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COOKING CULTURES

Migrants' Integration through Culinary Arts

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Analysis Report on Skills & Competences, Employers' Needs and Curricula

Compass GmbH

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Introduction

A. Objectives and Results

The objectives that are planned to be achieved through the Second Intellectual Output (IO2) of the project “Migrants’ Integration through Culinary Arts” are as follows:

Objective 3 – To assess migrants’ prior learning and determine a renewed skillset that corresponds to the existing demands of the Culinary Sector, and

Objective 7 – To enhance migrants’ integration into EU societies through their inclusion into the labor market.

With the completion of the IO2 the following results will be obtained

R.2. A self-assessment tool will be designed and implemented, which will be used by migrants themselves as a method to evaluate their current skills, competencies and formal and non-formal qualifications in the Culinary Sector.

R.3. A typology of qualifications and soft skills which migrants lack but they are of paramount importance within the Culinary Sector will be provided.

R.9. A career pathway for migrants that wish to work on the culinary sector and do not acquire the necessary qualification or are in need of additional ones.

Ensuring that the results will be objective and representative of the current state and as the applicants we will be able to identify the actual needs whereas elaborate targeted and fit-for-the-purpose solutions is aimed with this output.

B. Time Frame

The estimated initial time period for IO2 was May 1, 2020 – July 31, 2020 however due to updates in the project before the contract signatures the time frame changed to March 1, 2020 – July 31, 2020.

In the IO2 a prior learning assessment approach is going to be developed. This assessment will be two-folded. Firstly, the assessment of the migrants’ existing skills through personalized sessions will be enabled. Secondly, with the help of a self-assessment tool migrants will evaluate themselves in terms of their current skills and competencies.

C. Expected Impact

The expected impact of the Intellectual Output 2 is as follows:

1. To establish an integrated assessment methodology that could be served as an exemplified model,



2. To support theoretical knowledge with practical evidence provided by the main beneficiaries of the project,
3. To infuse self-assessment capacity to professionals, and
4. To create a transferability to other business sectors where migrant workers are dominating or are substantially occupied.

D. Activities

Two sets of activities are planned to be implemented within the scope of IO2. Activity 2.1 is the assessment of migrants' prior learning, qualifications and training needs through personalized sessions. Within this activity an individual assessment session will be developed between migrants interested to participate in the trainings and tutors/trainers in each participating country. Also, these sessions will be designed in a way to evaluate both hard and soft/intercultural skills or informal knowledge and experience possibly acquired already. This activity will constitute a decisive step on better comprehending the actual learning by migrant workers. This activity will constitute a decisive step on better comprehending the actual learning needs of migrants so as to focus on the relevant fields by pre-defined questionnaire template which will examine the skills acquired through atypical education and on-the-job-practice. Activity 2.2. is the development of a self-assessment tool testing migrants' current skills and competencies. Here under AKMO Katartisi Ekpaideusi's – one of the project partner's – guidance designing and implementing a self-assessment tool that will guide the individual user to respond to specific questions that will later constitute the topics to be addressed to the training courses. Self-assessment is a key factor leading from informal and on-the-job knowledge to the provision of formal and targeted training. The self-assessment tool (test) will focus on evaluating migrants' current skills and qualifications as perceived by themselves. This two-folded assessment process will allow us to adapt the training materials and programs to the actual learning of migrants.

Part 1 – Skills & Competences and Employer's Needs Analysis

A. Skills and Competences

- 1. In order to be capable of doing a certain job some skills and competencies are seen as an asset. Hereby, what are the necessary skills and competences identified by the relevant public authorities in order to enroll in culinary sector adult education courses and also provide if there are any existing modules to teach such skills and competences to the trainees.**

Apprenticeship¹ (Lehre)

The main way to train for a profession in the culinary sector in Austria is to complete an apprenticeship. An apprenticeship lasts between 2 and 4 years. The offer is aimed at young people aged between 15 and 19 years. Those who want to do an apprenticeship need a regular residence in Austria and have to find an apprenticeship place in a training business, apply to this business and conclude an apprenticeship contract there. The general prerequisite for an apprenticeship contract is the completion of the nine-year compulsory schooling period that applies in Austria. Further requirements vary depending on the apprenticeship occupation.² The same applies to German language skills, at least basic level. If the course accepts migrants under the age of 18, it is necessary for them to demonstrate consent of their parents.

The following are the main requirements for the job description of a cook: Pleasure in cooking, pleasure in working with food, good sense of taste and smell, physical fitness and a sense of cleanliness and hygiene (AMS, 2019).³

APPRENTICESHIP		
Apprenticed profession	Duration	Requirements
baker	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
meat processor	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
cutcher (meat processor/ meat seller)	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
gastronomy specialist	4 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
confectioner	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)

¹ The apprenticeship is an in-company training course in the dual system of vocational training.

² https://www.ams.at/b_info/download/berwa_ausbildung_d.pdf

³ <https://www.ams.at/bis/bis/LehrberufDetail.php?noteid=5333&openWI=true>

cook	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
restaurant specialist	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)
System gastronomy expert	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)

Further training (training centres)

Instead of an apprenticeship, one can also be trained at officially recognized training centres in Austria such as the WIFI/WKO. Participation in these courses requires that you are of legal age. Participation is also tied to course fees. The costs of training to become a certified chef, for example, are around 3770 euros. Professional training as a cook costs 2190 Euro (subsidies are possible). The costs for the training courses can be refunded in part by the Public Employment Service.⁴

Moreover, the culinary courses are provided by Volkshochschulen that are identified as public education centre and gives services across the country. In Austria there 270 adult education centres, 9 regional associations, 1 federal association: Verband Österreichischer Volkshochschulen, VÖV / Association of Austrian Adult Education Centres, Pädagogische Arbeits- und Forschungsstelle, PAF / Educational Work and Research Unit. All these institutions work cooperatively to offer vocational trainings or courses under life-long learning. They are reasonable fees or free as these initiatives are very often funded or implemented by the national or regional employment services (i.e. job centres) and are part of requalification packages offered to all unemployed regardless of their origin.

Main culinary courses provided by Volkshochschulen;

Beverage science, Basic techniques, Nutritional knowledge, Healthy Kitchen, Fast Food, Food Preservation, Regional and seasonal, Desserts and Baking, Cooking for special occasions, Vegetarian and Vegan Cuisine, International kitchen and Cooking courses for health ambassadors.

For trainees, there are culinary courses provided by universities, NGOs working for migrants/refugees and also training places that offer private courses for a fee.

In both cases generic vocational competences are mentioned, such as: good sense of smell, good sense of taste, physical resilience and in particular physical endurance and cleanliness is sought. Also, regarding the working environment; evening service, work under pressure, heat stress, seasonal work, standing and weekend service are sought. However, **these competences are not mandatory to enroll for training courses**. Beyond necessary skills and competences identified by the relevant public authorities, it's important for effective training process if the participants have motivation to have understanding on concepts in relation to gastronomy or service, can take responsibility and manage their professional development reflecting on progress to improve performance and focus on innovation and creativity in respect of the planning of food production and service.

⁴ <https://www.tirol.wifi.at/kurs/95109x-fachausbildung-koch>

2. What are the fundamental requirements identified by the relevant public authorities for the migrants in order to be able enroll in culinary training and work in this sector? Please support your answer with resources.

There are no additional requirements⁵ for migrants who wish to obtain a professional qualification as a cook (including other culinary sector vocations) so there is no different age regulations, besides a recognized residence status (even here, there are exceptions in some cases) and German language skills at the minimum level B1 of the European reference framework. If the migrant does not know the language some institutions in Austria offers free language classes up to A2 level.

3. Is knowing the language of the country the migrants live in have an importance in getting enrolled in the culinary sector programs? If so, what are the advantages and disadvantages of knowing the language of the host country in this sector?

If any person wants to work as a qualified cook in Austria, then, as already mentioned, a three-year apprenticeship is a prerequisite. To successfully complete this training, the German language is essential. In the theoretical training (vocational school), the focus is not only on German but also on English: In both languages one must be able to "express oneself in everyday and job-related conversations" (RIS, 2020). Seen in this light, it is not at all possible to master the training without a minimum of knowledge of German. (There are many different providers of German courses for migrants in Austria. As soon as an asylum seeker receives the notification of admission, he/she is granted free access to state-run German courses up to level A2. These courses are offered by the Austrian Integration Fund. For other migrants there are many other course providers, some of them state-subsidized or with only low costs. Providers are, for example, NGOs such as the Multicultural Association, the Tyrolean Social Services (a service of the federal state), the adult education centre, etc.)

However, if it is about working as a kitchen assistant, the required level of German is not so relevant than working in direct contact with the guests of the restaurant. In other words, German language skills are assessed lower here than for an employee who has direct customer contact. It must be ensured that oral and written rules and instructions are understood, and that one can also actively communicate orally.

Even when it comes to assignments in this area, where no explicit specialist training is required, there is no way around a basic knowledge of German.

For this area there are special courses like a training for certified kitchen employees, a cooking course basic training, a basic training for employees in the kitchen area. These courses are aimed at apprentices, kitchen assistants and newcomers to the kitchen and are offered by the WIFI, for example (KMU, 2008, p. 2-11).

Moreover, some cookery courses are offered in different languages such as English, French, Spanish, Russian and Japanese (rarely in languages of migrants' native languages). In the view of the cities in Austria, language skills are essential, not only to enroll on culinary course, but also, in the longer term, to obtain citizenship (as in Austria naturalization is conditional on German language exam) and to be included in society. It's important to be

⁵ besides the requirements mentioned in Question A/1.

able entry to hold a position in culinary field, understand the content to be provided by the trainer through the course and realize cultural issues on culinary field.

4. What are the common skills and competences that are being taught with your current culinary curricula to the trainees and does every one of them have a separate module or are they merged with other related topics?

There is no general training programme for the culinary sector in Austria. Currently the Austrian labor market service (AMS) is listing 17 different positions in the culinary sector, as baker, bakery assistant, meat processor, confectioner, dishwasher, bartender, buffet and bar staff, caterer, food and beverage manager, hospitality cashier, cook, chef de cuisine, kitchen assistant, restaurant specialist, restaurant manager, service assistant, system gastronomy specialist

The training programs are job-specific and vary in scope depending on the duration and intensity of the training. There are apprenticeships offered as a cook, a restaurant specialist, a catering specialist, baker or confectioner.

Then there are certified additional training courses for the diploma of chef, skills course for the hospitality industry, the specialist training as a cook and many others.⁶ The latter would be suitable for the target group of the project why the content in the scope of 182 teaching units (class hours = 50 minutes) will be presented here:⁷

- Expertise: Food and science, Recipe science, Menu science
- Production of wholesome and tasty dishes
- Arrangements
- Training for working largely independently
- Hygiene regulations (HACCP)
- Accident Prevention
- Environmental protection
- Waste management
- Stock keeping
- Training Technical discussion
- Commercial contents: accounting, technical calculations, calculation

The corresponding certificates are issued by the course provider, who has the approval of the state and they are important to prove their knowledge when applying for a course.

B. Employment

1. Please provide information on from which job opportunities can a person who holds a culinary sector certificate, benefit from? Please be specific while providing your answer.

⁶ <https://www.tirol.wifi.at/kategorie/g-branchen/gd-tourismus-ausbildungen/gdb-kueche>

⁷ <https://www.tirol.wifi.at/kurs/95109x-fachausbildung-koch>

As already mentioned, there is no homogeneous “culinary sector certificate”. Therefore, these certificates are basically given by BFI⁸ and WIFI-WKO⁹. Cooks or kitchen assistants can work in restaurants and hotels, in company canteens, hospitals and homes. Further employment opportunities are in catering companies, on excursion and cruise ships, in the food industry, e.g. with manufacturers of ready-made meals, but also in private households and these people can work in the positions stated in Section A Question 4 (AMS, 2019).

In addition, it’s possible to list most known/preferred positions of culinary sector in Austria, Sous Chef, Food & Beverage Manager, Pastry Chef, Kitchen Manager, Fast Food Cook, Server, Bartender, Sauce Chef.

2. Please provide the module specific skills and competences listed in each module related to the culinary sector. Be sure to provide the names of the modules.

Below are the competences that are acquired during the apprenticeship as a cook:¹⁰

Professional profile “cook”¹¹

1. area of competence: working in an operational and professional environment

The cook is self-competent, socially competent and methodical in his or her professional environment. He/she articulates his/her needs and interests in an appropriate form, makes independent decisions and develops solution strategies. He/she acts responsibly, carefully and reliably. The cook assesses the quality of the work he/she carries out, recognizes any potential for improvement and uses this in future tasks. He/she is able to express him/herself in German and English in the context of everyday and job-related conversations. He/she knows the legal regulations concerning working time limits, breaks and rest periods and can apply them when drawing up the duty roster.

2. area of competence: Safe, hygienic and sustainable work

The cook will correctly apply the relevant safety regulations as well as the regulations on food law and health care. He/she takes the necessary measures in the area of personal hygiene, kitchen hygiene and food hygiene. In doing so, he/she takes into account the HACCP guidelines and applies "Good Hygiene Practice". He/she provides first aid for minor burns and cuts. Furthermore, he/she ensures correct waste separation and observes the operational environmental protection measures. In addition, the cook ensures that he/she and the kitchen are kept clean. He/she uses the machines and equipment used in the company professionally and safely.

3. area of competence: Mise en Place

The cook carries out the daily preparation work. He/she sets up his/her kitchen, assembles the necessary equipment and ensures that the ingredients and food to be used are available in sufficient quantities.

⁸ <https://www.bfi.at/english/home/>

⁹ <https://www.wifi.at/start>

¹⁰ https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2019_II_137/BGBLA_2019_II_137.pdf#sig

¹¹ https://www.ris.bka.gv.at/Dokumente/BgblAuth/BGBLA_2019_II_137/BGBLA_2019_II_137.pdf#sig

4. area of competence: food processing

The chef processes food, prepares Austrian, regional, seasonal and international dishes in accordance with the taste, using the basic cooking methods and preparation methods. He/she uses suitable kitchen tools and equipment. When preparing meals, the cook always pays attention to economic efficiency. He/she carries out work independently or in a team with other cooks in coordination with the kitchen management.

5. area of competence: food composition and planning

The cook puts together meals and sequences of dishes and, if necessary, adapts them individually to the guest or the event. In doing so, he/she makes use of comprehensive knowledge about products (seasonality, regionality, allergens) and types of food (diet cuisine, vegetarian and vegan cuisine). When planning the menu, he/she communicates with superiors, colleagues from the kitchen and service.

6. area of competence: food distribution or provision

The cook prepares meals in the various areas (à-la-carte, buffets, banquets and catering) in an appealing way. His or her tasks include, among other things, buffet management or working in front of the guest as well as preparing the food for transport to catering (e.g. filling, packing). He/she uses the necessary utensils and suitable aids.

7. area of competence: merchandise management

The cook checks the goods and utensils needed for the kitchen and estimates the company's necessary goods requirements. He/she carries out orders according to economic aspects, checks deliveries and calculates prices. He/she ensures that the goods are stored in a manner appropriate to the product, taking into account order, economy and product safety.

Overview of 2 more position requirements (examples):

Position	cook ¹²
Main activities	Cooks prepare dishes, side dishes, sauces, soups or appetizers, using various cooking methods such as baking, roasting, steaming, grilling, roasting, sautéing, braising, boiling or boiling. They prepare the food and cut up e.g. the meat professionally. They arrange the finished food on plates. Their activities may also include purchasing goods or preparing meal plans. In addition, they advise guests, make food recommendations and deal with complaints.
Employment opportunities	Cooks work in restaurants and hotels, in company canteens, hospitals and homes.

¹² <https://www.ams.at/bis/bis/StammbetriebDetail.php?noteid=62>

	Further employment opportunities are in catering companies, on excursion and cruise ships, in the food industry, e.g. with manufacturers of ready-made meals, but also in private households.
Education or training	<p><u>Apprenticeship:</u> Gastronomy specialist Cook</p> <p><u>BMS (berufsbildende mittlere Schule):</u> FS economic professions (nutrition and wellness) School of Hospitality Hotel Management School Intercultural hotel management school (second living foreign language) Further training Hotel Management School</p> <p><u>BHS (berufsbildende höhere Schule):</u> HLA Agriculture and Nutrition (Food Technology) HLA economic professions (nutrition and culinary)</p> <p><u>School vocational training for adults:</u> Advanced training course in tourism Also part-time Hotel management school for adults Also part-time Patisserie - Class Also extra-occupational Foreman's school (bio- and food technology) Only part-time</p> <p><u>Special training courses:</u> Training and further education - kitchen (e.g. BFI, WIFI) Education and training - management and marketing in the hotel, catering and tourism industry (e.g. BFI, WIFI, various providers)</p>
German skills	B1 – B2: They must be able to understand and execute work instructions, read recipes and communicate in a team. If they have personnel responsibility, they must give instructions and sometimes communicate with customers. Contact

	with customers often plays a secondary role in this profession. For this reason, a lower knowledge of German is sometimes sufficient.
Basic Professional skills	Cooking in restaurant kitchens, cooking skills, food production and processing skills
Professional competencies	<p>Knowledge of business administration; in particular: calculation</p> <p>Industry knowledge; in particular: Service sector (café, inn, wine tavern, restaurant)</p> <p>knowledge of decoration; in particular: decorating</p> <p>knowledge of gastronomy; in particular: Community gastronomy, information according to allergen regulations, menu planning</p> <p>knowledge of profession-specific legal principles; in particular: profession-specific law (familiarity with hygiene regulations)</p> <p>cooking skills; in particular: General kitchen work, gourmet cooking, cooking in canteen kitchens (cooking in company kitchens), food storage, preparation of vegan food, preparation of vegetarian food, cooking for large events (catering), food preparation (steaming, preparation of meat dishes), diet cooking (cooking with regard to food intolerances)</p> <p>Food production and processing skills; in particular: work according to food recipes, meat processing</p> <p>knowledge of logistics; in particular: materials management (ordering), warehouse management (storage, warehouse hygiene, goods acceptance)</p> <p>quality management skills; in particular: Quality assurance in industries (processing or serving food according to HACCP, food management according to the HACCP concept)</p> <p>knowledge of serving; in particular: Service (beverage service, mise en place, mobile booking systems)</p>
Supra-professional competences	<p>Readiness for action</p> <p>Good sense of smell</p> <p>Good sense of taste</p>

	Physical resilience; in particular: Physical endurance Organisational talent Cleanliness Team spirit
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Position	Kitchen assistant ¹³
Main activities	Kitchen assistants are responsible in catering establishments for cleaning crockery and cutlery and for ancillary activities in the preparation of food (e.g. washing and peeling food, monitoring cooking or baking times, preparing dough, etc.).
Employment opportunities	In principle, there are employment opportunities in all hotels and restaurants.
Education or training	<p><u>Informal training:</u> Training in the company</p> <p><u>Apprenticeship:</u> Gastronomy expert (apprenticeship) Cook (apprenticeship) School of Hospitality Hospitality School Hotel Management School Intercultural hotel management school</p> <p>School vocational training for adults: Hotel management school for adults (also part-time)</p> <p>Special training courses: Training and further education - kitchen (e.g. BFI, WIFI)</p>
German skills	A1 - A2: You work as an assistant and need basic language skills, especially to understand simple work instructions and to be able to communicate the most important things in a team.
Basic Professional skills	cooking skills, cleaning skills
Professional competencies	Knowledge of waste management; in particular: Waste disposal (disposal of household waste, waste separation)

¹³ <https://www.ams.at/bis/bis/StammbetriebDetail.php?noteid=1136>

	<p>Industry knowledge; in particular: Service sector (branch hotel, café, wine tavern, restaurant, pub)</p> <p>Knowledge of financial management</p> <p>cooking skills; in particular: General kitchen work, preparing meals, preparation of vegetarian dishes</p> <p>knowledge of logistics; in particular: warehouse management (storage activity)</p> <p>Cleaning skills; in particular: cleaning of dishes (glass cleaning, cleaning of white dishes, cleaning of black dishes), cleaning of work places (kitchen cleaning)</p>
Supra-professional competences	<p>Operational readiness; in particular: flexibility</p> <p>Physical resilience; in particular: physical strength, physical endurance</p> <p>Cleanliness</p> <p>Team spirit</p>

Position	Restaurant specialist¹⁴
Main activities	<p>The main activities of restaurant professionals are taking orders for food and drinks, serving the food in a professional manner (e.g. flambéing, filleting, carving) and collecting the invoice amounts. Another important task is the professional advice to guests in the selection of food and beverages.</p>
Employment opportunities	<p>Employment opportunities are offered by catering establishments such as inns, restaurants, hotel restaurants, ski huts, bars, coffee houses, discos, wine taverns and wine taverns.</p>
Education or training	<p><u>Apprenticeship:</u></p> <p>Gastronomy specialist</p> <p>Restaurant specialist</p> <p><u>BMS:</u></p> <p>School of Hospitality</p> <p>Hospitality School</p> <p>Hotel Management School</p> <p>Agricultural FS Rural home economics (catering management)</p>

¹⁴ https://www.ams.at/bis/bis/StammbetriebDetail.php?query=Gastronomiefachmann%2F-frau¬eid=68&phrase_search=1

	<p><u>BHS:</u> HLA Tourism</p> <p><u>School vocational training for adults:</u> Advanced course in tourism (catering management) Also part-time Advanced course in tourism (hotel and catering management) Also extra-occupational Hotel management school for adults Also part-time College Tourism (also part-time) College Tourism and Leisure Industry Also extra-occupational College Tourism and Leisure Industry (Hotel and Catering Management) Also extra-occupational</p> <p><u>Special training courses:</u> Training and further education - Service (e.g. BFI, WIFI) Training and further training - Sommelier training, barkeeping (e.g. BFI, WIFI) Education and training - languages for tourism professions (e.g. BFI)</p>
German skills	<p>B1 – B2: To must understand and execute work instructions and communicate within the team. You are in constant contact with guests, receive and look after them, which requires a good command of the German language, especially in oral communication.</p> <p>An average command of the language (level B1) may be sufficient to start the training. However, a good (at least level B2), and often also very good, knowledge of the German language should be achieved in any case.</p>
Basic Professional skills	guest care, serving skills
Professional competencies	<p>Knowledge of business application software; in particular: Industry-specific business software (gastronomy software)</p> <p>Industry knowledge; in particular: Service sector (bar, café, club, discotheque, inn, wine tavern, nightclub, restaurant)</p>

	<p>knowledge of foreign languages; in particular: English</p> <p>Guest care and animation; in particular: guest care</p> <p>knowledge of gastronomy; in particular: Community catering, Information according to allergen regulations, Reservation management in gastronomy, Food & Beverage (inventory in gastronomy)</p> <p>knowledge of profession-specific legal principles; in particular: profession-specific law (familiarity with hygiene regulations)</p> <p>cooking skills; in particular: General kitchen work, cooking in restaurant kitchens (À-la-carte kitchen), food preparation (filleting)</p> <p>customer care skills; in particular: advisory skills, complaint management</p> <p>Accounting knowledge; in particular: External accounting (daily financial statement)</p> <p>knowledge of serving; in particular: Cashing in the hotel and restaurant industry, service (breakfast service, use of order forms, food service, beverage service, room service)</p> <p>Sales knowledge; in particular: cashing in sales (operating computer cash registers, cash accounting)</p>
Supra-professional competences	<p>Operational readiness; in particular: flexibility</p> <p>Friendliness</p> <p>Frustration Tolerance</p> <p>Good demeanour</p> <p>Communication skills; in particular: Linguistic expressiveness</p> <p>Physical resilience</p> <p>Cleanliness</p> <p>Service orientation</p> <p>reliability; in particular: love of order</p>

3. What are the expectations of the employers from their workers? What kind of qualifications are considered to be important to employ migrants?

Advantages in terms of human capital factors are language skills in the country of origin,

familiarity with the culture and customs of the country of origin, contact network in the country of origin, negotiating skills in dealing with business partners in the country of origin. Disadvantages are seen in the poorer knowledge of German in comparison to Austrians and a lack of professional and private networks in Austria.

The decisive question is in which environment employees with a migration background can use their ethnic origin as a professional advantage (Pramböck, 2013).

The final criteria are decided by the employer and are based on supply and demand. Of course, an employee needs a work permit. If an applicant has a training certificate, he probably has better chances than an applicant without training. If an employer only has applicants without training, he might hire the one with the best German language skills even without training certificate. This depends on the employer and the vacant position.

Non-EU citizens need a work and residence permit for all types of employment. This work permit must be applied for by the future employer in Austria and BEFORE the applicant enters the country (so-called "individual security certificate").

The work permit is not issued during visiting trips to Austria.

After receiving the work permit, you must (depending on the duration of the permit) apply for a residence permit or a visa for Austria. The work permit does not automatically entitle you to stay in Austria.

The immigration model "Red-White-Red Card" enables not only particularly highly qualified and other key workers but also the permanent new immigration of foreign skilled workers if they can prove that they have received qualified training in a profession where there is a shortage. German language skills are also important. The annually updated list of the skilled workers sought is available on the migration platform of the Austrian Federal Government.¹⁵

Moreover, the employers are search of staff who have information on good management, cultural information about food habits in the country, effective service, marketing, communication skills, product improvement, creativity and innovations in cookery and also commitment to the work, motivation to learn and enthusiasm, accept feedback, willingness to progress. But expectations of employers can vary from positions to positions.

4. What is the number of foreigners working in the culinary sector in your country at the moment please provide city basis information?

At the beginning of 2019, there were around 1.4 million foreigners¹⁶ living in Austria, corresponding to a 16.2 percent share of the population. The largest groups of foreigners were Germans (about 192,000), Serbs (about 121,000) and Turks (about 117,000). The population with a migration background, which also includes naturalised citizens and Austrians whose both parents were born abroad, amounted to a good 2 million people in 2018; their share of the population was 23.3 per cent. Here, too, a steady increase can be observed. There are, however, major regional differences in the distribution: The share of foreigners and migrants is clearly highest in Vienna (30.2 and 45.3 per cent respectively) and lowest in Burgenland (8.9 and 12.9 per cent respectively).¹⁷

¹⁵ <https://www.ams.at/unternehmen/service-zur-personalsuche/beschaeftigung-auslaendischer-arbeitskraefte#tirol>

¹⁶ Foreigners are persons with their main residence in Austria who do not hold Austrian citizenship.

¹⁷ <https://de.statista.com/themen/4706/auslaender-und-migration-in-oesterreich/>



Of the 754,705 inhabitants of Tyrol at the end of 2018, 18.7% (140,798 people) were born abroad.¹⁸

Exactly 2,575 persons of non-Austrian nationality¹⁹ were employed in the Tyrolean culinary sector (NACE economic class C/56) on 31 March 2020. Unfortunately, there is no information about the specific training of these persons.

For Austria as a whole, the sectors with the highest shares of migrants in 2018 were accommodation and catering (men 50% and women 40%) (Statistik Austria, 2019, p. 56-57).

5. In which fields do the employers would prefer to hire migrants in terms of culinary sector? What is the level of education of these employees?

In 2018, 11.2% of employees with a migration background worked in the gastronomy and accommodation sector.

According to a study conducted by the IHS on behalf of the ÖHV, "the shortage of skilled workers in the catering sector is very great in Austria. If the growth continues in the coming years as in the past years, the hotel industry alone will need up to 8,000 more employees per month in 2023" (Salzburger Nachrichten, 2019).

Therefore, the search for staff is desperate and also migrant workers have good chances of employment in this sector. Qualified personnel is particularly in demand. That's why good catering businesses are basically interested in training committed apprentices or hiring skilled staff. However, the proportion is small. The largest share of employees are kitchen assistants with a low level of education. It is not known whether special fields of application are preferred by entrepreneurs.

However, they need support. This is only available in isolated cases through special projects such as the integration project INPETO at the Local Vocational School for Tourism at Bad Gleichenberg (Styria), which offers a course as an introduction to an apprenticeship as a cook or restaurant specialist. Part of the curriculum is also teaching German as a foreign language (QUA, 2019).

¹⁸ <https://www.imz-tirol.at/infoportal.html>

¹⁹ In Austria barely use the term 'migrant' because there is no clear definition to it. Persons without non-Austrian nationality is concrete and therefore easier to evaluate.

Part 2 – Curricula Analysis

A. Migrants

1. What is the current number of migrants living in your home country or city at the moment? In which cities or areas are they mostly populated in?

Migration is a fact in Austria as it is in other EU countries. It has always existed and will continue to exist during current time and beyond. Historically, migration has been part of Austria and has brought benefits to the country, as it has been the case in many other places in the world. Therefore, it is the fact that migration first and foremost as an opportunity that can benefit the migrant, the country of residence, as well as the country of origin. However, when asked about migrants' contributions to the cultural, economic and social development in Austria, 35% believed that migrants do not contribute at all, while 28% have mixed feelings about it. About one third thought that migrants contribute positively to the Austrian society (European Commission 2018).

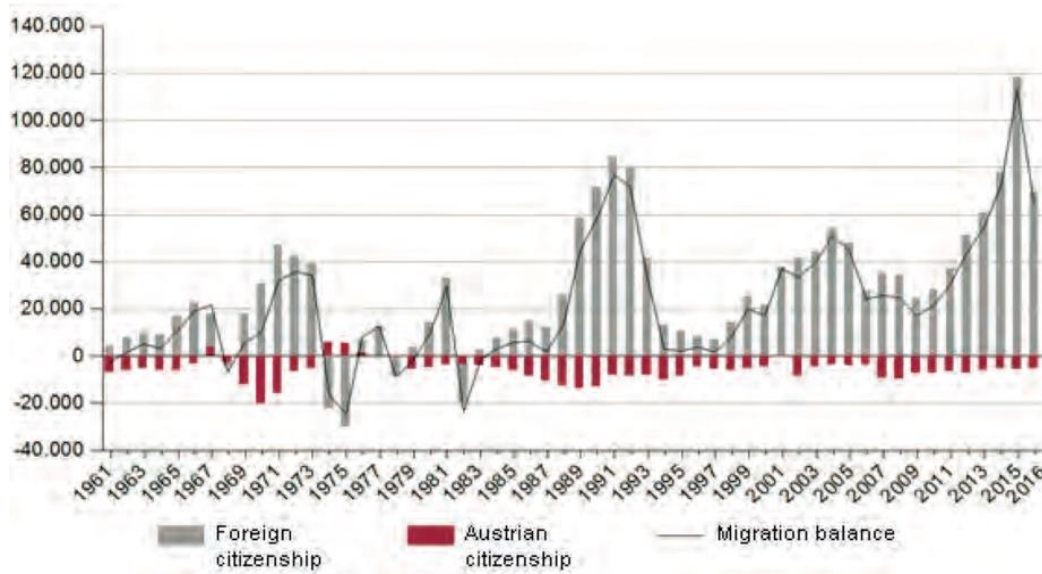


Figure 1: Migration balance in Austria 1961-2016 disaggregated by citizenship (Number of persons)
Source: Statistics Austria 2017

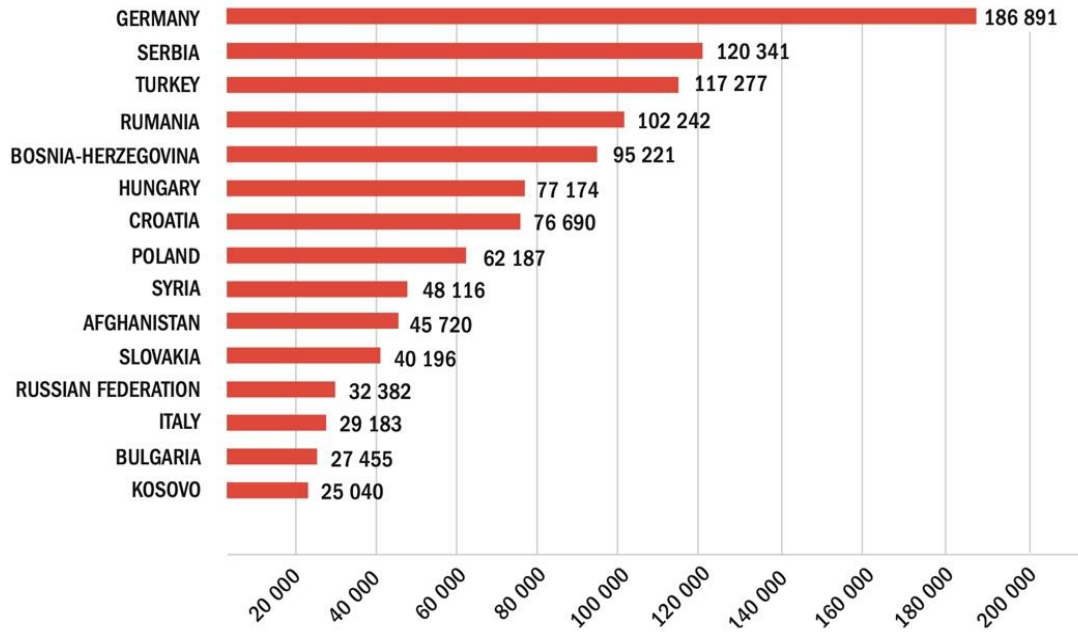


Figure 2: Top-15 Nationalities living in Austria as per 1.01.2018

Source: own graph, data: Statistics Austria 2018a

At the beginning of 2019, there were around 1.4 million foreigners living in Austria, corresponding to a 16.2 percent share of the population. The largest groups of foreigners were Germans (about 192,000), Serbs (about 121,000) and Turks (about 117,000). The population with a migration background, which also includes naturalised citizens and Austrians whose both parents were born abroad, amounted to a good 2 million people in 2018; their share of the population was 23.3 per cent. Here, too, a steady increase can be observed.

When looking at the local level, it becomes obvious that most foreigners residing in Austria live in the bigger cities such as Vienna, Linz, Graz, Salzburg and Bregenz. Communities tend to concentrate in bigger cities due to infrastructure, work possibilities, childcare and the fact that there are already migrant communities they can connect to.²⁰

There are, however, major regional differences in the distribution: In Vienna, the share of foreigners in the total population was 30.8 per cent at the beginning of 2020; this was about 589,000 persons. This makes Vienna the federal province with the highest percentage of foreigners. In contrast, it is lowest in rural Burgenland with 9.2 percent (approx. 27,000 persons).²¹

In 2020, 16.4 % of the about 758.000 inhabitants in Tyrol have a migration background, which puts them in the middle of the national average (about 124.312 persons). In the city

²⁰ https://www.caritas.at/fileadmin/storage/global/image/Kampagnen-nach-Jahren/MIND/CommonHome_Webversion.pdf

²¹ <https://de.statista.com/themen/4706/auslaender-und-migration-in-oesterreich/>.

of Innsbruck with a total of 133.206 inhabitants, the total of migrants is 28% what makes 37.360 persons (Landeshauptstadt Innsbruck, 2020).

2. In which sectors are the migrants mostly employed in? Please provide numeric data.

Figures could only be found for Austria as a whole:

In 2019 there were 3,797,304 employees registered in Austria (1,763,297 women and 2,034,007 men), about 21% of whom were foreign workers (about 797.434 in total).

11.2% of the workforce with a migration background worked in the gastronomy and accommodation sector in 2018 (men 50% and women 40% respectively). Other Sectors were business services, such as building, cleaning or travel agencies and tour operators (men 44% and women 51%). Men with a migrant background were also more likely than average to be employed in the construction sector (28%) (Statistik Austria, 2019, p. 56).²²

Comparatively high percentages of migrants as employees, between 20% and less than 25%, are mainly found in the western Austrian tourism regions of Vorarlberg and Tyrol as well as in Salzburg and Wels. Newly immigrated foreigners in particular, especially those from the EU-8 states (Estonia, Latvia, Lithuania, Poland, Slovakia, Slovenia, the Czech Republic, and Hungary). Bulgaria and Romania, often work in the accommodation and catering sector (AMS-IHS, 2018, p. 50-51).

In 2018, 9% of all inhabitants with a migration background were self-employed. According to the Austrian Federal Economic Chamber (as of 2018), there are about 119,000 people in Austria, which makes up almost one third of all sole traders. The main sectors are gastronomy, retail or service providers such as hairdressers. The concentration is particularly high in Vienna. Almost 40% of the 125,000 entrepreneurs, who are immigrant or people with a migration background, in the capital have foreign roots.²³

3. Provide information about the enrollment of the migrants who take adult education courses about the culinary sector and please provide numeric data.

Unfortunately, no official body has yet been able to provide reliable information on this issue.

4. What is the current number of migrants in your country who has enrolled in culinary sector modules and courses (public and/or private) so far?

Currently 1436 migrant apprentices from 70 different countries are being trained in Tyrol. In total, 32 more foreign-born young people are in apprenticeships than last year. This means that 13.2 % (2018: 12.9 %) of all apprentices in Tyrol do not hold Austrian citizenship.

²² Unfortunately, direct personal data and numbers could not be found here.

²³ <https://www.derstandard.at/story/2000089238859/40-prozent-der-wiener-unternehmer-haben-migrationshintergrund>

The largest groups with more than 100 apprentices are from Germany (384 apprentices), Afghanistan (152 apprentices) and Turkey (152 apprentices).

273 persons, i.e. 19% of the apprentices are doing an apprenticeship in the catering trade, as a cook (153), restaurant specialist (90), catering specialist (20) or confectioner (10). (Tyrolean apprenticeship statistics 2019, Tyrol Chamber of Commerce)

These data are calculated individually for each federal state, which is why no figures are available for Austria as a whole.²⁴

Unfortunately, there are no enrollment numbers of private institutions available.

B. Vocational Qualifications

- 1. Is there any kind of national qualification prepared by your vocational qualification authority/institute that outlines the structure of the qualification, evaluation and assessment structure and methodology to assess the qualification, certification process, learning outputs and performance indexes, etc.? If yes, please provide information about the areas it covers.**

National level:

The Federal Act on the National Qualifications Framework (NQF Act) regulates the National Qualifications Framework. It is based on the European Qualifications Framework for Lifelong Learning, OJ No. C 111 of 06.05.2008, p. 1, which contains definitions such as learning outcomes, which knowledge, skills and competences are acquired in basic, continuing or further training, in the work process or in an unregulated learning process, as well as informal learning, formal and non-formal qualifications, certification and accreditation of qualification providers, higher education institutions and the NQF service centres. These are institutions supporting and regulating providers of non-formal qualifications (RIS, 2020).

International level:

International Standard Classification of Education (ISCED) is a recognized statistical instrument and increases the international comparability of qualifications. ISCED helps educational researchers and educational policymakers compare, analyse and enhance the education systems in the OECD area with currently 34 member states.

As ISCED levels have been specified from pre-primary education to university, they help experts and partners in other countries understand better and more quickly which educational level is achieved upon completion of a particular programme.

Level 0

Level 0 of the ISCED classification encompasses formal childcare from the age of three until entering primary education as well as early childhood education up to the age of three.

²⁴ Unfortunately there are no enrollment numbers of private institutions available.

Level 1

Level 1 of the ISCED classification encompasses Primary School and begins at the age of compulsory education.

Level 2

Level 2 of the ISCED classification encompasses the first 4 years after primary education, namely: Academic Secondary School Lower Cycle, New Secondary School and Lower Secondary School.

Level 3

Level 3 of the ISCED classification encompasses educational institutions that focus on general or vocational education. In Austria, these include Academic Secondary School Upper Cycle, Colleges for Higher Vocational Education up to the 3rd grade (HTL, HAK, HLW), , Schools for Intermediate Vocational Education, Pre-Vocational Schools and Education and Training for Healthcare Professions.

Level 4

Level 4 of the ISCED classification encompasses qualifications that are considered to be beyond secondary education, but are not included in the tertiary sector. These courses include Schools of Nursing and certain Continuing Education Courses at Universities, Universities of Applied Sciences and University Colleges of Teacher Education.

Level 5

This level covers all post-secondary qualifications that teach graduates professional knowledge, skills and competences typically in a practice-oriented way, focusing on specific occupations. It includes Colleges for Higher Vocational Education from the 4th Grade, Schools for People in Employment, Add-on Courses, Post-secondary VET Courses and Master-Craftsperson, Foreperson and Construction Trades Courses.

Level 6

Level 6 of the ISCED classification is the first step into tertiary education. It includes bachelor's degrees from universities, universities of applied sciences and university colleges of teacher education as well as comparable programmes

Level 7

Level 7 of the ISCED classification encompasses master degrees from universities, universities of applied sciences and university colleges of teacher education as well as comparable programmes.

Level 8

Level 8 of the ISCED classification encompasses the highest level of higher education, doctorates and postdoctoral qualifications (Dr, PhD).

There is also 'The Competence Check' that identifies and documents the competencies of refugees/migrants registered as unemployed to inform the Austrian PES (AMS) about an individual's employability and/or needs for further training and support measures. The Competence Check²⁵ is a tool used to assess the skills, qualifications and language knowledge of refugees. It is used to help the PES decide on an individual's employability and/or needs for further training and support measures. As about 60% of the recognised refugees and persons eligible for subsidiary protection is registered unemployed with or is attending a PES Training at the PES Vienna, it will be focused on the Competence Check carried out by the PES Vienna in the following.

C. Curricula on Culinary Sector

- 1. Do you have an official curriculum for culinary sector prepared by related public authorities or your institutions? If yes, please provide information on which modules does it consists of, what it is called, and the number of modules it comprises.**

Vocational school classes:

Vocational school, which is also a compulsory vocational school which is a part of secondary education, must be attended parallel to an apprenticeship (compulsory dual training). The duration is usually two to four years and depends on the type of apprenticeship. Either vocational school is attended all year round or at least one weekday or in blocks (at least eight weeks a year in total) on a seasonal or course-related basis.

The framework curriculum comprises a total of 1260 lessons in 3 school levels, of which at least 360 lessons in each of the first, second and third grades. Curriculum and instructional objectives include intercultural competence and professionalism, political education, German and communication, vocational foreign language, business studies, applied economics, specialist teaching, specialist knowledge, company organisation and specialist internship (RIS, 2017).

Curriculum:²⁶

Political education

Areas of competence:

- Learning and working
- social life
- Migrating in society

German and communication

Areas of competence:

²⁵ <https://www.ams.at/organisation>

²⁶ https://www.ris.bka.gv.at/Dokumente/Begut/BEGUT_COO_2026_100_2_1354137/COO_2026_100_2_1354249.pdf



- Listening
- Speaking
- Reading
- Letter

Professional foreign language

Areas of competence:

- Listening (A1 - B1)
- Read (A1 - B1)
- Speaking (A1 - B1)
- Writing (A1 - B1)

Applied economics

Areas of competence:

- Economic thinking and acting
- Manage documents and conclude contracts
- Entrepreneurial thinking and acting
- Economic thinking and acting

Expertise

Areas of competence:

- Kitchen management and merchandise management
- Cooking techniques and offer design
- Project internship

Operating organisation

Areas of competence:

- Kitchen management and merchandise management
- Cooking techniques and offer design
- Project internship

Internship

Areas of competence:

- Kitchen management and merchandise management
- Cooking techniques and offer design
- Project internship

Additionally & freely selectable:

Professionally related foreign language/

German/

Applied mathematics/

Exercise and sport/

Applied computer science/

Special education

Training company:

The skills for the practical work are learned in the training company. In the guidelines for the training company, learning and working in the training company, basic skills, food preparation, work techniques to be taught are described in detail (ibw, 2013, p. 7).

Training contents:

- Work in the operational and professional environment
- Safe, hygienic and sustainable work
- mise en place
- Food Processing
- Food composition and planning
- Food distribution or provision
- Merchandise Management

2. Please provide brief information considering every aspect of curricula of adult learning activities in terms of culinary sector. These criteria can be requirements needed to take courses on culinary sector, areas of employment, qualifications of the trainers, training activities, qualifications contents of the modules, qualifications etc.

There is no general training programme for the culinary sector in Austria. Currently the Austrian labour market service (AMS) is listing 17 different positions in the culinary sector, as

baker, bakery assistant, meat processor, confectioner, dishwasher, bartender, buffet and bar staff, caterer, food and beverage manager, hospitality cashier, cook, chef de cuisine, kitchen assistant, restaurant specialist, restaurant manager, service assistant, system gastronomy specialist

The training programmes are job-specific and vary in scope depending on the duration and intensity of the training. There are apprenticeships offered as a cook, a restaurant specialist, a catering specialist, baker or confectioner. The general prerequisite for an apprenticeship contract is the completion of the nine-year compulsory schooling period that applies in Austria. Further requirements vary depending on the apprenticeship occupation.²⁷ The same applies to German language skills, where the requirements often range from average (B1) to good (B2).

Apprenticeship training is a so-called **dual training system** and takes place mainly in a training company. Apprentices spend about 20 % of their training time at vocational school. In the training company, the apprentice learns the chosen occupation on the basis of practical work. At vocational school, general knowledge is deepened and theoretical background knowledge for the chosen occupation is imparted. The apprenticeship for a cook lasts 3 years (AMS, n.d.-a).

As far as practical training is concerned, in general any catering or hotel business that has a corresponding range of food and drink can be a training company. In addition, the manager or owner must have passed an instructor examination (WKO, 2019).

²⁷ https://www.ams.at/b_info/download/berwa_ausbildung_d.pdf

Theoretical training (vocational school): Vocational school teachers have precise admission requirements and must complete one of 3 courses of study in vocational school pedagogy, depending on their assignment at vocational school. Admission requirements are either an existing employment contract at a vocational school or a completed master craftsman's examination in the respective field as well as several years of relevant professional experience. (Studiumat, n.d.)

Then there are certified additional training courses for the diploma of chef, skills course for the hospitality industry, the specialist training as a cook and many others.²⁸ The latter would be suitable for the target group of the project why the content in the scope of 182 teaching units (class hours = 50 minutes) will be presented here:²⁹

- Expertise: Food and science, Recipe science, Menu science
- Production of wholesome and tasty dishes
- Arrangements
- Training for working largely independently
- Hygiene regulations (HACCP)
- Accident Prevention
- Environmental protection
- Waste management
- Stock keeping
- Training Technical discussion
- Commercial contents: accounting, technical calculations, calculation

D. Training/Education Modules

1. Please provide a brief list of modules that are available in culinary sector and be sure to indicate the necessary time that need to be allocated and the level stated in the curriculum for each module listed.

APPRENTICESHIP ³⁰		
Apprenticed profession	duration	Requirements and levels
baker	3 years	<i>between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)</i>
meat processor	3 years	<i>between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)</i>
butcher (meat processor/ meat seller)	3 years	<i>between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)</i>
gastronomy specialist	4 years	<i>between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)</i>

²⁸ <https://www.tirol.wifi.at/kategorie/g-branchen/gd-tourismus-ausbildungen/gdb-kueche>

²⁹ <https://www.tirol.wifi.at/kurs/95109x-fachausbildung-koch>

³⁰ The apprenticeship is an in-company training course in the dual system of vocational training.

confectioner	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)	
cook	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)	
restaurant specialist	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)	
System gastronomy expert	3 years	between 15 and 19 years and completion of nine years of compulsory education (ISCED Level 2)	
FURTHER EDUCATION			
Training course	duration	requirements	content
WIFI (private course): Technical training: cook	1 month (182 teaching units)	2190 € (costs)	Expertise: food science, food science, recipes, menu science Garming methods Production of wholesome and tasty dishes Dressing rooms Training for working largely independently Hygiene regulations (HACCP) Accident Prevention Environmental protection Waste management Stock keeping Training Technical discussion Commercial contents: bookkeeping, technical calculations, calculation
WIFI (private course): Cooking course	1 month (80 teaching units)	950 € (costs)	Basic fonds Basic sauces Soups Desserts Supplements Cooking and preparation methods Cooking menus for guests
WIF (private course)l: Diploma diet cook	1 month (96 teaching units)	920 € (costs)	Combining different types of food in theoretical and practical modules Nutrition physiology - Part 2 Food science - Part 2 Cost increase after operations

			<p>Sport and nutrition</p> <p>Childhood nutrition</p> <p>Nutrition of the oncological patient</p> <p>Creation of dietary menus</p> <p>Communication for everyday working life</p>
<p>BFI (private course): Serving made easy - For more safety in the service area!³¹</p>	<p>2 days (16 teaching units)</p>	<p>280 € (costs)</p> <ul style="list-style-type: none"> - German language skills - Manual dexterity - Sense of cleanliness and hygiene 	<ul style="list-style-type: none"> - General serving rules - Gastronomic technical terms - Table culture - Glass and porcelain science - set the tables - Napkin folding techniques for the festive table - Drink service (also exercises with serving tray) - Professional carrying of the plates with upper and lower handle - Clearing techniques - Behavior in front of the guest - Role plays - Practical exercises
<p>BFI (private course): Fine patisserie and creative desserts³²</p>	<p>1 month (25 teaching units)</p>	<p>680 € (costs)</p> <ul style="list-style-type: none"> - Craftsmanship - Patience 	<ul style="list-style-type: none"> - Cold desserts: Mousses, creams including decor with chocolate, fruit sauces, hips, sugar - Classic desserts: Casseroles, Soufflés, Espumas, Panne cote, Parfaits - Chocolates, confectionery, petits fours - Viennese desserts: Strudel, yeast dough, junk, dumplings - French desserts: Crème brûlée, tarte tatin, charlotte, crêpes

With regard to professional culinary training, the curriculum and training guidelines are used, as stated in C.1.

³¹ <https://www.bfi.wien/kurs/8420/tourismus-raumgestaltung/hotellerie-gastronomie/servieren-leicht-gemacht/>

³² <https://www.bfi.wien/kurs/8508/tourismus-raumgestaltung/hotellerie-gastronomie/feine-patisserie-und-kreative-desserts/>

Volkshochschule offer 127 modules to the trainees for culinary sector ³³. Some of them are listed as noted below.

Sushi, Seafood, Stew, Milk processing, Healthy 10-minute kitchen, Vegetarian international, Russian Kitchen, Cooking for the elderly, Strengthen the immune system according to TCM, pastry, Thai cuisine, stir-fried meat, Smart and sustainable cooking - (almost) zero waste in the kitchen, sausage rolls, low carb, Desserts - delicious, simple, in low calories. Burger original and vegetarian, Gyoza and Dim Sum, strudel variations, vegetable cuisine, Greek kitchen, Fish, Classic Italian dinner, Sushi special, Japanese home cooking, Potatoes, cabbage and beets / regional and seasonal, Street food, Japanese vegetarian, Finger food cooking evening for children from 7 to 8 years, Pasta, food preservation, Bohemian cuisine, India cuisine, Russian cuisine, cooking classes for children...

2. What are the common soft and typical skills that are needed to be gained in the culinary sector through the modules provided?

The following technical skills are required in the professional culinary field:

- “Manual dexterity: cutting up meat, chopping vegetables
- Finger dexterity: chopping and mincing of ingredients, e.g. cutting onions
- Eye-hand coordination: cutting vegetables and meat
- Sense of smell and taste: Seasoning and tasting the food
- Organizational talent: simultaneous preparation of different dishes, division of work
- Assignment of tasks to staff members
- Ability to work together: with colleagues and kitchen assistants
- Creative ability: Dressing and garnishing dishes
- Rememberability: Retaining recipes
- Independence: menu creation, management of the kitchen" (AMS, n.d.-b)

The required knowledge varies depending on the training and the position sought.

3. Are there any modules for the migrants to learn the traditional foods of your country? If yes, please compare the participation to those with the other modules in the culinary sector field.

Most of the culinary trainings in Austria is based on Austrian cuisine and can only be fully taught in catering establishments with an Austrian orientation (WKO, 2019). As the practical training takes place in corresponding restaurants there are no fixed modules to mention. There are some initiatives that offer a cooking class “Tyrolean cuisine” for students (mainly migrants) who wanted to learn how to make traditional Austrian cuisine. The course takes place at a local community college, where they

³³ <https://www.vhs-tirol.at/kulinarium/alle-kurse/>



receive instructors on how to make apple strudel, schnitzel, potato salad and parsley potatoes and pull together a spread of a typical Austrian foods.

4. Are there any modules for the migrants to learn cuisines of cities/regions which are similar to theirs? If yes, please compare the participation to those with the other modules in the culinary sector field.

The individual curricula do not necessarily provide for specific culinary specialties other than local cuisine. Primary it's the general know-how for working in gastronomy kitchens and the handling of food that is taught in the theoretical classes.

If a person to be trained wants to commit to a special kind of cooking, it is recommended to choose the training company accordingly.

Whether he/she wants to do the training in an Italian, Greek or Indian restaurant is the decision of each student and he/she has to apply accordingly. If the interest is bigger in a large-scale catering establishment, a hotel or a canteen should be chosen as a training company rather than a restaurant.

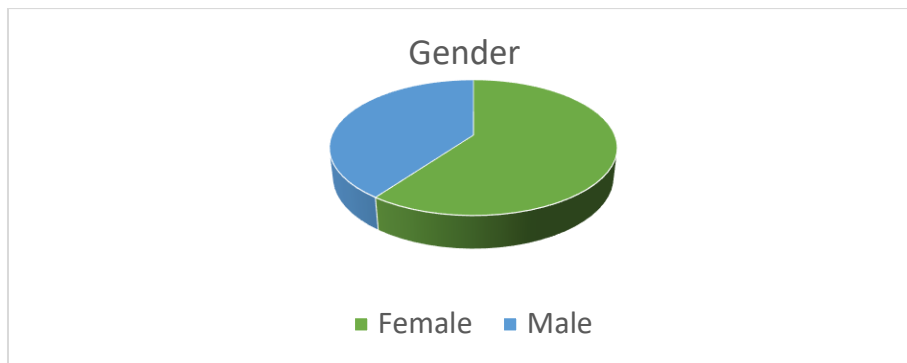
Part 3 – Evaluation of the Questionnaires

A. Migrant Questionnaires

Compass carried out the questionnaire with 10 migrants and refugees living in Tyrol. The participants were asked to fill out the questionnaire that was sent by e-mail. The results of questionnaires were analysed by the project team and were reflected through diagrams as shown below.

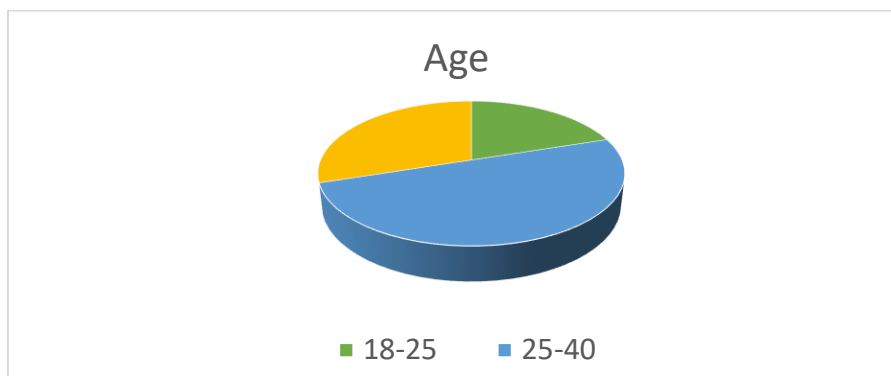
PART 1 – Personal Info

1. Question: Gender



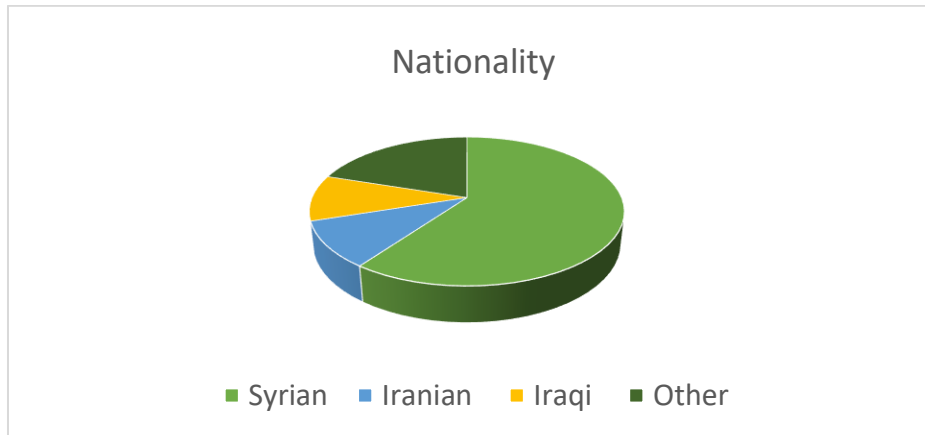
As it is seen in diagram above, the majority of the participants are female, six of them are women and rest of the participants is men.

2. Question: Age



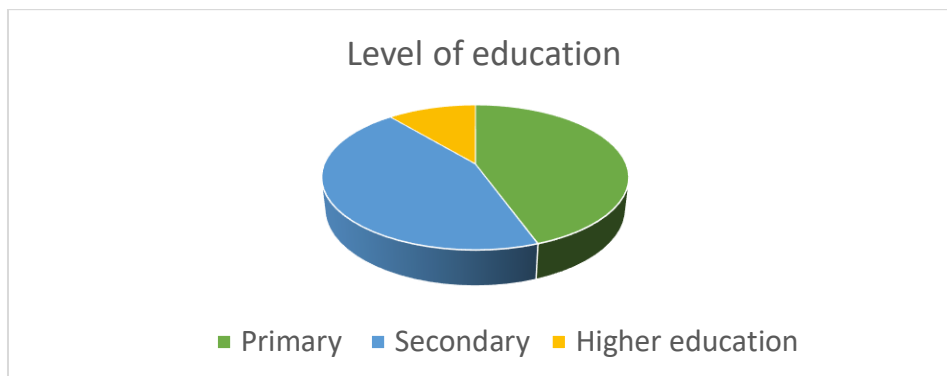
Most of the participants consist of refugees and migrants aged 25- 40. 5 of them are 25-40 years old, 3 of them are 40 above, 2 of them are between 18-25 years old.

3. Question: Nationality



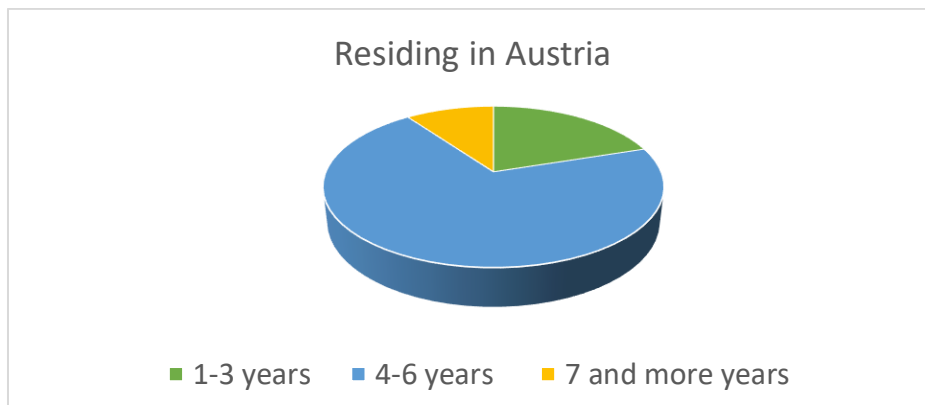
There are 6 refugees with Syrian background, there is one Iranian and Iraqi. Rest of them is Turkish and Somalian (1 Turkish and 1 Somalian).

4. Question: Level of education



6 of them are graduated from primary school, 3 of them from secondary school and only one of them is graduated from the university.

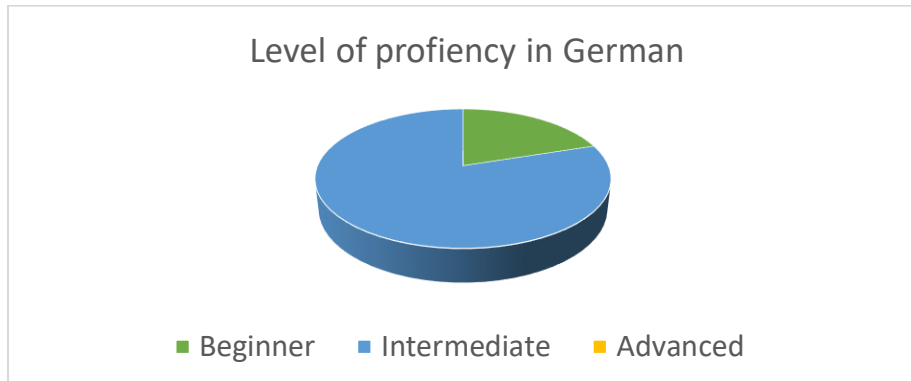
5. Question: Residing in the host country



2 of them are residing in Austria for 1-3 years, 6 of them are residing for 4-6 years and only one of them is residing in Austria for 7 and more years.

Part 2-Skills and Competence Assessment

1. Question: Level of proficiency in the host countries language



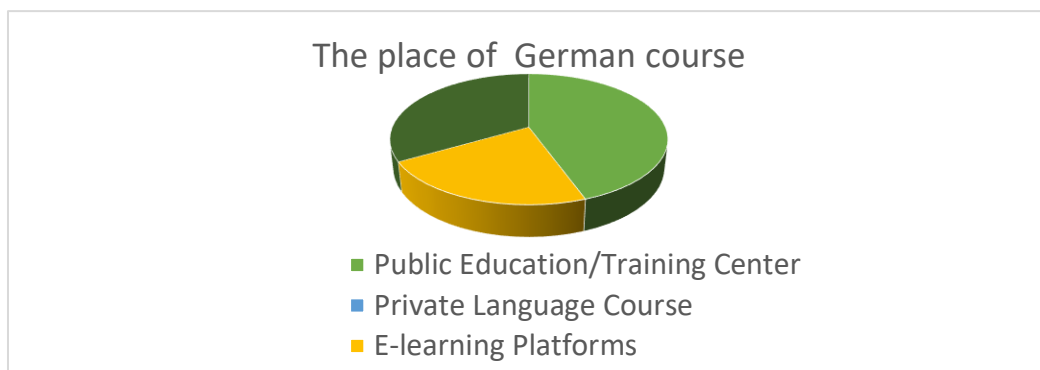
8 of them are beginner and 2 of them are intermediate level and there is no advanced.

2. Question: Attending to language course



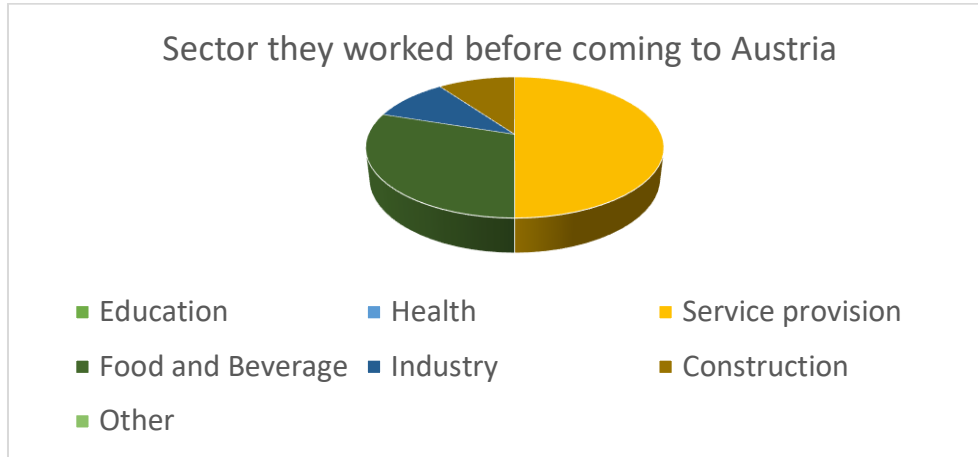
8 of them have attended to a German course before and 2 of them have never attended to German course.

3. Question: The place of language course



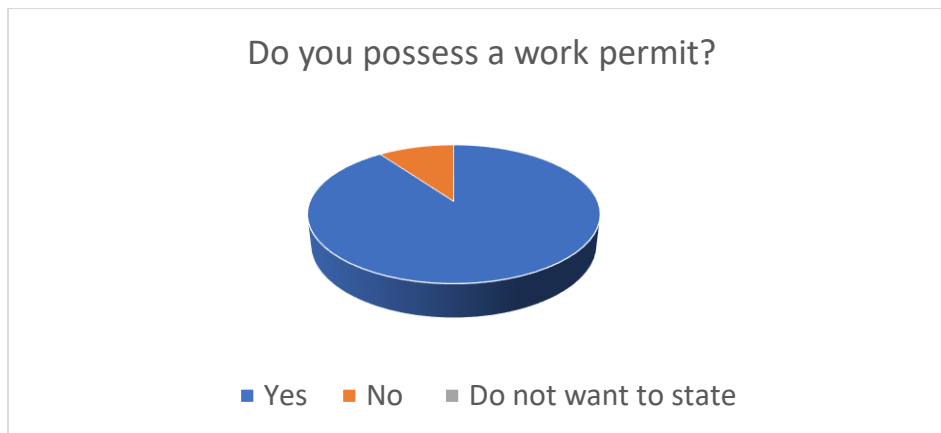
Most of the participant have attended to a German course in the public education, training centre, courses provided by NGOs in Austria and various e-learning platforms.

4. Question: In which sector did you work before coming to host country



The half of them have experience (5 participants) in service provision, other sectors are food and beverage (3 participants), industry(1 participant) and construction(1 participant).

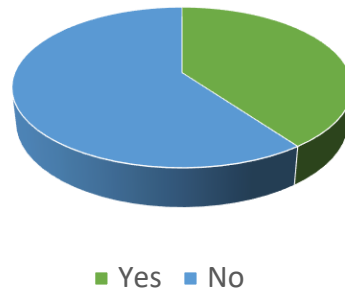
5. Question: Do you possess a work permit?



9 of them have work permit, only one of them don't possess a work permit.

6. Question: Have you ever worked in culinary sector and if yes, what was your position?

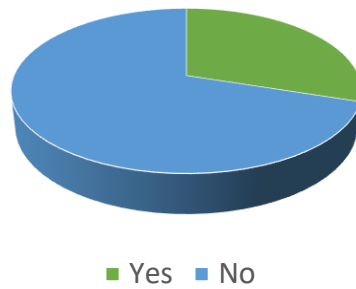
Have you ever worked in culinary sector



Most of them have no experience in working in culinary sector before. The ones (3 participants) working in this sector, their positions are pastry chef and cook.

7. Question: Was your contract terminated and if yes, what was the reason of the termination?

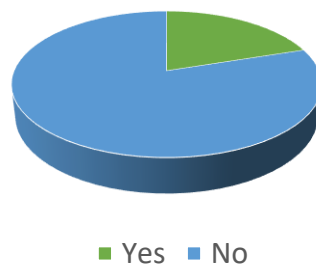
Was your contract terminated and if yes what was the reason of the termination



Most of participants weren't terminated, but the ones' contracts were terminated because of ethical issues at the workplace, not knowing the official language well enough and due to short term contract, they had to be out of labor market.

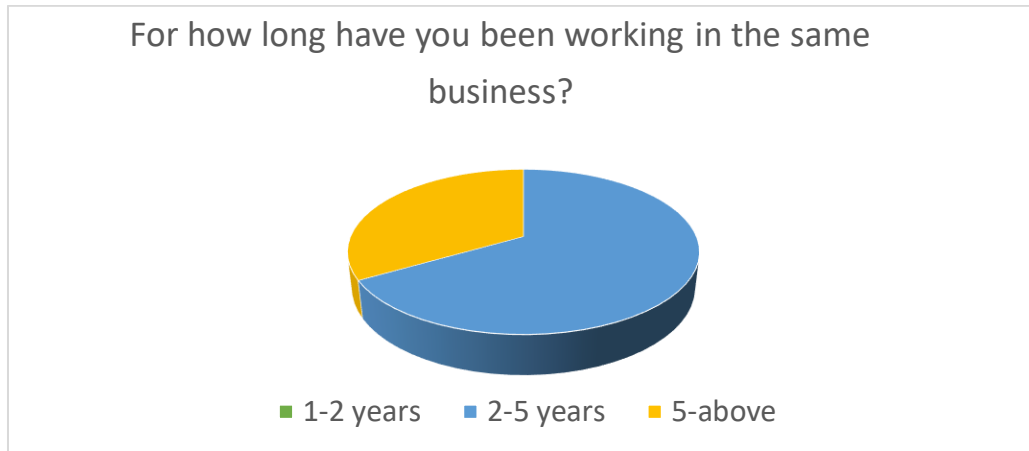
8. Question: Are you currently employed in culinary sector?

Are you currently employed in culinary sector?



Only three of them are working in the culinary sector and their positions are cook.

9. Question: For how long have you been working in the same business?



As mentioned in previous section, totally 3 participants are currently working in culinary-sector and 2 of them are working in this sector for 5 and above and one of them are working for 2-5 years.

10. Question: Is this the first place you worked?

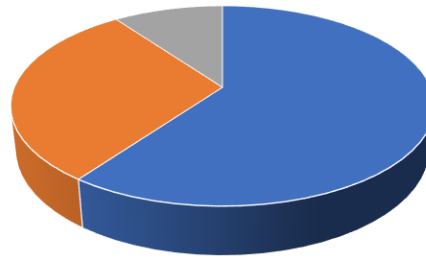


For one of them, this is the first place he worked and for the rest this is not the first place they worked.

11. Question: How many different places have you worked at?

6 of the participants have worked at 1-3 places,
3 of the participants have worked at 4-6 places and
one participant has worked at 7 and more places

How many different places have you worked at?

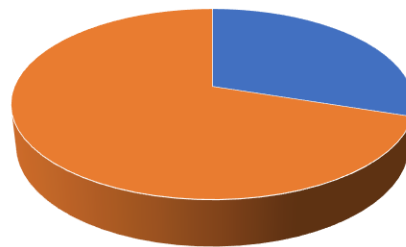


■ 1-3 places ■ 4-6 places ■ 7 and more places

12. Question: Do you hold any certification from the host country to work in the culinary sector and in which area

3 of them hold certification on pastry, gastronomy and bakery

Do you hold any certification from the host country to work in the culinary sector and in which area?

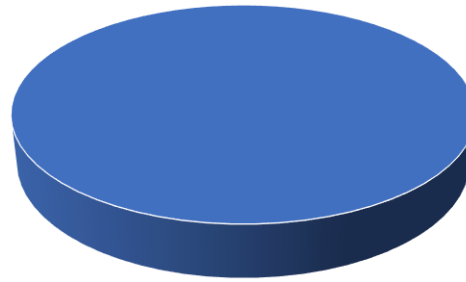


■ Yes ■ No

13. Question: Where did you obtain your certificate?

3 Public Training Centre

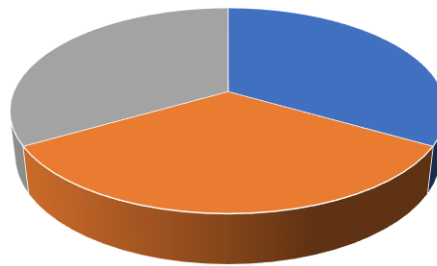
Where did you obtain your certificate?



■ Public Training Centre

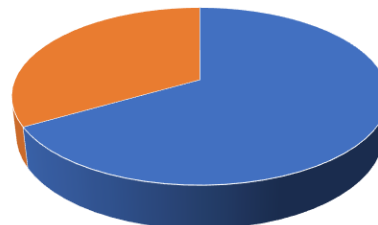
14. Question: Please assess the training you have received in terms of its sufficiency.
1 of them evaluated it as very sufficient and 1 of them sufficient, 1 of them is enough

Assess the training you have received in terms of its sufficiency.



15. Question: In the training I received I wish I had learnt more about:
2 of them, hard skills about cooking in general
1 one of them skills that I can use both in my professional and personal life

In the training I received I wish I had learnt more about



■ hard skills about cooking in general
■ skills that I can use both in my professional and personal life

16. Question: Please read the following statements and choose the most applicable option.

For 1. Statement, there are 4 strongly agree option, 5 agree, 1 neutral

For 2. Statement, there are 6 strongly agree, 2 agree, 1 neutral and 1 disagree

For 3. Statement, there are 5 strongly agree, 4 agree and 1 disagree

For 4. Statement, there are 3 strongly agree, 5 neutral, 1 disagree and 1 strongly disagree

For 5. Statement, there are 2 strongly agree, 5 agree, 1 neutral and 1 disagree

For 6. Statement, there are 2 agree, 4 neutral, 3 disagree and 1 strongly disagree

For 7. Statement, there are 8 strongly agree and 2 agree

For 8. Statement, there are 4 strongly agree, 3 neutral and 3 disagree

For 9. Statement, there are 6 strongly agree, 3 agree and 1 disagree

For 10. Statement, there are 9 strongly agree and 1 agree

For 11. Statement, there are 8 strongly agree and 1 agree and 1 disagree

For 12. Statement, there are 7 strongly agree and 2 neutral and 1 disagree

For 13. Statement, there are 5 agree, 4 neutral and 1 disagree

For 14. Statement, there are 1 strongly agree, 5 agree and 4 neutral

For 15. Statement, there are 5 strongly agree, 4 agree and 1 disagree

For 16. Statement, there are 8 strongly agree and 2 agree

For 17. Statement, there are 10 strongly agree

For 18. Statement, there are 6 strongly agree and 4 agree

For 19. Statement, there are 3 agree and 7 disagree

PART 3: Intercultural Competence Assessment

1. Question: When you are outside with the locals do you experience any kind of cultural problems?

4 of them yes, 6 of them no



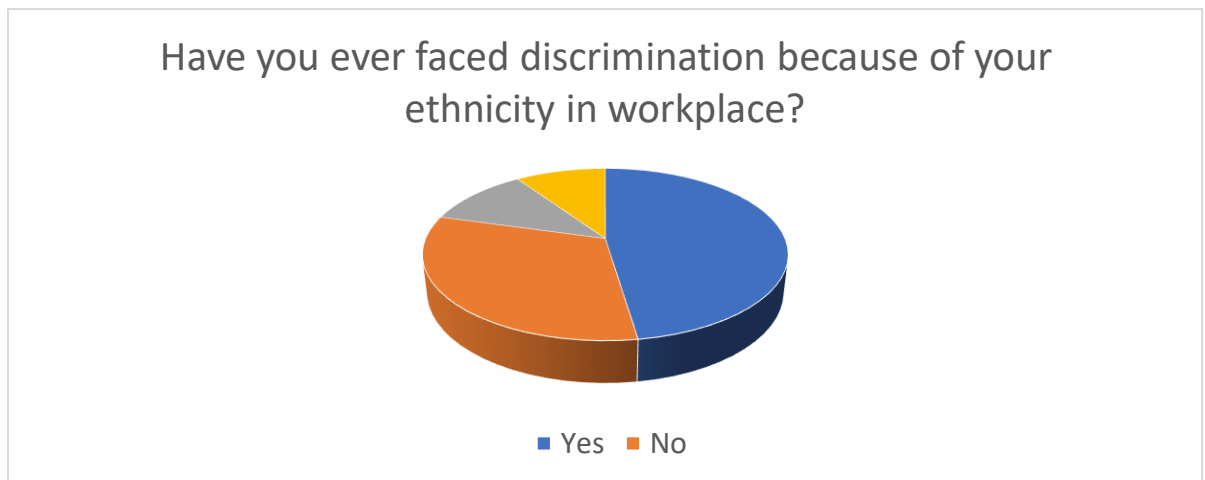
2. Question: What was the hardest thing to adapt as you come together with the locals of the host country?

5 of them language, 3 food and drinks, 1 religion and 1 lifestyle



3. Question: Have you ever faced discrimination because of your ethnicity in workplace?

6 of them yes and 4 of them no

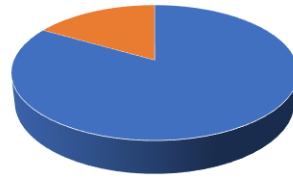


4. Question: Which of the below describes the best the discrimination you have faced?

5 one them is I was humiliated because of my ethnicity.

1 is I was made to do more low skilled chores in the workplace.

Which of the below describes the best the
discrimination you have faced



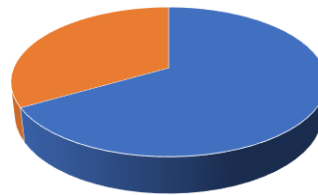
- I was humiliated because of my ethnicity.
- I was made to do more low skilled chores in the workplace

PART 4 – Migrant Sector Employers

1. Question: As a migrant who works in a culinary sector the following are expected from me by my employer:

2 of them knowing how to local dishes and 1 social adaptation

As a migrant who works in a culinary sector the
following are expected from me by my employer

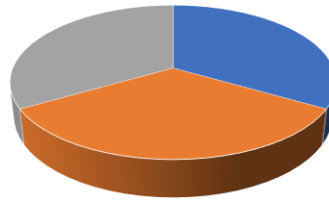


- knowing how to local dishes
- social adaptation

2. Question: What else do you think you need to learn to be more effective in your work?

One of them said that we should be taught skills such as, first-aid, health and safety in workplace, and sanitary practices. 1 of them said that we should receive courses on motivational management style which consists of communication skills, leadership, and passion. 1 of them said that we should be given more opportunity to experiment to become more creative people in the sector.

What else do you think you need to learn to be more effective in your work?



- first-aid, health and safety in workplace, and sanitary practice
- motivational management style

B. Tutor Questionnaires

Compass carried out the questionnaire with 5 trainers living in Tyrol. The methodology used for this activity was the same that was used for migrants and refugees.

The participants were asked to fill out the questionnaire that was sent by e-mail. The results of questionnaires were analysed by the project team and were reflected through diagrams as shown below.

Part 1 – Personal Information

Question 1: Gender

3 of them women, 2 of them men

Question 2: Age

3 of them between 25 – 40 years old, 1 of them is 18- 25 years old, 1 of them is 40 and above.

Question 3: Which of the following institutions do you work in?

3 of them are working in Public Education/Training Center, 1 of them is in NGO and 1 of them is working in the university

Question 4: For how long have you worked in this institution or voluntarily?

1 of them is 1 – 5 years 3 of them is 6 – 10 years 1 of them is 10 and above

PART 2 – Intercultural Skills

Question 1: Have you taught abroad before?

1 of them Yes, 4 of them No

Question 2: Have you ever had a student in your classroom who is a foreigner/migrant, if yes how many?

5 of them Yes,

3 of them 4-7 number and 2 of them 1 – 3 number

Question 3: What was the biggest difficulty you faced while teaching people from another ethnicity?

3 of them lack of language skills of the migrants

1 of them Difficulty in explaining cultural concepts to the migrants

1 of them Deciding on how to approach learners so that they are not offended or feel re-traumatized.

Question 4: Which teaching methodology did you adapt while teaching your students from different ethnicity?

4 of them Trying to learn basic sentences from their language

1 of them Trying to show and demonstrate the objects and actions to ease the understanding of the foreign students

Part 3 – Assessment of Teaching Skills

Question 1: Please put the following social skills that are necessary to be found in any tutor or trainer in the order of importance.

The most chosen <<<----->>>the least chosen

communication, problem solving, leadership, cultural competence, teamwork, social and emotional intelligence, attention to detail, multitasking,

Question 2: Which vocations do you teach regarding culinary sector?

1 food safety, 1 food and beverage management, 3 pastry and bakery

Question Please read statements and check the most appropriate box.

For 1. Statement there are 4 strongly agree and 1 agree

For 2. Statement there are 4 agree and 1 neutral

For 3. Statement there are 5 strongly agree

For 4. Statement there are 5 strongly agree

For 5. Statement there are 4 strongly agree and 1 agree

For 6. Statement there are 3 strongly agree and 2 agree

For 7. Statement there are 5 strongly agree

For 8. Statement there are 4 strongly agree and 1 agree

For 9. Statement there are 1 strongly agree and 4 agree

For 10. Statement there are 4 strongly agree and 1 agree

For 11. Statement there are 4 agree and 1 neutral

For 12. Statement there are 4 agree and 1 strongly agree

For 13. Statement there are 4 strongly agree

For 14. Statement there are 3 strongly agree and 2 agree

For 15. Statement there are 4 strongly agree and 1 agree

For 16. Statement there are 4 agree and 1 neutral

For 17. Statement there are 3 agree, 1 neutral and 1 disagree

Part 4 – Identifying the Importance of Teaching Soft Skills Related to Culinary Sector

Question 1: Which of the skills do you believe is most important to teach in terms of culinary sector?

2 of them Technical skills that the learners can only use in their workplace.

1 of them Soft skills that the learners can both use in their workplace and social lives.

1 of them Teaching technical and soft skills are equally important.

Question 2: Paying attention to details such as every ingredient and measurement must be exact including figuring out how long to cook certain items so that they are all plated at the same time. Therefore, a chef/cook/cook assistant, etc. needs to have an eye for every detail.

4 of them extremely important

1 of them very important

Question 3: A good chef/cook/cook assistant, etc. should be good at running business therefore developing a business sense is quite important. S/he should always be thinking about how to make delicious food while also being cost-effective.

Three of them Extremely important, 1 of them very important and 1 of them important

Question 4: A chef/cook/cook assistant, etc. needs to know how to keep their working area sanitary because unsanitary conditions can affect the quality of the food and can even force a restaurant to shut down.

5 of them extremely important

Question 5: Working in the food industry requires being creative. Chefs/cooks/cook assistants, etc. should be open to incorporating new food items into menus as well as improving older recipes.

4 of them extremely important, 1 of them very important

Question 6: A chef/cook/cook assistant, etc. should be able to make decisions quickly and efficiently since the kitchen is a fast-paced environment, and a chef has to make numerous decisions at once.

4 of them extremely important, 1 of them very important

Question 7: A good chef/cook/cook assistant, etc. should be able to motivate those working with him/her in the kitchen. S/he should be able to keep everyone working at a fast, efficient pace by demonstrating some traits such as communication, cooking techniques, leadership, and passion.

5 of them extremely important

Question 8: Chefs/cooks/cook assistants, etc. must be organized in the kitchen because often they have to work on a variety of tasks at once and must do so while keeping the kitchen safe and clean. They must create order and structure in the kitchen

4 of them Extremely important, 1 of them important

Question 9: A chef/cook/cook assistant, etc. is a part of a team and must be able to work well with others such as other cooks and staff and management.

5 of them extremely important

Question 10: The chefs/cooks/cook assistants, etc. must have some other skills like handling criticisms of the customers, being flexible so that they can change a recipe into another very easily, or being and being able to perform first-aid in an emergency, etc.

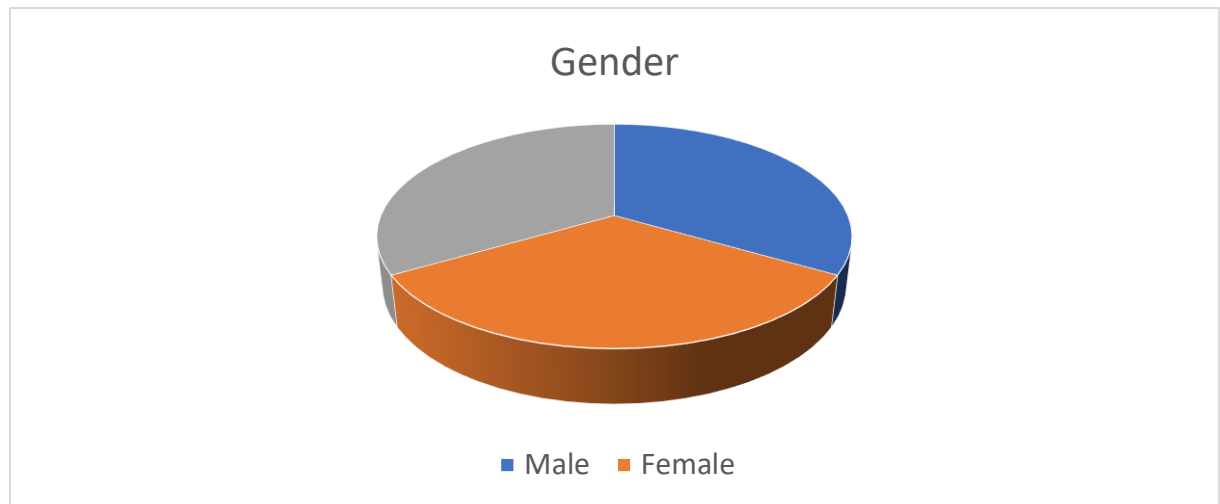
4 of them extremely important, 1 of them very important

C. Self-Assessment Tool/Exam

Section A: Introductory Information

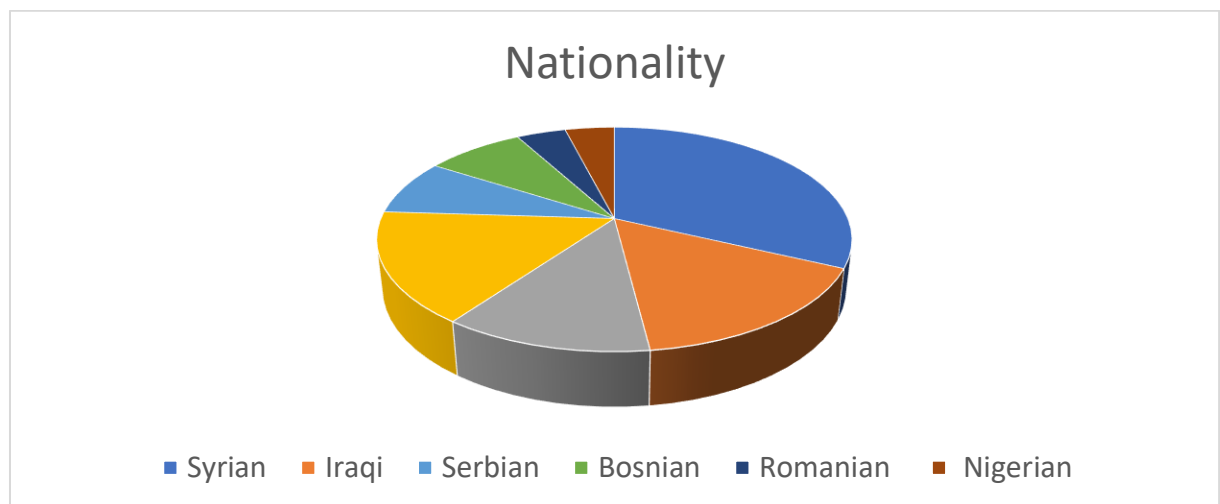
Question 1: Gender

The participants consist of 12 male and 13 female



Question 2: Nationality:

Their nationalities; 8 Syrian, 4 Iraqi, 3 Afghan, 4 Turkish, 2 Serbian, 2 Bosnian 1 Romanian and 1 Nigerian

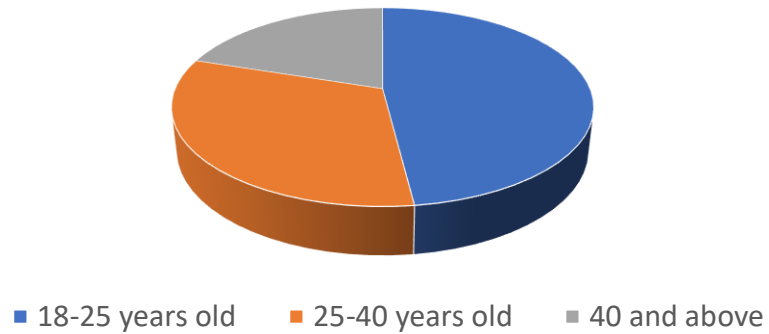


Question 3: Age

Their age: 12 participants are 25-40 years old

8 participants are 18-25 years old, 5 participants are 40 and above

Age



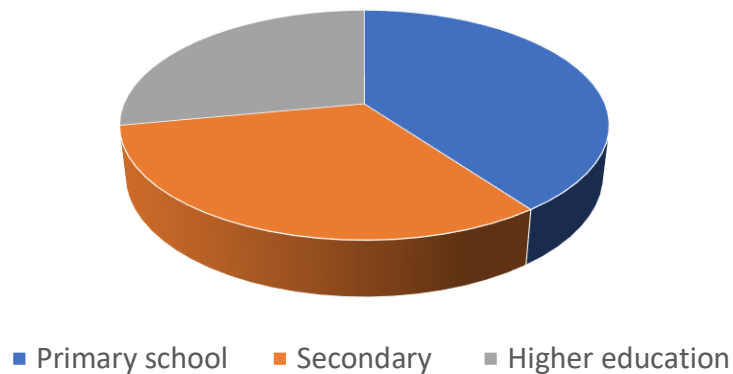
Question 4: Educational background

10-Primary school

8-Secondary

7-Higher education

Educational background



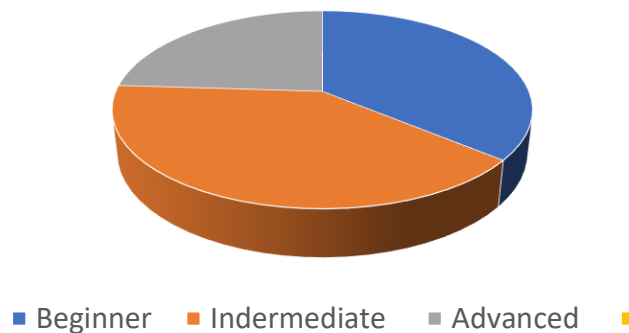
Question 5: How would you rate your language level in German?

9-Beginner

10-Intermediate

6-Advanced

How would you rate your language in German ?



Question 6: Did you receive training on culinary sector?

10-Yes

15-No



6-pastry and bakery, 2-gastronomy, 2-chef



Question 7: Where did you take your training?

8 of them are Public Education/Training Center

Question 8: Are you currently employed in culinary sector?

3 of them are currently employed in culinary sector

Question 9: Do you think it is beneficial to receive training in culinary sector before working in this field?

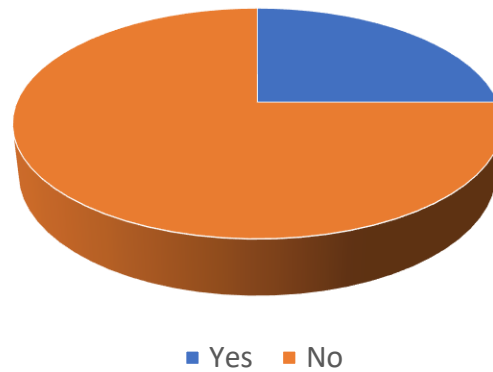
9 of them Yes

Question 10: Have you ever worked in culinary sector and what was your position?

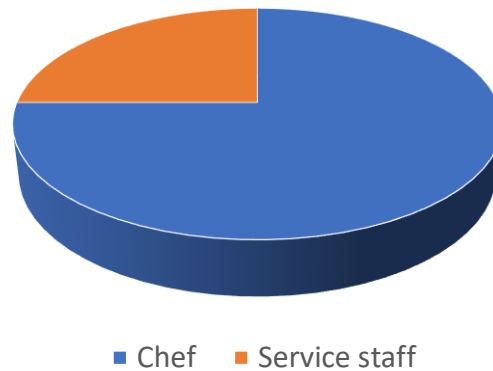
4 Yes
3 of them chef and 1 service staff

12 No

Have you ever worked in culinary sector?



The position



Question 11: Was your contract terminated and what was the reason of the termination?

1 one of them yes ---because of wanting to change sector

Section B: Assessment of Soft Skills in Culinary Sector

Question 1: What is a hygienic environment?

participants marked option A which is correct answer

Question: What is food hygiene?

17 participants marked option C which is correct answer

4 participants marked option B

3 participants marked option D

1 participant marked option A

Question 2: What is disinfection?

19 participants marked option C which is correct answer

5 participants marked option A

1 participant marked option B

Question 3: Which of the following is the on-site application until the assistance of healthcare providers is provided in an accident or life-threatening situation?

23 participants marked option D which is correct answer

2 participants marked option B

Question 4: What are the symptoms of food poisoning?

20 participants marked option D which is correct answer

3 participants marked option A

1 participant marked option B

1 participant marked option C

Question 5: In which subjects may the first aid training not be given to those working in a food and beverage establishment?

24 participants marked option C which is correct answer

1 participant marked option B

Question 6: Which of the following is necessary to produce healthy food?

23 participants marked option D which is correct answer

2 participants marked option B

Question 7: What are the drawbacks of cooking personnel wearing jewelry?

19 participants marked option D which is correct answer

4 participants marked option A

3 participants marked option B



Question 8: Which of the following is not one of the personal hygiene rules?

21 participants marked option B which is correct answer

4 participants marked option A

Question 9: When should the hand be washed?

25 participants marked option D which is correct answer

Question 10: Which of the following is wrong to do when wiping glasses?

21 participants marked option C which is correct answer

2 participants marked option B

2 participants marked option A

Question 11: What is the most important personal precaution that the service person should take in cleaning the service trolleys?

22 participants marked option C which is correct answer

3 participants marked option B

Question 12: What is the relationship between fingers and food when carrying a full plate?

25 participants marked option A which is correct answer

Question 13: Which of the following is the most suitable metal service material?

19 participants marked option B which is correct answer

3 participants marked option A

2 participants marked option C

1 participant marked option D

Question 14: Which of the following means effectively presenting your thoughts and ideas, verbally and in writing?

24 participants marked option C which is correct answer

1 participant marked option B

Question 15: Which of the following is included in non-verbal communication?

22 participants marked option C which is correct answer



- 1 participant marked option B
- 2 participants marked option A

Question 16: What does working without being told, being self-motivated, and being the first to begin working show?

- 20 participants marked option B which is correct answer
- 2 participants marked option A
- 3 participants marked option C

Question 17: What is teamwork?

- 23 participants marked option B which is correct answer
- 2-participants marked option D

Question 18: How can you prove that you are a team player?

- 24 participants marked option A which is correct answer
- 1 participant marked option D

Question 19: Teamwork involves which one of these?

- 21 Participants marked option D which is correct answer
- 3 participants marked option A
- 1 participant marked option C

Question 20: What does making use of your personal connections to achieve your career goals mean?

- 18 participants marked option A which is correct answer
- 3 participants marked option B
- 2 participants marked option C
- 2 participants marked option D

Question 21: What does making use of your personal connections to achieve your career goals mean?

- participants marked option C which is correct answer

Question 22: When active listening, your focus should be on what?

- 25 participants marked option C which is correct answer

Question 23: Which application is wrong?

participants marked option A which is correct answer

Question 24: Which of the following is the number one skill that is most valued by employers?

14 participants marked option B which is correct answer

4 participants marked option A

5 participants marked option C

2 participants marked option D

Question 25: It is always important to _____ yourself, others and the place where you work.

19 participants marked option D which is correct answer

4 participants marked option B

2 participants marked option C

Question 26: Which of the following is not of the criteria used in selecting materials/tools?

24 participants marked option D which is correct answer

1 participant marked option C

Question 27: Which of the following is one of the unmanageable fixed costs?

19 participants marked option C which is correct answer

3 participants marked option B

2 participants marked option D

1 participant marked option A

Question 28: Which of the following is not one of the small kitchen equipment used in preparation phase?

22 participants marked option C which is correct answer

2 participants marked option B

1 participant marked option D



Question 29: Which of the following is not a factor to be considered in the preparation of standard recipes?

17 participants marked option D which is correct answer

3 participants marked option B

5 participants marked option C

Question 30: While sautéing what is the ideal temperature of the pan?

7 participants marked option C which is correct answer

8 participants marked option B

6 participants marked option A

4 participants marked option D

Question 31: In terms of work efficiency and personnel health, the use of this tool should not be preferred if which one of the following features seen in equipment and tools?

18 participants marked option B which is correct answer

4 participants marked option A

2 participants marked option C

1 participant marked option D

Question 32: Which of the following is not one of the benefits of the table protective cover?

12 participants marked option C which is correct answer

7 participants marked option A

3 participants marked option D

3 participants marked option B

Question 33: Which of the following is the most important thing to do before going into an interview?

11 participants marked option B which is correct answer

9 participants marked option A

3 participants marked option C

2 participants marked option D



Question 34: Why a person prepares a Curriculum Vitae (CV)/resume before applying for a job?

9 participants marked option D which is correct answer
8 participants marked option B
6 participants marked option C
2 participants marked option A

Question 35: Which tree parts given below are the most important section of a CV/resume?

7 participants marked option C which is correct answer
8 participants marked option B
4 participants marked option A
6 participants marked option D

Question 36: When preparing a CV which of the following elements can be excluded?

8 participants marked option C which is correct answer
6 participants marked option A
5 participants marked option B
6 participants marked option D

Question 37: Which of the following rules is not correct about creating a CV/resume?

8 participants marked option C which is correct answer
7 participants marked option A
4 participants marked option B
6 participants marked option D

Question 38: During the interview which of the following is not recommended for the interviewee to do?

20 participants marked option B which is correct answer
5 participants marked option A

Section C: Assessment of Intercultural Competence

1.Question: Which one is the most known chocolate in Austria that a small, round sugar confection made of pistachio marzipan and nougat that is covered with dark chocolate?

a) Mozart chocolate



- b) Schubert chocolate
- c) Jürgens chocolate
- d) Kreisler chocolate

19 of the participants marked the correct answer that is Option A, 4 of them marked option B, 1 of them marked option A and 1 of them marked option C.

2.Question: Which one is the Austrian soup that is also called the famous dumplings that are served in a bowl of home-made chicken- or beef stock?

- a) Gulaschsuppe
- b) Grießnockerlsuppe
- c) Frittatensuppe
- d) Erdäpfelsuppe

9 of the participants marked option B that is correct answer, 13 of them marked option A, 2 of them marked option C and 1 of them marked option D

3.Question: What are Knodels?

- a) Pancakes
- b) Dumplings
- c) Momos
- d) Candy

13 of them marked option B that is correct answer. 8 participants marked option A, 2 participants marked option C and 2 participants marked option D.

4. Question: What is the national drink of Austria?

- a) Mate
- b) Orange juice
- c) Almdudler
- d) Red Bull

21 of participants marked option C that is correct answer. 3 participants marked option B and 1 of them marked option A.

5. Question: How many different flavors does The Austrian Zotter chocolate have?

Only one

Less than 100

Around 200

More than 400

9 of participants marked option D that is correct answer. 5 participants marked option B and 8 of them marked option C and 3 of them marked option A.

6. Question: Which oil is typically used in Austrian cuisine?

- a) Pumpkin oil
- b) Castor oil
- c) Amarnath oil
- d) Rosemary oil

8 of participants marked option A that is correct answer. 6 participants marked option B and 6 of them marked option C and 5 of them marked option D.

7. Question: What is a typical Christmas dish in Austria??

- a) Jellied eels
- b) Tuna
- c) Carp
- d) Esterhazy Torte

11 of participants marked option C that is correct answer, 5 participants marked option B and 6 of them marked option C and 3 of them marked option D.

8. Question: What is the Austrian extra fluffy and shredded pancake with sugar topping known as?

- a) Wiener Schnitzel
- b) Bosna
- c) Kaiserschmarr
- d) Käsekrainer

15 of the participants marked option C that is correct answer, 6 of them marked option D and 4 of them marked option B.

9. Question: What is Frittatensuppe?

- a) A chicken broth with spices
- b) An onion soup
- c) A pancake soup
- d) Buchteln

12 of the participants marked option C that is correct answer, 7 of them marked option B and 4 of them marked option A and 2 of them marked option D

10. Question: Palatschinken are the Austrian equivalent to which food?

- a) Hot dogs
- b) Cheeseburgers



- c) Ice cream sandwiches
- d) Crepes

17 of the participants marked option D that is correct answer, 5 of them marked option B and 3 of them marked option C.

11. Question: What is Wiener Schnitzel made of?

- a) Veal Cutlet
- b) Crepes
- c) potato
- d) Jause

22 of the participants marked option A that is correct answer, 1 of them marked option C and 2 of them marked option D.

12. Question: What is Marillenknödel?

- a) Apricot Dumplings
- b) chocolate cake
- c) grape dumplings
- d) Crepes

14 of the participants marked option A that is correct answer, 5 of them marked option C and 2 of them marked option D and 4 of them marked option B.

13. Question: Who invented Sachertorte?

- a) Wolfgang Johannes Puck
- b) Franz Sacher
- c) Eckart Witzigman
- d) Johann Lafer

17 of the participants marked option B that is correct answer, 5 of them marked option A and 2 of them marked option D and 1 of them marked option C.

As a result of questionnaires we addressed to migrants and tutors,

Having culinary career is being considered by migrants as transformative experience to take their first steps on integration to Austria, beyond involvement in the labor, but because lack of information on cultural issues, they are not to give correct answers to the questions or don't have confident enough to keep holding career in this sector. So, they need to receive knowledge on cultural issues, that will enable them to feel more integrated in the kitchen.

- **Information on eating habits** of Austrian people
- **cultural issues** in Tyrol region
- having German **language skills** at least basic level
- theoretical information into **practice and information on sanitization** is considered by them as important issue (that became more critical because of the pandemic)

Tutors find these topics very remarkable for supporting integration of migrants;

- being aware of **cultural values** of migrants in the local area
- **diversity on learning/teaching-** innovative methods that are based on different learning styles of trainees

Part 4 – References

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