1. INTRODUCTION

The WP2 - Learning Curriculum for Barista is a comprehensive and innovative tool for Barista educators and learners. The curriculum (Module 1 and Module 2) is specifically designed to address the challenges faced by teachers and learners in national and European settings, and to equip them with the necessary knowledge and skills to effectively teach and promote Barista training skills.

It covers a range of topics related to Barista, including tourism contexts, and will be developed in line with the most modern EU principles of curriculum development. The curriculum aims to achieve specific learning outcomes for both teachers and learners, such as the ability to effectively teach and promote Barista education, and the ability to develop innovative solutions to challenges in tourism education. The ultimate goal is to empower adult and community teachers and educators to have a positive impact on their communities and promote validation and transparency of Barista training skills in various contexts.

Previous to the development of Modules 1 and 2, national surveys have been carried out for identifying and ranking the skills and topics considered essential by hospitality industry employers across six countries: France, Greece, Italy, Macedonia, Spain, and Turkey. The 83 respondents included coffee shop owners, bar owners, and barista instructors. The survey consists of both close-ended and open-ended questions to gather comprehensive data.

The development of the Barista education curricula are based on the findings and recommendations of these surveys, with a focus on meeting the needs of employers and visitors and emphasising environmental protection. For this, partners have worked in a collaborative way to define the competences and the learning units that cover the different relevant areas defined in the Barista project. This structure of competences and learning units creates the Learning Outcomes of the Curriculum articulated in terms of knowledge, skills and level of responsibility and autonomy.

The ECVET Curriculum and Developing Training materials for Barista covers the following relevant areas (learning units):

MODULE 1: Theoretical Learning Units (LU)

- LU 1. Customer Interaction and Communication

- LU 2. Workplace Management and Stress Handling

- LU 3. Comprehensive Coffee Knowledge

- LU 4. Safety Protocols and Hygiene Practices

- LU 5. Andragogy and Instructional Design

- LU 6. Environmental and Socio-Cultural Awareness

MODULE 2: Practical Learning Units

- LU 1. Customer Service and Interaction

- LU 2. Workplace Organization and Efficiency

- LU 3. Advanced Barista Skills

- LU 4. Safety and Hygiene Implementation

- LU 5. Training and Leadership Practice

- LU 6. Sustainability in practical

The Training Curriculum will be the basis for developing the following **project results (PR):**

- PR3. Training Materials

- PR4/PR5. Training / blended mobilities for 21 Educators in the field of tourism and hospitality in France (PR4) and in Italy (PR5)

- PR6. E-Campus / Digital Platform

- PR7. Handbook

2. Methodology for building the Learning Curriculum

➢ *Theoretical Framework*

To build the Learning Curriculum, a Theoretical Framework was created to serve as a basis for the definition of competences and learning units that structure the Learning Outcomes (expressed in terms of Knowledge, Skills and Responsibility and Autonomy) to be achieved by Barista educators and learners.

The Theoretical Framework contains:

- A *succinct analysis of the European Qualifications Framework*, the National Qualifications Frameworks, and implementation of ECVET guidelines in participant countries.

- Analysis of current education and training for Barista educators and learners.

- *Agreement on the Curriculum's structure*.

- *Proposal of Learning Units* as a cohesive collection of delimited pieces of education to be included in the Curriculum, aimed at enhancing the transfer and recognition of Learning Outcomes.

> ➤ ***Pedagogical methodologies***

WP1/A1:Training ECVET Curriculum - Module 1 (Theoretical)

WP1/A2: Training ECVET Curriculum - Module 2 (Practical)

The following methodology was used for the development of the theoretical and practical curriculum:

- Aims and objectives

- Learning Outcomes

- Brief description of the learning unit

- Instructional strategies and methods

- Evaluation guidelines (formal determination of the quality, effectiveness and value of the program, process and product of the curriculum) & methods of evaluation like test, formative, summative evaluation etc. will be used.

- Bibliography related to the LU

The methodology is in line with the latest EU Recommendations for VET Curricula Development (CEDEFOP)

3. EUROPEAN TRANSPARENCY TOOLS

It has been widely recognised that education and training are essential to the development and success of today's society and economy. The EU's strategy emphasises countries working together and learning from each other. "Helping all citizens to be better skilled is crucial for EU growth and jobs, as well as for equity and social inclusion. The economic downturn puts these long-term challenges even more into the spotlight. Public and private budgets are under strong pressure, existing jobs are disappearing, and new ones often require different and higher-level

skills. Education and training systems should therefore become much more open and relevant to the needs of citizens, and to those of the labour market and society at large" (ET 2020).

Several European instruments such as the European Qualifications Framework (EQF www.europass.europa.eu/en/europass-digital-tools/european-qualifications-framework), Europass www.europass.europa.eu), the multilingual classification of European Skills/Competences, Qualifications and Occupations (ESCO www.esco.ec.europa.eu), ECVET (www.ecvet-projects.eu/default.aspx) and quality assurance frameworks have been developed and implemented to support the mobility of learners and workers. These tools improve transparency, making qualifications comparable across countries (EQF) and learning outcomes recognizable (ECVET), facilitating lifelong learning. These instruments were not developed in isolation from each other, they are closely related, where the different tools and services - including transparency and recognition of qualifications, validation of non-formal and informal learning and lifelong guidance - are offered in a coordinated way aiming to contribute to real European mobility where a person's knowledge, skills and competences can be clearly understood and quickly recognized.

The European Credit System for Vocational Education and Training (ECVET - http://www.ecvet-toolkit.eu) was developed to enable people to build on what they have learnt in the past when wishing to achieve a qualification. Competent authorities may decide to use ECVET to give people the opportunity to obtain recognition for learning outcomes they achieved abroad, but also for learning outcomes achieved through learning in another institution or system within the same country or those acquired by experience. In the context of economic restructuring, where certain sectors are declining and laying off staff, while others have difficulties in recruiting adequately qualified staff, there is a need for a flexible workforce. People are expected to have the aptitude and also the opportunities to continue learning and develop new knowledge, skills and competences. Given the demographic pressure in Europe, there is a strong need to improve employment rates and ensure that the human and social capital of people in Europe is used to its best.

The implementation of ECVET in the European qualification system is designed to recognise professional qualifications of employees in the European countries in which the system operates. The application of ECVET results in an increase in social motivation to raise, extend and improve professional skills throughout an individual's working life in order to become more competitive in the European labour market. Employees should aim to acquire ECVET credits during their working life, to become more adaptable in the labour market. This process should function at every stage of professional preparation: formal, non-formal and informal learning. The resulting points may build a professional portfolio of a worker and an employee, characterising the suitability of his/her qualifications for a specific professional sector.

The core element of ECVET technical specifications is the use of learning outcomes. Learning outcomes describe what a person knows and is able to do and therefore they are neutral to how, in which context and over what duration individuals' have developed their knowledge, skills and competence. They make it possible to recognise learning in view of achieving a qualification independent of where the learning took place and over what duration.

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help stakeholders document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems, and it can be used in accordance with national legislation and practice.

The Framework complements the work on the quality assurance aspects of the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). It includes the need for regular monitoring (involving internal and external evaluation mechanisms) and reporting on progress while using common quality criteria and indicative descriptors to underpin the monitoring and reporting arrangements and stresses the importance of common indicators to support the evaluation, monitoring and quality assurance of VET systems and providers.

EQAVET is a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework.

The various instruments confirm the key role that the VET systems can and must play in addressing skills shortages, especially for sectors with growth A or those undergoing major transformation requiring a better skilled workforce. The use of existing European tools for qualifications (EQF), credits (ECVET) and quality assurance (EQAVET) support and facilitate the mobility of a skilled labour force.

Europe will only resume growth through higher productivity and the supply of highly skilled workers, and it is the reform of education and training systems, which is essential to achieving this.

4. THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

The European Qualifications Framework (EQF) is a common reference framework developed by the European Union (EU) and its member states to promote transparency, comparability, and

transferability of qualifications across Europe. It provides a common language to describe and compare qualifications from different countries and education systems.

The EQF consists of eight levels that represent increasing levels of knowledge, skills, and competencies. Each level describes what an individual knows, understands, and is able to do, regardless of the type of education or training system in which the qualification was acquired. The levels range from Level 1, which represents basic knowledge and skills, to Level 8, which represents the highest level of advanced knowledge and expertise.

The EQF is based on a set of common descriptors known as learning outcomes, which describe what a learner is expected to know, understand, and be able to do upon completion of a qualification. These learning outcomes are focused on knowledge, skills, and competencies that are relevant to the labour market and further learning opportunities.

The EQF aims to facilitate lifelong learning, promote the mobility of learners and workers, and support the recognition and validation of qualifications across Europe. It helps individuals, employers, education and training providers, and public authorities understand and compare qualifications across different countries and systems, making it easier to assess individuals' qualifications and skills in a transparent and consistent manner.

Benefits of implementing the EQFs:

- The qualifications are more readable and easier to understand in different countries and systems in Europe

- Citizens' mobility between countries is promoted

- Lifelong learning is facilitated

- A comparison of learning outcomes in different European countries can facilitate cooperation between countries and institutions

- The common European reference point links different national qualifications systems and thus facilitates better communication among them

- A network of independent, but interrelated and mutually understandable qualifications is created

- The transfer of qualifications between countries, systems and institutions is made comparable

- Access to lifelong learning and the scope of participation in this process is improved

- The validation of non-formal and informal learning is facilitated

- The transparency of qualifications awarded outside the national systems is encouraged.

More information at the following link: https://ec.europa.eu/ploteus/en/content/how-does-eqf-work.

Due to the complexity of the competences needed to provide Barista students with the necessary skills for the correct development and progression in their sector, the learning outcomes should be described in correspondence with EQF level 5:

Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others