November, 2020

SCM2: 11th March 2021

SCM3: 23<sup>rd</sup> September 2021

SCM4: 20th October 2021

SCM5: 16<sup>th</sup> November 2021

Consortium Meetings (see supporting documents #Sd2):

CM1: KOM: 9<sup>th</sup>/10<sup>th</sup> November 2020

CM2: Brussels, 15th/16th June 2021

CM3: Genoa, 24th November 2021

CM4: Virtual, 9<sup>th</sup>/10<sup>th</sup> February 2021

General Assembly (see supporting documents #Sd17):

GA1: Genoa 25<sup>th</sup> November 2021

GA2: Virtual, 10<sup>th</sup> February 2022

All the partners were represented at the meetings either face-to-face or online. Minutes of the different meetings are provided as Supporting Document #Sd2/3/17.

Besides, several TEAMS and ZOOM meetings were also organized to coordinate the work and discuss open issues among partners. This permanent communication allows better monitoring of planned activities.



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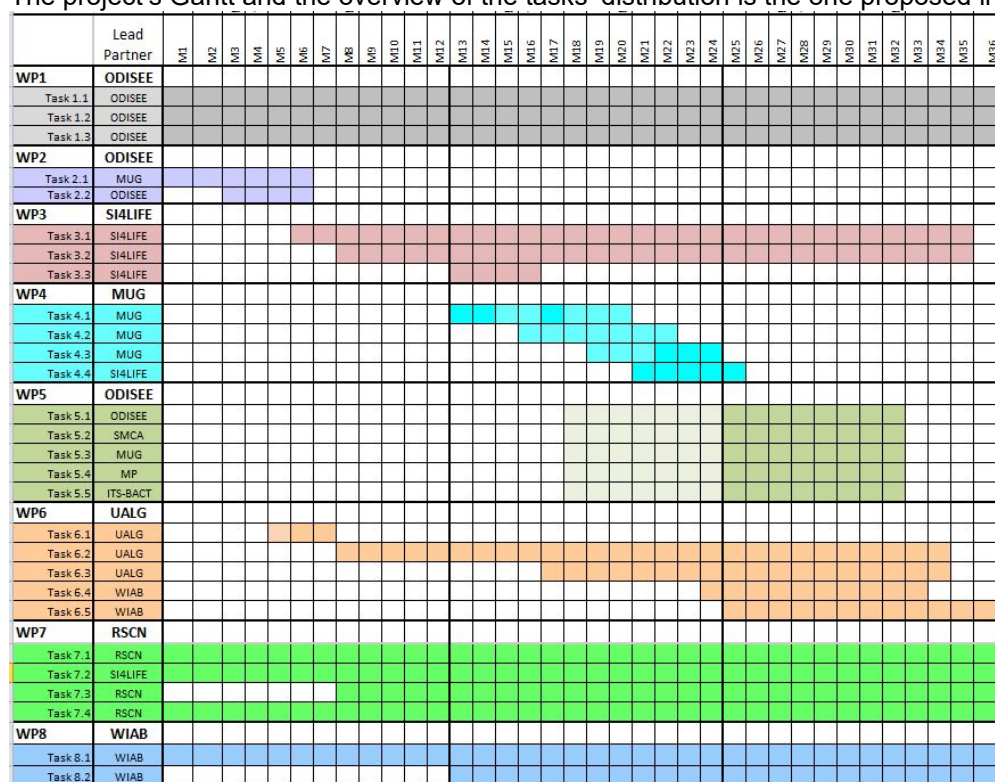
There are different mailing lists which have been created by the PC to allow easy communication within the partners:

- 1 general list for the project with all the people participating
- 1 list for each WP having as recipients all the partners involved in the related WP
- 1 list for the SC members
- 1 list for the GA members

All the lists have been set up by the PC and used properly by the partners.

Allocation of resources for each activity has been defined accordingly to the importance and complexity of each activity: For preparation activities 298 workdays, development 1984, quality 220, dissemination 590, and management 520 days.

The project's Gantt and the overview of the tasks' distribution is the one proposed in the following images.





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No of Work package	TOTAL	WORKING DAYS DISTRIBUTION											
		ODISEE-Applicant	SI4Life	MP	RL	SCMA	UALG	WIAB	MUG	STYCC	RC	ITS-BACT	RSCN
WP1-	520	160	25	35	35	45	45	25	35	20	30	35	30
Task 1.1	425	65	25	35	35	45	45	25	35	20	30	35	30
Task 1.2	50	50	0	0	0	0	0	0	0	0	0	0	0
Task 1.3	45	45	0	0	0	0	0	0	0	0	0	0	0
WP2 -	298	70	15	10	20	15	25	24	55	5	19	10	30
Task 2.1	148	25	0	0	15	0	15	14	45	5	14	0	15
Task 2.2	150	45	15	10	5	15	10	10	10	0	5	10	15
WP3 -	414	45	120	44	5	35	50	5	50	1	5	44	10
Task 3.1	171	15	40	20	0	15	25	5	20	1	0	20	10
Task 3.2	123	15	40	9	0	10	25	0	15	0	0	9	0
Task 3.3	120	15	40	15	5	10	0	0	15	0	5	15	0
WP4 -	528	66	75	55	20	32	30	0	195	0	0	55	0
Task 4.1	122	10	0	10	0	17	0	0	75	0	0	10	0
Task 4.2	175	25	25	30	0	0	0	0	65	0	0	30	0
Task 4.3	115	15	15	0	20	0	30	0	35	0	0	0	0
Task 4.4	116	16	35	15	0	15	0	0	20	0	0	15	0
WP5 -	1042	203	0	175	10	297	0	0	150	17	15	175	0
Task 5.1	168	163	0	0	0	0	0	0	5	0	0	0	0
Task 5.2	312	10	0	0	0	297	0	0	5	0	0	0	0
Task 5.3	157	10	0	0	0	0	0	0	130	17	0	0	0
Task 5.4	200	10	0	175	10	0	0	0	5	0	0	0	0
Task 5.5	205	10	0	0	0	0	0	0	5	0	15	175	0
WP6 -	582	105	30	60	0	22	200	91	20	0	0	44	10
Task 6.1	72	25	0	0	0	0	40	7	0	0	0	0	0
Task 6.2	140	25	15	15	0	0	55	5	5	0	0	10	10
Task 6.3	135	25	15	20	0	0	55	5	5	0	0	10	0
Task 6.4	153	25	0	20	0	22	25	37	5	0	0	19	0
Task 6.5	82	5	0	5	0	0	25	37	5	0	0	5	0
WP7 -	590	95	82	25	30	20	51	29	40	12	46	30	130
Task 7.1	214	30	10	15	10	20	16	19	15	4	15	15	45
Task 7.2	82	0	62	0	0	0	10	0	5	0	0	0	5
Task 7.3	140	35	10	0	15	0	5	10	5	4	16	0	40
Task 7.4	154	30	0	10	5	0	20	0	15	4	15	15	40
WP8 -	220	36	5	15	2	5	20	95	15	2	5	15	5
Task 8.1	100	21	5	5	2	5	10	30	5	2	5	5	5
Task 8.2	120	15	0	10	0	0	10	65	10	0	0	10	0
TOTAL	4194	780	352	419	122	471	421	269	560	57	120	408	215

As far as the administrative and financial issues are concerned, internal tools and procedures have been implemented to assure a smooth reporting. I

During the kick-off meeting, clear guidelines were made about the financial management during the project. It was agreed to deliver the financial declarations every 6 months. For this purpose, a timesheet template was created for use by each partner.

This allows the Project Coordinator to keep constantly under control costs spending and, if needed, request further documentations, or give clarifications.

After the start of the project, it was decided at the first General Assembly, to establish an Alliance Agreement between the project coordinator and each partner in the consortium. Extra attention was given to make the payment schedule more concrete. Infra you can find an excerpt from the Alliance Agreement about the payment schedule to the partners.

*The payment schedule, which contains the transfer of pre-financing, and interim payment and payment of the saldo to Parties, will be handled according to the following principles:*

- 1. Funding of costs included in the Alliance Plan will be paid to Parties after their reception from the Funding Authority EU-Commission without undue delay and in conformity with the provisions of the Grant Agreement. Costs accepted by the Funding Authority will be paid to the Party concerned.*
- 2. The Coordinator is entitled to withhold any payment due to a Party identified by a responsible Alliance Body to be in breach of its obligations under this Alliance Agreement or the Grant Agreement or to a Beneficiary which has not yet signed this Alliance Agreement.*
- 3. The Coordinator is entitled to recover any payments already paid to a Defaulting Party. The coordinator is equally entitled to withhold payments to a Party when this is suggested by or agreed with the Funding Authority.*



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4. The Coordinator must make the following payments to the Parties, provided that the parties deliver the Project Coordinator both the required documents for the financial statements (time sheets, employment contracts, payslips) and the required Outputs (Deliverables):
- A first pre-financing payment of 40% of the budget, minus the amounts already paid at the time of signing of this agreement and the common cost of 9.000,00 euro
  - A second pre-financing payment of 40% of the budget
  - The payment of the balance.

After repeatedly asking the partner 'Styrian Chamber of Commerce' (Partner 9) to provide the documents for the financial statements, there also came a clear answer. They have decided to not issue any financial declaration and that this decision does not affect their commitment and input which are necessary to make the project successful. The anticipated budget of €14,973.00 for this partner will therefore not be claimed.

### 3. Quality of the project team and the cooperation arrangements

**3.1. Involvement of Partners.** Please indicate the actual involvement of each partner by describing his specific tasks in each of the work packages.

In case some partner have included affiliated entities in the application form please insert additional rows under the row of the relevant partner using the same numbering as in the Detailed description of the project of the application form (M1-Mx). Then for each work package concerned, please list the number of days and tasks allocated to each affiliated entity.

No of Work package		Partners involved	Country	Actual tasks carried out in the work package
1	Lead partner	1 – Odisee	Belgium	ODISEE will be responsible for the overall management of the project included the monitoring of the activities (T1.1), the administrative and financial co-ordination (T1.2) and risk management and conflict resolution (T1.3).
MANAGEMENT		2 – SI4LIFE	Italy	Participation in the Steering Committee as WP3 leader. Participation in General Assembly. Participation in project meetings.
		3 – MP	Italy	Participation in General Assembly. Participation in project meetings.
		4 – RL	Italy	Participation in General Assembly. Participation in project meetings.
		5 – SCMA	Portugal	Participation in the Steering Committee as WP6 leader. Participation in General Assembly. Participation in



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				project meetings.
		6 – UALG	Portugal	Participation in General Assembly. Participation in project meetings.
		7 – WIAB	Austria	Participation in the Steering Committee as WP8 leader. Participation in General Assembly. Participation in project meetings.
		8 – MUG	Austria	Participation in the Steering Committee as WP4 leader. Participation in General Assembly. Participation in project meetings.
		9 – STYCC	Austria	Participation in General Assembly. Participation in project meetings.
		10 – RC	Italy	Participation in General Assembly. Participation in project meetings.
		11 – ITS-BACT	Italy	Participation in General Assembly. Participation in project meetings.
		12 – RSCN	Belgium	Participation in the Steering Committee as WP7 leader. Participation in General Assembly. Participation in project meetings.
<b>2</b>	<b>Lead partner</b>	<b>1 – Odisee</b>	<b>Belgium</b>	ODISEE will coordinate the WP2 It will contribute to the identification of skill needs (T2.1) and will be responsible for the definition of the OP of chef gastro engineering(T2.2)
<b>Definition of a Chef Gastro-Engineering occupational profile</b>		2 – SI4LIFE	Italy	It will contribute to the identification of skill needs and to the definition of the OP according to the EU tools
		3 – MP	Italy	It will contribute to the identification of the OP of CGE.
		4 – RL	Italy	It will contribute to the identification of skill needs and to the definition of the OP
		5 – SCMA	Portugal	It will contribute to the identification of the OP of CGE.
		6 – UALG	Portugal	It will contribute to the identification of skill needs and to the definition of the OP
		7 – WIAB	Austria	It will contribute to the identification of skill needs to the definition of the OP mainly with respect to ESCO requirements.
		8 – MUG	Austria	It will lead the activities for the identification of skill needs (T2.1) and will contribute to the definition of the OP(T2.2)
		9 – STYCC	Austria	It will contribute to the identification of skill needs providing the point of view of businesses.
		10 – RC	Italy	It will contribute to the identification of skill needs and to the definition of the OP
		11 – ITS-BACT	Italy	It will contribute to the identification of the OP of CGE.
		12 – RSCN	Belgium	It will contribute to the identification of skill needs, the support for the scaling-up of good practices and to the definition of the OP.
<b>3</b>	<b>Lead</b>	<b>2 – SI4LIFE</b>	<b>Italy</b>	SI4Life will coordinate the activities concerning the





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	<b>partner</b>			WP3. It will contribute to the definition of the CGE Curriculum (T3.1), the implementation of tools and guides supporting the localization of the curriculum (T3.2) and the design of localized curricula (T3.3).
<b>Design and localization of the CGE EU Curriculum</b>		1 – Odisee	Belgium	It will contribute to all the activities of this WP because are directly connected to its role of WP5 leader and pilot leader.
		3 – MP	Italy	It will contribute to all the activities of this WP. As pilot leader will be mainly involved in T3.1 and T3.3.
		4 – RL	Italy	It will contribute to T3.3 as to its role of public regulatory body.
		5 – SCMA	Portugal	It will contribute to all the activities of this WP. As pilot leader will be mainly involved in T3.1 and T3.3.
		6 – UALG	Portugal	It will contribute to T3.1 and T3.2 as to its experience and to its role of WP6 leader.
		7 – WIAB	Austria	It will contribute to T3.1 to guarantee that the EQAVET principles will be respected.
		8 – MUG	Austria	It will contribute to all the activities of this WP. As pilot leader will be mainly involved in T3.1 and T3.3.
		9 – STYCC	Austria	It will monitor the curriculum with respect the firms' point of view.
		10 – RC	Italy	It will contribute to T3.3 as to its role of public regulatory body
		11 – ITS-BACT	Italy	It will contribute to all the activities of this WP. As pilot leader will be mainly involved in T3.1 and T3.3.
		12 – RSCN	Belgium	It will contribute to T3.1
<b>4</b>	<b>Lead partner</b>	<b>8 – MUG</b>	<b>Austria</b>	MUG will lead WP4 activities. It will contribute to all the activities and will lead T4.1, T4.2 and T4.3
<b>Materials and tools supporting trainers in the curriculum implementation</b>		1 – Odisee	Belgium	Is involved in all the activities due to its role of pilot leader and it is also in charge to translate the material in Dutch (T4.3).
		2 – SI4LIFE	Italy	It is involved in T4.2, T4.3 and it leads T4.4
		3 – MP	Italy	It is involved in T4.1 and T4.4 due its role of pilot leader. It also involved in T4.2
		4 – RL	Italy	It is involved in T4.3 to translate the material in Italian.
		5 – SCMA	Portugal	It is involved in T4.1 and T4.4 due its role of pilot leader.
		6 – UALG	Portugal	It is involved in T4.3 to translate the material in Portuguese.
		7 – WIAB	Austria	
		9 – STYCC	Austria	
		10 – RC	Italy	
		11 – ITS-BACT	Italy	It is involved in T4.1 and T4.4 due its role of pilot leader. It also involved in T4.2
		12 – RSCN	Belgium	



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<b>5</b>	<b>Lead partner</b>	<b>1 – Odisee</b>	<b>Belgium</b>	ODISEE is in charge to lead the WP and to deliver the pilot in Belgium.
<b>Pilots delivery</b>		2 – SI4LIFE	Italy	
		3 – MP	Italy	It will deliver the pilot in Liguria
		4 – RL	Italy	Due to its role it will be involved in the pilot in Liguria
		5 – SCMA	Portugal	It will deliver the pilot in Portugal
		6 – UALG	Portugal	
		7 – WIAB	Austria	
		8 – MUG	Austria	It will deliver the pilot in Austria. It is also involved in the other tasks to provide eLearning technical support.
		9 – STYCC	Austria	Due to its role, it will be involved in the pilot in Austria
		10 – RC	Italy	Due to its role, it will be involved in the pilot in Campania
		11 – ITS-BACT	Italy	It will deliver the pilot in Campania
		12 – RSCN	Belgium	
<b>6</b>	<b>Lead partner</b>	<b>6 – UALG</b>	<b>Portugal</b>	UALG will lead this WP, it is involved in all the activities and will lead Tasks 6.1, 6.2 and 6.3
<b>Evaluation</b>		1 – Odisee	Belgium	Will be involved in all the activities as pilot leader and project coordinator.
		2 – SI4LIFE	Italy	It will be involved in the curriculum evaluation (T6.2) due to its role of WP3 Leader and in the evaluation of tools (T6.3).
		3 – MP	Italy	MP is pilot leader so it will participate in all the tasks except for the evaluation plan (6.1)
		4 – RL	Italy	
		5 – SCMA	Portugal	It will participate in the pilot evaluation (6.4). The other evaluation will be performed by the WP leader.
		7 – WIAB	Austria	It will be involved in all the activities and will lead Task. 6.3 and 6.4.
		8 – MUG	Austria	It will provide the support in all the evaluation tasks, not in the plan.
		9 – STYCC	Austria	
		10 – RC	Italy	
		11 – ITS-BACT	Italy	ITS-BACT is pilot leader so it will participate in all the tasks with the exception of the evaluation plan (6.1)
		12 – RSCN	Belgium	RSCN will contribute to the evaluation of the CGE Curriculum (6.2)
<b>7</b>	<b>Lead partner</b>	12 – RSCN	Belgium	RSCN is the WP7 Leader and is in charge to coordinate the dissemination (T7.1), exploitation (T7.3), scaling-up and exploitation (T7.4) activities.
<b>Dissemination, exploitation,</b>		1 – Odisee	Belgium	As to its role of project coordinator it is significantly involved in all the main activities, i.e., T7.1, T7.3



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<b>scaling-up and sustainability of project results</b>				and T7.4.
		2 – SI4LIFE	Italy	It is in charge to develop the website and dissemination tools (lead T 7.2). It will also contribute to T7.1 and T7.3.
		3 – MP	Italy	It will be involved in Dissemination and Sustainability activities T7.1 and T7.4
		4 – RL	Italy	It will contribute to T7.1, T7.3 and T7.4
		5 – SCMA	Portugal	It will contribute in Dissemination activities and definition of stakeholder T7.1
		6 – UALG	Portugal	It will contribute to this work package in all its activities.
		7 – WIAB	Austria	It will contribute to task 7.1 and 7.3
		8 – MUG	Austria	It will contribute to this work package in all its activities.
		9 – STYCC	Austria	It will contribute to T7.1, T7.3 and T7.4
		10 – RC	Italy	It will contribute to T7.1, T7.3 and T7.4
		11 – ITS-BACT	Italy	It will be involved in Dissemination and Sustainability activities T7.1 and T7.4
<b>8</b>	<b>Lead partner</b>	<b>7 – WIAB</b>	<b>Austria</b>	WIAB is in charge to lead the WP8 for the overall quality assurance. It is also responsible of T8.2 for the VET quality assurance and will assure the compliance with EQAVET principles
<b>Quality assurance</b>		1 – Odisee	Belgium	It will contribute significantly to all the activities of this WP due to its role of PC.
		2 – SI4LIFE	Italy	It will contribute to task 8.1
		3 – MP	Italy	It will contribute to task 8.1. and 8.2.
		4 – RL	Italy	It will contribute to task 8.1
		5 – SCMA	Portugal	It will contribute to task 8.1
		6 – UALG	Portugal	It will contribute to all the activities of this WP
		8 – MUG	Austria	It will contribute to all the activities of this WP.
		9 – STYCC	Austria	It will contribute to task 8.1
		10 – RC	Italy	It will contribute to task 8.1
		11 – ITS-BACT	Italy	It will contribute to task 8.1. and 8.2.
		12 – RSCN	Belgium	It will contribute to task 8.1





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**3.2. Organisation of meetings.** Please provide details of the project meetings organised (partnership meetings, workshops, seminars, events, etc.) and the partners/stakeholders that attended.

Meeting Location	Date	Partners that participated	Purpose of the meeting
Genova	6,7,8/10/2020	Odisee SI4LIFE UALG WIAB MUG RSCN	Pre-Kick Off Meeting 1 1. Alliance Agreement 2. Templates 3. Curriculum improvement 4. Quality management
Portugal	4/11/2020	Odisee UALG SCMA	Pre-Kick Off Meeting 2 1. Project management: structure, roles and involved bodies. 2. Financial management
Online	26/11/2020	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Serena Alvino (SI4LIFE) Sandra Pais (University of Algarve) Inês Rodrigues (University of Algarve) Valentina Wagner (MUG) Seema Akbar (WIAB) Heidi Müller-Riedlhuber (WIAB) John Farrell (RSCN) Maddalena Illario (RSCN)	Steering Committee Meeting 1 1. General Assembly 2. Notification Letter EU 3. External Reviewer 4. WP1 – T1.3 Risk Management 5. WP2 Occupational Profile CGE 6. WP7 – T7.1 Dissemination & Communication / T7.2 Visual Identity 7. WP8 – T8.1 Quality Assurance 8. Other Issues
Online	11/03/2021	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Serena Alvino (SI4LIFE) Valentina Wagner (MUG) Regina Röller-Wirnsberger (MUG) Seema Akbar (WIAB) Heidi Müller-Riedlhuber (WIAB) John Farrell (RSCN) Maddalena Illario (RSCN)	Steering Committee Meeting 2 1. WP 1 Management Consortium Meeting Response of the Project Officer (PO) 2. WP 2 OP of the CGE Results and conclusion of T2.1 The Occupational Profile of the CGE 3. WP 3 Design and Localization of the EU CGE Curriculum



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		Gerardo de Paola (Regione Campania)	4. WP 6 Evaluation 5. WP 7 Dissemination Year 1 Objectives Updates on Tasks 6. WP 8 Quality Assurance Step-by-Step Guide: Internal Quality Control for written deliverables Changes of the Quality Control Plan Open Questions 7. Evaluation of the Project
Online	23/09/2021	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Serena Alvino (SI4LIFE) Sandra Pais (University of Algarve) Inês Rodrigues (University of Algarve) Nidia Braz (University of Algarve) Valentina Wagner (MUG) Regina Röller-Wirnsberger (MUG) Seema Akbar (WIAB) Heidi Müller-Riedlhuber (WIAB) John Farrell (RSCN)	Steering Committee Meeting 3 1. Changing of the project coordinator 2. WP3 LOs Description 3. WP6 Evaluation 4. WP7 Scaling-Up Strategy
Online	20/10/2021	Marjolein Winters (Odisee) Ellen De Cuyper (Odisee) Serena Alvino (SI4LIFE) Valentina Wagner (MUG) Regina Röller-Wirnsberger (MUG) Seema Akbar (WIAB) Heidi Müller-Riedlhuber	Steering Committee Meeting 4 1. Introduction of the new PO 2. Discussion about the Alliance Agreement 3. Problems with the Gastrology concept 4. Future guidelines sharing 5. WP6 Problems arisen with evaluation



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		(WIAB) John Farrell (RSCN)	
Online	16/11/2021	Ellen De Cuyper (Odisee) Willem vanden Berg (Odisee) Serena Alvino (SI4LIFE) Sandra Pais (University of Algarve) Valentina Wagner (MUG) Regina Röller-Wirnsberger (MUG) Seema Akbar (WIAB) Heidi Müller-Riedlhuber (WIAB) John Farrell (RSCN)	Steering Committee Meeting 5 <ol style="list-style-type: none"> <li>1. Update on the Alliance agreement after feedback of the partners.</li> <li>2. Handling of appointment of associated / affiliated partners - decision making process</li> <li>3. Update on WP6 responsibilities.</li> <li>4. Clarification of time schedule issues: <ol style="list-style-type: none"> <li>a. release of the first version of the GCE Curriculum - D3.1.1</li> <li>b. necessary postponing of pending/upcoming deadline.</li> <li>c. the overall time schedule of the project</li> </ol> </li> <li>5. Reflection on the first year of the project</li> </ol>
Online	9-10/12/2020	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Serena Alvino (SI4LIFE) Barbara Mazzarino (SI4LIFE) Filippo Costa (SI4LIFE) Elena Vercelli (SI4LIFE) Yuri Piccione (SI4LIFE) Olga Pedemonte (Marco Polo) Roberto Solinas (Marco Polo) Matilde Borriello (Marco Polo) Lucia Schifano (Regione Liguria) Francesca Vavassori (Regione Liguria) Patricia Seromenho (SCMA) Ana Isabela Silva (SCMA)	Consortium Meeting N°1 <ol style="list-style-type: none"> <li>1. Tour De Table   Introduction of partners – 5 minutes each</li> <li>2. Project structure, roles and involved bodies</li> <li>3. Break</li> <li>4. WP1 Management</li> <li>5. WP6 Evaluation</li> <li>6. WP7 Dissemination, exploitation, scaling-up and sustainability of project results</li> <li>7. WP8 Quality Assurance</li> </ol>



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		Rosa Oliveira (SCMA) Sandra Pais (UALG) Nataliya Butenko (UALG) Heidemarie Müller-Riedlhuber (WIAB) Seema Akbar (WIAB) Regina Roller-Wirnsberger (MUG) Valentina Wagner (MUG) Sonja Lindner(MUG) Valentina Compiani (ITS BACT) John Farrell (RSCN) Madalena Illario(RSCN) Jean Bousquet (RSCN) Bjorn de Lange (Vitalis) Vincent Vriends(Vitalis) Bart Geurden (Center for Gastrology) Pavol Krempasky (Project Officer)	
Brussel (hybrid)	15-16/06/2021	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Jo Praet (Odisee) Lobke Van den Wijngaert (Center for Gastrology) Valentina Compiani (ITS-BACT) Serena Alvino (SI4LIFE) Yuri Piccione (SI4LIFE) Camilla Donaggio (SI4LIFE) Barbara Mazzantino (SI4LIFE) Inês Gago-Rodrigues (UALG) Nídia Braz (UALG) Sandra Pais (UALG) Ezequiel Pinto (UALG) Olga Pedemonte (Marco Polo) Matilde Borriello	Consortium Meeting N°2  1. Introduction of Consortium Meeting 2. Overview of the Project & Updates 3. Finances 4. WP7 Dissemination & Communication 5. WP6 Evaluation Plans 6. WP8 Quality Assurance



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		(Marco Polo) Regina Roller-Wirnsberger (MUG) Valentina Wagner (MUG) John Farrell (RSCN) Madalena Illario(RSCN) Gerardo De Paola (Regione Campania) Lucia Schifano (Regione Liguria) Ana Silva (SCMA) Heidemarie Müller-Riedlhuber (WIAB) Seema Akbar (WIAB) Bart Geurden (Centre for Gastrology) Pavol Krempasky (EACEA)	
Genova (hybrid)	24-25/11/2021	Marjolein Winters (Odisee) Willem vanden Berg (Odisee) Jo Praet (Odisee) Valentina Compiani (ITS-BACT) Serena Alvino (SI4LIFE) Camilla Donaggio (SI4LIFE) Barbara Mazzantino (SI4LIFE) Inês Gago-Rodrigues (UALG) Nídia Braz (UALG) Sandra Pais (UALG) Roberto Solinas (Marco Polo) Olga Pedemonte (Marco Polo) Matilde Borriello (Marco Polo) Regina Roller-Wirnsberger (MUG) Valentina Wagner (MUG) John Farrell (RSCN) Madalena Illario(RSCN)	Consortium Meeting N°3 1. WP3 session 2. WP5: validation of prior learning; preparation of pilots 3. WP6 session 4. WP8 session 5. WP1 session 6. WP7 session (exploitation strategy)



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		Gerardo De Paola (Regione Campania) Lucia Schifano (Regione Liguria) Francesca Vavassori (Regione Liguria) Ana Silva (SCMA) Dália Neves (SCMA) Heidemarie Müller-Riedlhuber (WIAB) Seema Akbar (WIAB) Elisabetta Garbarino (ALFA) Bart Geurden (Centre for Gastrology) Geertrui Vlaemynck (ILVO) Herman Vandevijvere (Karel De Grote Hogeschool)	
Online	9-10/02/2022	Christian Stenbak Larsen (University College Copenhagen) Willem vanden Berg (Odisee) Filippo Costa (SI4LIFE) Barbara Mazzantino (SI4LIFE) Inês Gago-Rodrigues (UALG) Sandra Pais (UALG) Olga Pedemonte (Marco Polo) Matilde Borriello (Marco Polo) Regina Roller-Wirnsberger (MUG) Carolin Herzog (MUG) John Farrell (RSCN) Lucia Schifano (Regione Liguria) Francesca Vavassori (Regione Liguria) Ana Silva (SCMA) Maria (SCMA) Heidemarie Müller-Riedlhuber (WIAB) Seema Akbar (WIAB)	Consortium Meeting N°4 1. WP3 session: Introduction to the new tools for pilots' design 2. WP1 session: update financial declarations and Alliance Agreement 3. WP4 session: Kick off and next steps 4. WP6 session: detailed planning for questionnaires collection till month 18 5. WP8 session: input on EQAVET
Online	10/02/2022	Willem vanden Berg	General Assembly



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Meeting Location	Date	Partners that participated	Purpose of the meeting
		(Odisee) Jo Praet (Odisee) Serena Alvino (SI4LIFE) Sandra Pais (UALG) Regina Roller-Wirnsberger (MUG) Heidemarie Müller-Riedlhuber (WIAB)	<ol style="list-style-type: none"> <li>WP4: T4.1 platform</li> <li>WP4: T4.2 Learning materials and guides for teachers</li> <li>WP4: T4.3 materials implementation</li> <li>WP4: T4.4 pilot teachers training</li> <li>WP5: Pilots implementation</li> </ol>

**3.3. Involvement of Staff per category.** Please indicate the involvement of each member of staff on the project per category/ per partner. Copy the table for each partner in the consortium.

Partner name: Odisee vzw				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
1	Jo Praet	Internal	01/11/2020	30/04/2022
1	Willem vanden Berg	Internal	01/11/2020	30/04/2022
2	Willem vanden Berg	Internal	01/11/2020	30/04/2022
4	Willem vanden Berg	Internal	01/11/2020	30/04/2022
1	Marjolein Winters	Internal	01/11/2020	30/10/2021
2	Marjolein Winters	Internal	01/11/2020	30/10/2021
2	Ellen De Cuyper	Internal	01/11/2021	28/02/2022

Partner name: SI4Life				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
1	Filippo Costa	Internal	01/11/2020	30/04/2022
1	Serena Alvino	Internal	01/11/2020	30/04/2022





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Partner name: SI4Life				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
2	Yuri Piccione	Internal	01/11/2020	31/12/2021
1	Barbara Mazzarino	Internal	01/11/2020	30/04/2022
2	Camilla Donaggio	Internal	01/11/2020	30/04/2022
2	Elena Vercelli	Internal	01/01/2022	30/04/2022

Partner name: Regione Liguria				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
4	Francesca Vavassori	Internal	01/11/2020	30/04/2022
1	Lucia Schifano	Internal	01/11/2020	30/04/2022

Partner name: SCMA				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
2	Ana Isabel Silva	Internal	01/11/2020	30/04/2022
4	Rosa Alveira	Internal	01/11/2020	30/04/2022
2	Dalia Neves	Internal	01/11/2020	30/04/2022
1	Joana Gomes	Internal	01/11/2020	30/04/2022
1	Patricia Seromenho	Internal	01/11/2020	30/04/2022
1	Ana Isabel Silva	Internal	01/11/2020	30/04/2022
1	Dalia Neves	Internal	01/11/2020	30/04/2022

Partner name: University of Algarve				
		Type of contract	Period of assignment	



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Category	Staff name (Last name, first name)	(Internal or recruited for the project)	From	To
2	Ezequiel Pinto	Internal	01/11/2020	30/04/2022
2	Ines Rodrigues	Internal	01/11/2020	30/04/2022
4	Maria Covas	Internal	01/11/2020	30/04/2022
2	Nidia Braz	Internal	01/11/2020	30/04/2022
1	Nidia Braz	Internal	01/11/2020	30/04/2022
4	Paulo Conceicao	Internal	01/11/2020	30/04/2022
1	Sandra Pais	Internal	01/11/2020	30/04/2022
2	Sandra Pais	Internal	01/11/2020	30/04/2022

Partner name: WIAB				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
1	Petra Ziegler	Internal	01/11/2020	30/04/2022
2	Seema Akbar	Internal	01/11/2020	30/04/2022
1	Heidemarie Müller-Riedlhuber	Internal	01/11/2020	30/04/2022

Partner name: University of Graz				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
2	Regina Roller-Wirnsberger	Internal	01/11/2020	30/04/2022
2	Valentina Wagner	Internal	01/11/2020	30/04/2022
3	Valentina Wagner	Internal	01/11/2020	30/04/2022
4	Valentina Wagner	Internal	01/11/2020	30/04/2022
2	Carolin Herzog	Internal	01/01/2022	31/12/2022
3	Carolin Herzog	Internal	01/01/2022	31/12/2022
4	Carolin Herzog	Internal	01/01/2022	31/12/2022
3	Sandra Schüssler	Internal	01/01/2022	31/12/2022

Partner name: ITS BACT				
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Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
	Miriela Martinez	recruited for the project	01/11/2020	30/04/2022
2	Valentina Compiani	recruited for the project	01/11/2020	30/04/2022
2	Aniello Di Vuolo	recruited for the project	01/11/2020	30/04/2022
1	Aniello Savareze	recruited for the project	01/11/2020	30/04/2022
2	Aniello Savareze	recruited for the project	01/11/2020	30/04/2022
2	Paola Pagliuca	recruited for the project	01/11/2020	30/04/2022
2	Alfonsina Verrilli	recruited for the project	01/11/2020	30/04/2022
4	Chinese Guglielmo	recruited for the project	01/11/2020	30/04/2022
2	Chinese Guglielmo	recruited for the project	01/11/2020	30/04/2022
2	Francesco Scagliola	recruited for the project	01/11/2020	30/04/2022
2	Ponticelli Maria Pia	recruited for the project	01/11/2020	30/04/2022
2	Pablo Ramirez	recruited for the project	01/11/2020	30/04/2022

Partner name: RSCN				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
2	John Farell	recruited for the project	01/11/2020	30/04/2022
3	John Farell	recruited for the project	01/11/2020	30/04/2022

Partner name: Marco Polo				
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Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
2	Olga Pedemonte	recruited for the project	01/11/2020	30/04/2022
2	Matilde Borriello	recruited for the project	01/11/2020	30/04/2022
4	Chiara Bernardi	recruited for the project	01/11/2020	30/04/2022
2	Olga Pedemonte	recruited for the project	01/11/2020	30/04/2022
2	Girolamo Pugliese	recruited for the project	01/11/2020	30/04/2022
2	Simona Signorelli	recruited for the project	01/11/2020	30/04/2022
4	Roberto Solinas	recruited for the project	01/11/2020	30/04/2022

Partner name: Regione Campania				
Category	Staff name (Last name, first name)	Type of contract (Internal or recruited for the project)	Period of assignment	
			From	To
1	Maria Antonietta D'Urso	Internal	01/11/2020	30/04/2022
2	Gerardo De Paola	Internal	01/11/2020	30/04/2022
4	Gerardo De Paola	Internal	01/11/2020	30/04/2022

### 3.4 Cooperation arrangements with partners

**3.4.1** Please provide a qualitative evaluation of the overall cooperation between the consortium members. Describe the tools and methods put in place to manage the consortium, and to ensure cooperation among partners.

Decision making will follow the project management structure of Steering Committee, Project Coordinator and General Assembly.



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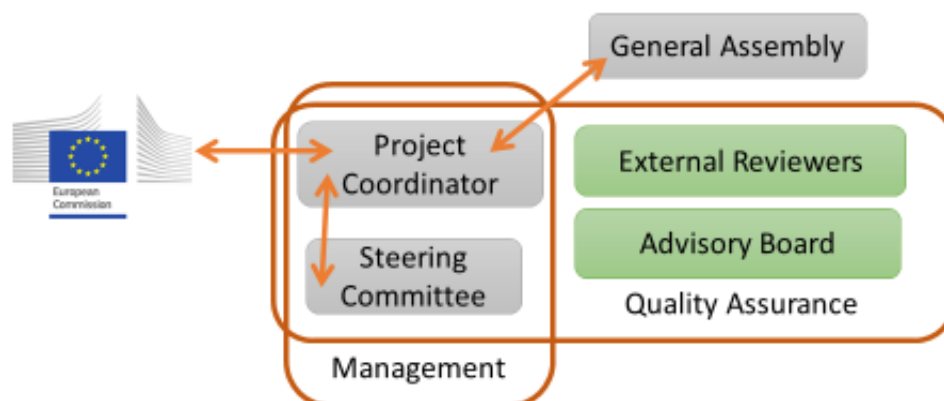


Figure 5: project management structure

In addition, decision making will take into account that WP Leaders will be expected to inform the PC of any significant unforeseen event (e.g., delay in the completion of deliverables) that may concern the WP. PC supported by the SC will decide the proper actions. The final approval of major interventions is in charge to the General Assembly.

Project conflict management will be based on 3 main actions, i.e., conflict (i) prevention, (ii) identification and (iii) resolution.

Conflict identification will be carried out by the PC in coordination with WP8-Quality Assurance. Each partner will be invited to point out to the PC any possible conflicts inside the Alliance.

Conflict resolution will be handled through daily activities of support, mediation and mitigation carried out by the PC, on the base of the decision-making rules.

Monitoring strategy support the PC to guarantee the successful completion of tasks against a schedule of dates agreed by the partners. Internal progress and financial management reports are the responsibility of the PC; it will be managed through 6-monthly internal reporting sessions, to continuously monitor the status of each member/WP.

The communication strategy aims at keeping all the partners fully informed about the project status, the planning, and all other relevant issues to the partners in order to obtain maximum transparency for all and to increase the synergy of the co-operation. Internal communication tools will be identified as well as tools for distance collaboration (MS Teams).

**3.4.2** Provide details of any changes to the partnership (withdrawals/replacements) and the impact on the work plan if any. (Remember that any change to the partnership is subject to a formal amendment and has to be approved by the Agency.) Report on any particular difficulty the project encountered related to the management of the partnership and the solution provided.

There were no changes, withdrawals, or replacements to the partnership. No serious difficulties have been faced related to the management of the partnership. The only one worth mentioning has been the changing of the project coordinator that was solved with the hiring of a new one who gave continuity to the tasks that were being carried out by the partnership.



## 4. Impact and dissemination

### 4.1 Dissemination and exploitation

Describe implementation of dissemination and exploitation strategies in order to assure sustainability of the project. How were different stakeholders involved in the project, thus increasing sustainability of the results? Provide details of confidential results, intellectual property rights issues, copyrights, potential commercialisation (where applicable). **Include login and password details for any confidential areas of the project website/s.)**

Impact of the project is driven by the Dissemination and Communication Plan, Exploitation Plan, and Scaling Up and Sustainability Plan. The interdependency between each of these plans is recognised and the actions set out in them are designed to ensure the sustainable long-term impact from the project. Year 1 Objectives for Dissemination and Communication were:

- To define the dissemination plan establishing the partners involved and responsibilities in each task. This objective guided the activity to prepare and produce this deliverable.
- To set up all channels and tools that will support and guarantee the proper implementation of the Dissemination and Communication plan, both at European and local level.
- To achieve visibility of the project among target audiences defined regarding the scope, objectives, activities and results that NECTAR is going to address and achieve.

These objectives were achieved and are set out in the respective deliverables in WP7 including the Stakeholder Analysis. This analysis has allowed the project to identify the key dissemination messages and engagement to be undertaken and ensure consistency across all Partners and Pilot Sites:

WHO	WHAT
Vocational (Higher) Education Training Providers	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its Ecosystem</li> <li>• Best Practice in high quality food tailored for older adults, for patients recovering from surgery or have other health conditions such as dysphagia or loss of taste, chewing problems etc</li> <li>• Benefits of tasty and high quality food on Quality of Life of older adults</li> <li>• Needs of the pilot regions during the project</li> <li>• Value of accredited training programmes in recruiting Chefs/Cooks</li> </ul>
Qualification and Accreditation Bodies (National, International)	Any relevant outcome of the NECTAR project regarding standardisation efforts, food safety, experience, data, and evidence or practices adoption from pilot regions under operational



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		conditions.
	Professional Organisations (Chefs, Cooks)	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its Ecosystem</li> <li>• Good Practices in high quality food for older adults and those who need a more personalised diet or with extra care needs</li> <li>• Benefits of tasty and high quality food on Quality of Life of older adults or patients recovering from surgery or have other health conditions</li> <li>• Needs of the pilot regions during the project</li> <li>• Value of accredited training programmes in recruiting Chefs/Cooks</li> </ul>
	Health and Social Care Providers (Hospitals, Care Homes)	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its Ecosystem</li> <li>• Good Practices in high quality food for people with extra care needs</li> <li>• Benefits of tasty and high-quality food on Quality of Life</li> <li>• Needs of the pilot regions during the project</li> <li>• Value of accredited training programmes in recruiting Chefs/Cooks</li> </ul>
	3 <sup>rd</sup> Party Providers (Private Care Homes)	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its Ecosystem</li> <li>• Best Practice in high quality food for people with extra care needs</li> <li>• Benefits of tasty and high-quality food on Quality of Life</li> <li>• Value of accredited training programmes in recruiting Chefs/Cooks</li> </ul>
	Primary Food Care (Organisations manufacturing/producing food – “farm to the	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its</li> </ul>





fork")	<p>Ecosystem</p> <ul style="list-style-type: none"> <li>• Gastro/Food engineering, Taste steering and healthy food guidelines</li> </ul>
Policy Makers	<ul style="list-style-type: none"> <li>• Information on the NECTAR project and its Ecosystem</li> <li>• Cost-effectiveness of intervention</li> <li>• Potential and current value-based healthcare benefit from high quality (as well taste, texture, nutrient composition, presentation) and more personalised diets</li> <li>• Need for recognition of accredited qualifications for chefs cooking for people with additional care needs whether or not in health and care settings.</li> </ul>
Influencers (Networks/European Organisations)	<ul style="list-style-type: none"> <li>• Information on the project including goals and objectives</li> <li>• Successful or exemplary activities and results</li> </ul>
End Users (Older Adults, Informal Care Givers)	Personalised information about taste steering, food safety and high-quality food
General Public	<ul style="list-style-type: none"> <li>• Information on the project including goals and objectives</li> <li>• Gastro/Food engineering, Taste steering, food safety and high-quality food guidelines</li> </ul>

Seven Milestones have been set out to support the Project's exploitation plans and these are spread throughout the project. It is recognised the real emphasis on the dissemination and exploitation of the project's outcomes or products will take place primarily in the second half of the project. Five of the exploitation Milestones have been achieved:

**Milestone 1:** The approval of the Exploitation Plan plan by the Project Steering Group

**Milestone 2:** The Dissemination and Communication Plan (D7.1.1) setting out the strategy for ensuring messages the project wishes to convey to each of our target stakeholder groups reaches them in the most effective and cost-efficient way.

**Milestone 3:** Delivery of the project website (D7.1.2) as the main tool for reaching our target groups. The content and material available on the website will be regularly updated throughout the lifetime of the project and beyond.

**Milestone 4:** Development of the CGE Occupational Profile and the CGE Curriculum (WP3-T3.1); and the web-based Designers' Kit (WP3-T3.2). The delivery of these and the associated ESCO accreditation are key to the promotion and delivery of the curriculum in the Pilot Sites and in other regions external to the project.



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**Milestone 5:** Development of the Open Access Education Resources, Online Education Toolkit, and the Pilot Sites' CGE Course programmes.

The final 2 Milestones relate to the delivery and testing of the CGE curriculum in each of the Pilot Sites; and the Final Conference and Memorandum of Understanding. Facilitating the delivery and testing of the curriculum each of the Pilot Sites are developing its own Dissemination and Communication Plan, aligning it with the overall Dissemination and Communication Plan for the project and drawing on the activities set out in it.

Supporting the project's Dissemination, Communication and Engagement a Dissemination and Communication Working Group has been established with representation from each Pilot Site and Partner organisation. The DCWG is responsible for coordinating the communication and dissemination of the project's activities ensuring visibility is given to activities and actions across Partners and Pilot Sites.

In addition to the Dissemination, Communication and Exploitation activities clear actions are set out in the NECTAR Sustainability and Scaling Up Plan. The aim of the Plan is to increase the impact of the NECTAR products successfully tested in the Pilot Sites so as to benefit more people and to foster policy and programme developments beyond the project on a lasting basis. Key actions undertaken in the first year were to build a database of good practices (Task T2.1 and D2.1.1). A two-step approach was undertaken: 1) search for best practice models in education and training for chefs in the Best Practice-Portal of the European Commission, Consumers, Health, Agriculture and Food Executive Agency (CHAFAEA) Health Programme Database, Community Research and Development Information Service (CORDIS) Database for EU-funded projects and Erasmus+ project database; and 2) survey with partners from the NECTAR project and the EIP on AHA Reference Site Collaborative Network (RSCN) to collect best practice models in education and training for chefs across regions in Europe.

Best practice models were evaluated to provide examples of best practice assessment and to evaluate whether these best practices could be used as a basis for developing the NECTAR Chef Gastro Engineering occupational profile and curriculum. They were also compared to the European Taxonomy of Skills, Competences and Occupations (ESCO) qualifications for "head chefs" and "diet cooks".

The assessment of best practice examples highlighted a lack of information about the practices and therefore some of the criteria could not be assessed accurately. In addition, there was no indication the best practice examples submitted through the survey and research were fully considered in terms of qualifications, competences and implementation.

NECTAR still benefited from this first step of Scaling Up as the template developed and the benchmark with ESCO qualifications would ensure the missing aspects were considered in the development of:

- I. A "Chef Gastro Engineering" Occupational Profile; and
- II. The NECTAR CGE training curriculum that will be evaluated in each of the 5 Pilot Sites.

The CGE Occupational Profile and Curriculum following the testing in the Pilot Sites will therefore become the best practice and provide the evidence base to support the scaling up of the CGE curriculum nationally and international, supported by a Twinning programme. These will take place in the final year of the project

The examples gathered from the research and surveys will still be made available as a web-based resource and they will be referenced with the pre-specified criteria they met.

The project results and outcomes have been put on the project website in secure place. As required, these are



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the link, login, and password:

<http://www.nectar-project.eu/project-deliverables-full-list/>

Login name: NectarReview

Password: Nectar-M18-InterimReport

**Links with other sectoral initiatives.** Please describe how your project is linked with other sectoral initiatives. Have you achieved some synergies?

Links have been established between the project and the RSCN Thematic Action on Health Promotion and Disease Prevention. Learning from the project will be disseminated to members of the Thematic Working Group on Food and Nutrition

## 4.2 Impact

Based on the initial indicators described in part IV of the application, please highlight the main results (outputs and outcomes) for actors, structures, sectors or systems that your project has generated so far. Please also describe what is the impact on the target groups (including participating institutions and stakeholders).

Deliverable/short term results	Target groups/potential beneficiaries	Impact	Quantitative indicators	Qualitative indicators
<b>R-I. A reference EU Occupational Profile for CGE</b>	<p><b>Target groups:</b></p> <p>a) Vet Providers (<b>VET-P</b>);</p> <p>b) Chefs/Cooks working in health and social care settings (<b>CC</b>);</p> <p>c) Decision-Makers (<b>DM</b>) at local, regional and national level;</p> <p>d) Service providers (<b>SP</b>) and their umbrella organizations;</p> <p><b>Potential beneficiaries:</b></p> <p>a) Service Users (<b>SU</b>);</p> <p>b) Other actors in</p>	The new Occupational Profile for CGE will play a reference role for the definition of local/regional/national occupational profiles. For instance, it has been taken as basis for the integration of CGE profile into the regional registries of occupations in Liguria and Campania. In	<ul style="list-style-type: none"> <li>• 1 digital document detailing the EU OP delivered</li> <li>• Min 15 stakeholders consulted during preparatory analysis</li> <li>• Min 50 chefs consulted on occupational profile in at least 3 EU countries</li> </ul>	<ul style="list-style-type: none"> <li>• Based on current profiles in ESCO and other existing profiles for cooks</li> <li>• Based on information included in EU Skill Panorama</li> <li>• Compliance with ECVET</li> <li>• Positive feedbacks from the main target groups</li> </ul>



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	HUMAN HEALTH AND SOCIAL WORK ACTIVITIES sector (OTH)	the last year of the project ESCO will be contacted in order to integrate the CGE profile. EU skills panorama will be also contacted to disseminate the Profile. The impact of the profile will be high, defining for the first time at EU level this innovative professional.		
<b>R-II. A reference EU Curriculum for CGE</b>	<p><b>Target groups:</b> a) VET-P; b) CC; c) DM; d) SP</p> <p><b>Potential beneficiaries:</b> a) OTH; b) SU</p>	The EU Curriculum for CGE will play a reference role at EU level for any VET provider who would like to implement a course awarding the qualification of CGE. Based on the professional profile, which will be formalized in regional/national registries and in ESCO, and compliant with the main EU tools for VET, the Curriculum will allow for credits recognition,	<ul style="list-style-type: none"> <li>• 1 digital document detailing the EU Curriculum delivered</li> <li>• Min 50 chefs consulted on the Curriculum in at least 3 EU countries</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with ECVET;</li> <li>• Supports ECVET points;</li> <li>• Compliance with ESCO</li> <li>• Compliance with EQF;</li> <li>• It includes Learning Outcomes referring to: job specific skills, key competences for lifelong learning, soft skills fundamental in the sector,</li> <li>• Positive feedbacks from the main target groups</li> <li>• Positive</li> </ul>



		transfer and transparency. Based on ECVET points it will assure the transferability of the certification across Europe.		evaluation from VET designers about flexibility and adaptability to different EU countries
<b>R-VIII. Design documents of five localized curricula in Belgium, Portugal, Austria, Liguria and Campania</b>	<b>Target groups:</b> a) VET-P (Designers and teachers); b) DM  <b>Potential beneficiaries:</b> a) CC; b ) SP	The design documents of the localized curricula, formalized through a unique template, will allow for the comparability of the curricula across Europe and for the possible transferability and replicability of the designs. Modelling the design of localized curricula will simplify the implementation of multiple editions of pilots as well as the replication of the curriculum by other regional/national VET providers(e.g. other high schools of other Higher Education institutions).	<ul style="list-style-type: none"> <li>Five localized curricula based on the EU Curriculum (Belgium, Portugal, Austria, Liguria and Campania)</li> </ul>	<ul style="list-style-type: none"> <li>Clear definition of learning outcomes in compliance with ECVET</li> <li>Positive feedback about the proper contextualization of the EU curriculum from the project partners</li> <li>Positive evaluation based on EQAVET indicators</li> </ul>
<b>R-IX. The design documents of five pilot courses Belgium, Portugal, Austria, Liguria and</b>	<b>Target groups:</b> a) VET-P (Designers and teachers); b) DM  <b>Potential beneficiaries:</b> a) Students of the pilot;	The detailed design of the pilots, formalized through a unique template, will allow for the comparability of the courses for evaluation	<ul style="list-style-type: none"> <li>Five design documents of pilot courses (Belgium, Portugal, Austria, Liguria and Campania) based on the localized</li> </ul>	<ul style="list-style-type: none"> <li>Clear definition of learning outcomes in compliance with ECVET</li> <li>Pilot courses are described according to a</li> </ul>



<b>Campania</b>	b) CC; c) SP	purposes. It will also support the sharing of this project result at local / regional /national level in order to support their transferability and scalability, both into new initiatives and into new editions of the pilots.	curricula	<p>unique template defined in the project</p> <ul style="list-style-type: none"> <li>Positive evaluation of pilots following the evaluation plan indicators and the EQAVET indicators</li> </ul>
<b>Deliverable/Long term outcome</b>	<b>Target groups/potential beneficiaries</b>		<b>Quantitative indicators</b>	<b>Qualitative indicators</b>
<b>The Occupational Profile and the Curriculum are integrated into practice and tools of the regulatory bodies</b>	<b>Target groups:</b> <b>c) Decision-Makers (DM) at local, regional and national level;</b> <b>Potential beneficiaries:</b> <b>a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC); c) VET Providers; d) FA and FA associations and trade unions;</b>	Liguria and Campania regions have started the pathway for the institutional recognition of the CGE qualification in the respective Repertories of Professionals Qualifications. The qualification will also be integrated in the National Framework of Regional Qualifications (Quadro Nazionale di Riferimento delle Qualificazioni Regionali - QNQR).	<ul style="list-style-type: none"> <li>The Professional Profile and the EU Curriculum are recognized by at least the regulatory institution included in the project (RLI)</li> <li>Recognized by at least 2 regional registers</li> </ul>	Positive feedbacks from DM outside of the project
<b>Regional or national qualifications integrates project results</b>	<b>Target groups:</b> <b>a) Decision-Makers (DM) at local, regional and national level; b) VET Providers; c) FA and FA associations and trade unions;</b> <b>Potential beneficiaries:</b>	Liguria and Campania regions have started the pathway for the institutional recognition of the CGE qualification in the respective Repertories of	<ul style="list-style-type: none"> <li>Accreditation is issued by at least 2 regional agencies;</li> <li>Accreditation is issued by at least 1 national</li> </ul>	



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	<b>a) Service users and Disabled People Organisations (DPOs); b) Other actors in the health and social care (AHSC);</b>	Professionals Qualifications. The qualification will also be integrated in the National Framework of Regional Qualifications (Quadro Nazionale di Riferimento delle Qualificazioni Regionali - QNQR).	agency;	
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**4.2.1 Impact for the sector concerned.** Please describe the impact of project activities/results already achieved on the sector addressed.

In order to tackle frailty among older Europeans a multidimensional and transnational approach to malnutrition is needed. This approach should cover different levels of care and should impose the re-skilling of different professionals working the sector. That said, NECTAR project results impact not only on local social and health but also on economic policies. NECTAR project results have a direct impact on:

- **Chefs/Cooks working in health and social care settings (CC):** better professionalization and qualification; formalized occupational profiles; increased training initiatives.
- **Decision-makers at local, regional and national level and their umbrella organisations (DM) and Service Providers (SP):** educating and providing highly skilled chefs for their territory; increasing and improving education structures and possibilities and attracting trainees; developing health and social care systems towards and integrated and inter-professional care approach
- **VET Providers (VET-P):** getting tools and models for successful education and training; improving their offer with new curricula which fit the market demand; networking with other VET-P and stakeholders
- **Service Users (SU):** profiting of better quality of services.

The impact of the project is multiplied thanks to the Scaling-up Strategy implemented in WP7. According to the WHO Guide *“scaling-up is the deliberate effort to increase the impact of health service innovations successfully tested in pilot or experimental projects so as to benefit more people and to foster policy and programme development on a lasting basis.”*

Based on the main elements of the “EU Scaling-up Strategy in AHA” NECTAR maximizes the project impact through 5 main steps (3” what to scale up” and 2” how to scale up”):

- *Identification of good practices:* has been done at the beginning, carried out in T2.1 in the preliminary contextual analysis defining a number of good practices about the “training and the employment of qualified chefs in primary care.” Consequently, the 5 pilot courses, will be formalized as good practices, as well.
- *Assessment of viability of good practices for scaling-up,* including feasibility studies within specific contextual frames
- *Classification of good practices for replication:* good practices are classified according to feasibility and contextual factors as well as the characteristics of the system in which they are implemented





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- *Facilitating partnerships for scaling-up*: usually there are at least two different organisational roles in scaling-up: the originating organisation that develops and pilots the model and the adopting organisation that takes up the model. Possible partnerships will be identified and started.

- *Setting the basis for scaling-up implementation*. « Scaling-up actions » are being and will be implemented at regional level, at country level and across EU countries during the whole project.

So, in order to guarantee a maximized impact communication activities connected to project milestones and activities, accurate and concrete information is transferred, and dissemination and exploitation has been target-group specifically designed, which will be addressed through “key messages.”

In this way we can maximise the impact of NECTAR project at different levels as stated before.

**4.2.2 Reaching outside the partnership and engaging with sectoral stakeholders.** Please describe the involvement of relevant stakeholders and specify activities they were contributing. Did you encounter any challenges to involve some stakeholder groups? Please explain which groups were more difficult to engage and the solutions implemented.

A key aspect of the projects Dissemination, Sustainability and Exploitation Plans included an analysis of the key stakeholders. Partners and Pilot Sites contributed to the analysis of the stakeholders at a workshop organised in December 2020 and in follow-up work. Stakeholders were analysed based on their level of influence and Impact on the project. The outcome from this work is set out in D7.1.3 Stakeholder Map. This document is accessible to all Partners and Pilot Sites, and they are encouraged to update it when new stakeholders have been identified or if the level of stakeholder engagement changes. By analysing and categorising the stakeholders it has been possible to align the project's Dissemination and Communication Plans to ensure the level of engagement is appropriate to each stakeholder. Additionally, the Stakeholder Map contributed to targeting activities and actions set out in the project's Exploitation Plan. Examples of engagement outside the project partnership include:

**Published Papers:**

Chefs in Future Integrated Healthcare – Current State and Innovation Needs: A First Overview of the NECTAR Project (aN Eu Curriculum for Chef gasTro-Engineering in Primary Food Care) – International Journal of Integrated Care

Primary Food Care: A Corner Stone in Optimal Care for Adult Cancer Outpatients Living in Three Rivers FoodDelta, an EU Reference Site – Centre for Research and Innovation in Gastrology and Primary Food Care (CRIGA)

**Social Media:**

The NECTAR Linked In and Twitter accounts are used to provide updates on the project and news items. In addition, Partners and Pilot Sites have used their web sites and social media platforms to promote the project and disseminate the NECTAR Newsletter e.g., Medical University of Graz (MUG) web site Home Page [Detail | \(medunigraz.at\)](#), and MUG Research Group “Ageing and Old Age Medicine” [Geriatric medicine and lifelong health | \(medunigraz.at\)](#)

**External Events:**

Presentation on NECTAR project at the joint RSCN, ProMIS and Federico II University webinar on “Integrated Lifestyle Interventions for Active and Healthy Ageing in Community Dwelling Older Adults”, 28



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September 2021. Event attended by representatives from the RSCN Reference Site network and regions within the ProMIS network.

European Week of Active and Healthy Ageing, October 2021. Workshop on Gastrologic Approaches to the Third Age, including a practical session on Taste Steering.

"MEDITERRANEAN CONVIVIO for resilience and post pandemic recovery in the tourist-cultural destinations of the Mediterranean basin" 16<sup>th</sup> and 17<sup>th</sup> November 2021. Focus Group session: "A new Profile Emerges in Europe: The Chef GastroEngineer"

The University of Algarve and the Portuguese Pilot Site presented the NECTAR Project at the **EFOOD2022 3rd International Conference held in Lisbon from 28th to 30th April 2022.**

#### **Partner and Pilot Site Engagement Activities:**

NECTAR is listed on the ERASMUS+ Platform which allows it to be easily identified by other organisations with an interest in primary food care, training programmes for chefs and cooks etc.

MUG presented the NECTAR project as a current research aspect within the topic "*What have we learned in science and practice about the nutrition of old people. From basic human rights to personalized medicine*" at a lecture to the annual congress of the Austrian Society for Geriatrics and Gerontology (ÖGGG) under the motto "*Look back - Think ahead*"

Promotion of NECTAR by Si4Life and Liguria regions as an example of good practice for inclusion in the repository of innovative good practices being collated for the 4<sup>th</sup> Call for Active and Healthy Ageing Reference Sites.

Promotion material and presentation packs to support the recruitment of students for the Curriculum programmes are being developed by Pilot Sites (see examples on supporting document #Sd15/16)  
Pilot Sites organised presentations and meetings with schools, hospitals, and care homes to increase awareness of the project

#### **NECTAR Leaflet:**

An initial version of the NECTAR leaflet was drafted in English. This provides information on the project including aims and deliverables, Partners and Pilot Sites involved etc and invites interested individuals and organisations to register with the project to receive future updates. The leaflet has been shared through the RSCN network for dissemination through it EIP on AHA Reference Site network. Partners were also invited to share it through their networks.

The Leaflet has since been translated into German, Italian, and Portuguese and is being disseminated by Pilot Sites to their stakeholder organisations. (See supporting document #Sd6)

#### **Project Advisory Board**

Advisory Board Members (5 in total) + External Reviewer were provided with an update on the project and links to the Project Leaflet, first Newsletter and the NECTAR Website. Advisory Board members are important stakeholders as they are experts from different countries and are reviewing some deliverables, It is necessary therefore to keep them updated on the project. Advisory Board members were asked to support dissemination of the Project by sharing the NECTAR Leaflet, link to website and update on the project to further possible stakeholders in their countries.

#### **Newsletter:**

The first NECTAR Newsletter was published in November 2021 and disseminated through the Partner and pilot Site Networks. A copy was uploaded to the Project website (See supporting document #Sd13)

**4.2.3 Roll-out at national and regional levels.** Please describe the planned activities taken in order to prepare and implement the action plan for the roll-out at national and regional levels.



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Roll-out at national and regional level will be managed through a double approach.

First of all, the regulatory bodies involved in the project (Campania and Liguria Regions) have paved the way for the institutional recognition of the CGE qualification in the respective Regional Repertories of Professionals Qualifications. A specific Italian name for the qualification has been identified and the profile is under translation in order to be properly integrated in the regional repositories before the start of pilots. In such a way the pilots will be able to award a certification based on the formalized qualification. The qualification will also be integrated in the Italian National Framework of Regional Qualifications (Quadro Nazionale di Riferimento delle Qualificazioni Regionali - QNQR).

In the Austrian and Portuguese local stakeholders have been involved in the pilot design pilot to assure the proper exploitation and sustainability of pilots. As to Belgian pilot, the Associated Partners, as experts representing future beneficiaries of project results, have been involved in pilots design and future implementation.

Project results roll out at national and regional level will be also implemented through the scaling-up approach planned in WP7. Scaling-up will be managed

- both WITHIN ORGANIZATIONS, i.e., increasing the capacity of organization for self-sustaining the piloted initiatives and ACROSS ORGANIZATIONS, i.e., increasing the capacity of project results to be adopted and financed in other contexts.
- both WITHIN THE REGIONS of the partnership and WITHIN THE COUNTRIES of the partnership.

**4.2.4 Open access.** Please describe how the results achieved are available to the public. If there are any limitations please provide more details about it.

The content developed within the NECTAR Project will be accessible for free by open access web environment and their availability is guaranteed at least 3 years after the project end.

In particular, all project public deliverables, including the Curriculum and Web based step-by-step guide supporting the CGE EU Curriculum localization, will be available through the project website.

The Teaching Toolkit and Multilingual Open Contents used in the pilots will be available for free use and reuse through the NECTAR Educational toolkit platform; it will be a customization of an educational ICT-platform "iMoox" (<https://imoox.at/mooc/>), which already offers Massive Open Online Courses developed by the Medical University of Graz (MedUniGraz) (see D4.1).

Any supplementary learning material developed with the courses, will be provided on NECTAR Educational toolkit platform. The platform will support multilingualism (EN, IT, DU, PT and GE)

In the Consortium Meeting carried out in February 2022, under the coordination of MUG (WP4 leader) partners have been invited to vote in order to define license possibilities for the courses on the educational toolkit platform.

Possible options under the Creative commons have been presented and discussed with the partners (see picture below)



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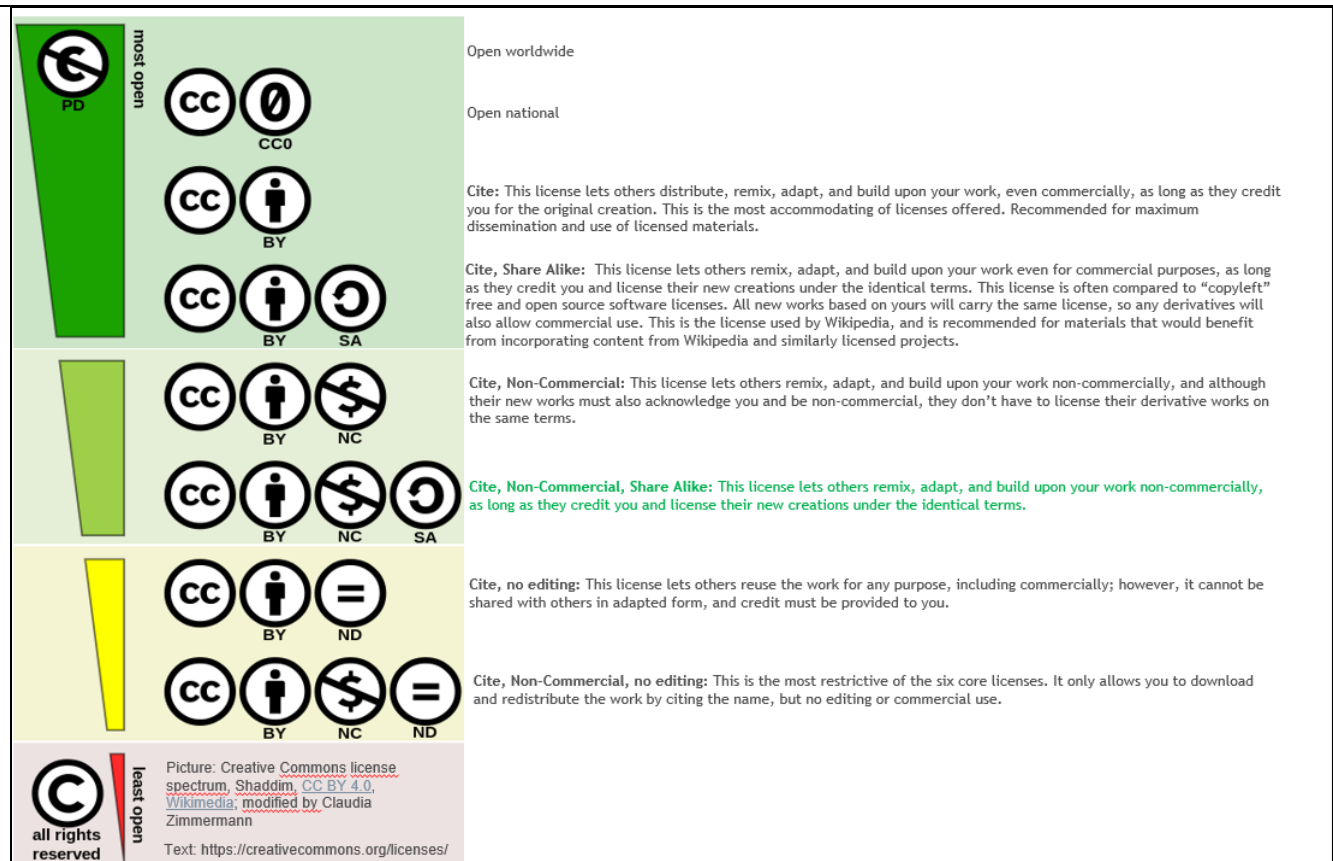


Figure 6: Creative Commons

To reach consensus on a preferred license for the underlying online course, a quick survey was conducted using the online tool MentimeterTM. The following figure shows the results of this vote, which led to the decision on the license used for the training course.



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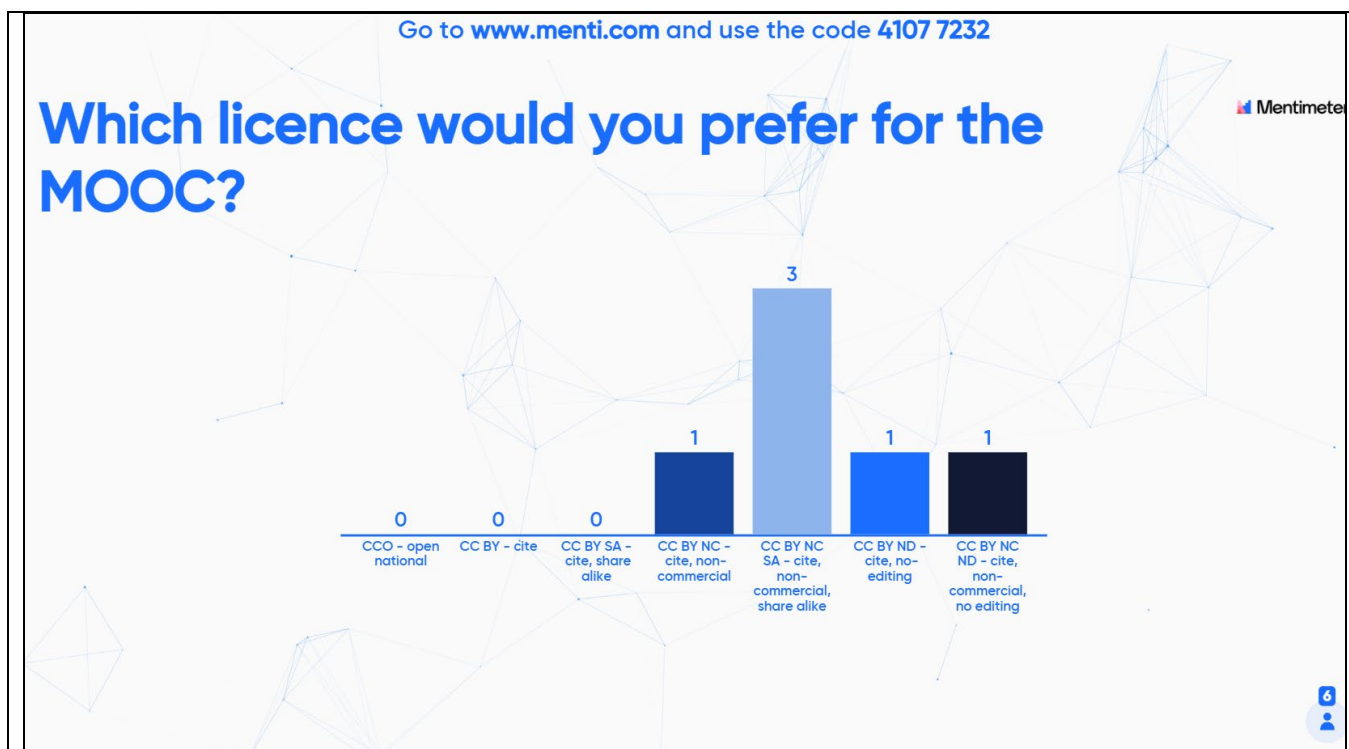


Figure 7: voting results

The majority of partners voted for CC BY NC – SA: this license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms. As to lesson plans and training patterns which will be delivered in T4.2 as tools for teachers, they will be released under the same license.

As agreed during the partners meeting held in June in Portugal, an asynchronous vote of the General Assembly is under development for the definition of a Creative Common license to be applied to the other deliverables of the PROJECT.

**4.2.4 Other information.** This point could cover e.g. lessons learned, best practices and success stories identified, measures taken related to the sustainability of the project results and any other information you would like to communicate to the Agency and that was not covered in the previous questions.

The new professional profile of the Nectar project (CGE) envisages entry competences at EQF4 level. Students graduating from IPSEOA Marco Polo already have such competences. In the initial Nectar planning, the Liguria pilot did not envisage any evolution of the output competence level, leaving the CGE profile at EQF4 level. This choice represented a critical element for the Ligurian pilot in the presentation of this new professional figure. During the writing of the entire project and in particular during the drafting of the flexibility table, it appeared clear that, starting from the competences envisaged by EQF4, it was easy to reach the competences envisaged by EQF5 level. A comparison with the other Italian pilot (ITS-BACT of the Campania region) revealed the possibility of designing together, since ITS BACT already had as its final objective the achievement of EQF5. It was therefore decided to formalize the sharing of the pathway writing with ITS Bact, a partner in the Campania region, both having the same output objectives. This synergy enhanced the possibility of disseminating the new professional figure in Italy, through a common curriculum, in a shared manner and with greater media impact. The opportunity for this change also emerged in consideration of the awarding to the Marco Polo Institute of two ITS courses (Higher Technical Institute), one in Tourism Hospitality and the other in Food and Wine; the Nectar pilot course could be the starting point for the Food and Wine ITS.



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**Erasmus +: Sector Skills Alliances**  
**Self-control check-list "BENEFICIARY" for completeness of reports**

Self-control check-list	Yes	No	N/A
1. The Agency's template for the progress report is respected.	X		
2. The report is written in English, French or German	X		
3. All parts of the report are completed	X		
4. The Financial reporting table <b>in excel format</b> has been completed and is <u>attached to the report</u> .	X		
5. The reported costs are presented against the unmodified contractual budget breakdown.	X		
6. All deliverables/products and supporting documents are submitted via the link to secure online platform with indicated login and password. Please ensure that numbering of the documents would correspond with the numbering used in the tables 1.5.2 and 1.5.3.	X		
7. All deliverables/products and supporting documents on USB drive are sent to the Unit A5 of the Agency (address: Avenue du Bourget, 1, J-59 08/033, B-1049 Brussels). Please ensure that numbering of the documents would correspond with the numbering used in the tables 1.5.2 and 1.5.3.	X		
7. The main project deliverables that have to be publicly available have to be uploaded in Erasmus+ platform for dissemination and exploitation of project results in your project section <u>at the Final Report stage</u> <a href="http://ec.europa.eu/programmes/erasmus-plus/projects/">http://ec.europa.eu/programmes/erasmus-plus/projects/</a>	X		
8. The Declaration of honour is signed by the legal representative of the project. If this Declaration has been signed not by the legal representative, then submit an authorisation of signature for the person signing.	X		