

DETERMINANTS OF EDUCATING EDUCATORS FOR THE HORECA MARKET



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I Introduction

Striving for continuous education is the key to success. Modern technologies make the lifelong learning process much more diverse, and thanks to the greater accessibility the access to them is also much easier.

Education is also an infinite number of informal contacts with others, experience related to traditional education. Knowledge exchange in the networking formula is becoming more and more common. Learning takes place in many ways and throughout our lives. The best educational institutions try to connect learners in many different ways, through many different channels: formally, informally, paid, free, online and offline. In this way, they become a reliable source of information in line with the idea of life long learning.

Attention is paid to even 15 new forms of education that can be gained in the perspective of recognition, including: massive open online course (MOOC), virtual conferences, flipped classroom, open education certificates or gamification through strategic games.

The process of freeing education has led to a gradual depreciation of secondary vocational education, due to insufficient methodical and professional supervision over education. There have been educational institutions in many fields and specialties without a proper base and staff. Recent years, however, allow you to expect a return to secondary vocational education ensuring adequate professional preparation. This should be connected both with the organisation of the

description of the system of professional qualifications as well as with the changes in attitudes towards education and systemic changes in education. Based on the Regulation of the Minister of National Education on the classification of vocational education occupations (Journal of Laws of 2017, item 622), and the Regulation of the Minister of National Education on the core curriculum of vocational education (Journal of Laws of 2017, item. 860), the area of tourism education and gastronomy was distinguished, as well as professions and qualifications assigned to them.

The modification of "Law on Higher Education" adopted in 2012 introduced descriptions of learning outcomes as part of the National Qualifications Framework, the competences assigned for conducting education to the belonging of the teaching staff to the area, field and discipline of knowledge in which the field of education is to be conducted. Thus, the system of state classification of fields of study for university faculties - created and implemented by independent universities - has been abolished. Therefore, the direction at different universities, which bears an identical name, can ensure the achievement of completely different learning outcomes in terms of knowledge, skills or social competences. It can refer to knowledge from other areas, fields or disciplines of science. In exchange for freedom in creating directions, universities should provide an effective system for ensuring the quality of education, including verifying, in cooperation with the environment, the accuracy of the intended learning outcomes and the level of their achievement. Another change, in 2015, introduced the division into two profiles of studies - general academic, based on modules referring to academic research in the area in which the direction was positioned, and a practical profile focusing on the student's acquisition of social skills and competences. Requirements for conducting studies on these profiles has been varied, in particular encouraging the entrustment of practical classes to people with experience gained outside of higher education.

¹ <https://www.tagoras.com/> access 25.11.2017

² it relies on the transfer of activities practiced so far during school classes, that is, the transmission of information content to the home

³ Kruczek Z., Raciborski J., Trendy w sektorze edukacji dla turystyki i ich wpływ na rynek pracy, Rada ds. Kompetencji, Kraków, 2017

For over a decade, there has been a boom in informal education. We find dozens of training offers in the field of hotel and catering offered in a stationary or online system. Development of extracurricular educational offers - this is one of the greatest successes of Polish education in the last two decades. This change, however, poses a serious challenge in the area of education quality - not everything that is called "educational" is worth this term. The trend of expanding the educational offer outside school should be assessed positively, but at the same

time the recipients of this form must become more demanding participants of the education process. We need professional education. The labor market is changing under the influence of new technologies. Old professions disappear, new ones appear. Enterprises and institutions are increasingly modernising their technological infrastructure - we still need to acquire new skills and deepen our knowledge about the changing reality. Such education should last throughout the entire period of our professional activities.

Qualifications and professional skills are a key determinant for achieving high quality tourism services and implementing high-quality tourist products. The quality of human resources depends on the adaptability to rapidly changing market needs. With regard to the tourism industry (employers), the main goal should be to promote the idea of continuous education and professional development of staff in order to meet the growing needs of clients. Tourism development program until 2020. Ministry of Sport and Tourism, Warsaw. August 2015

There is a large freedom of course programs, duration, issued certificates (MEN certificate, internal organiser certificates), but it is necessary to develop a catalog of educators and a list of existing qualifications that can be confirmed by training in the course mode. The educators should be encouraged to introduce qualifications into the Integrated Qualifications Framework, which will allow for the

comparability of training programs, validation and confirmation of acquired qualifications as a recognised certificate. At the same time, the education system should create a mechanism to verify the competence of educators (trainers), because there are many reservations, although the student market is the main verifier, especially for paid forms of education.

⁴ Kołodziejczyk W., Polak M., Jak będzie zmieniać się edukacja. Instytut Obywatelski, Warszawa 2011

2 HORECA market context

The term HORECA (Hotel, Restaurant, Catering / Cafe) is a definition of the hotel and catering sector.

In the EU report on the competitiveness of tourism in 2009, the industry includes hotels (including other accommodation facilities), restaurants, bars, canteens and catering companies. The hospitality sector is an important part of the European economy, due to the

impact on employment, development and tax revenues. It employs directly 10.2 million people in Europe (2014), growing rapidly, as in 2004 there were 7.8 million employees (EU-25). The sector is characterised by a young employment age (48% of employees are under 35 years) and a high percentage of temporary employment (26% temporary employees in the sector). The highest percentage of employed young people was recorded in the Netherlands (67% of the total number of employees in the sector) and the lowest in Cyprus (32%). Over half of the employed (54.1%) are women.

The specificity of the HORECA sector is high seasonality, difficult working conditions, lower wages (and there are even presumptions for wage-based collusions), in relation to other service sectors, flexibility requirements for personnel, low level of training and high staff turnover.

Turnover in the sector is estimated at 1 bln EUR, which corresponds to approx. 8.1% of the value of the entire EU economy, with added value (sector contribution to economic growth) above EUR 460 billion, or 3.7% of GDP. Approximately 16.6 million jobs are indirectly dependent on this sector, which is equivalent to employment for 7.8% of employees in Europe, ie one thirteenth of all employees in Europe.

In addition to those employed directly in the hotel and catering industry, companies from this sector indirectly support activities within a wide supply chain and induce economic activity that arises as a result of their activities. As a direct employer, the hotel and catering sector plays a key role in supporting the creation of new jobs in Europe. It gives jobs requiring various skills: from high qualifications to low qualifications or so-called "Groundbreaking" jobs for people just entering or returning to the labor market. This sector gives many young people first professional experience, allows them to enter the labor market, provides necessary experience and training and opens the way to future employment.

It also helps the unemployed to reintegrate into the working world.

Considering the direct support of the EU's socio-economic goals, hotel and catering are the largest employers of migrant workers in Europe. It offers participation for many groups for which participation in the labor market can be difficult (parents, students, employees in the countryside, people caring for family members), flexible employment. This increases the mobility and active participation of employees, this means that the labor market becomes more flexible, better and adapts faster to changing economic conditions.

⁵ Analiza umiejętności w sektorze HORECA, CIAPE, Respons, 2013

⁶ Analiza umiejętności w sektorze HORECA, CIAPE, Respons, 2013

The HoReCa market in Poland is worth PLN 26.7 billion according to the PMR analysis, which means that in 2016 it increased over 7% year-on-year.

According to statistical data, there are nearly 70,000 gastronomic establishments in Poland (as of 31 December 2015 - 67826), including 18 069 restaurants (there has been a significant increase in recent years, in 2005 there were twice as few - 9,716), 23140 bars, 4045 canteens, 22572 gastronomic points (Mały Rocznik Statystyczny 2016).

Over half of Poles use catering services and there is a growing trend not only in the number of HoReCa customers themselves, but also in the increasing frequency of visits. The year 2017 was a very good period for consumption and gastronomy. Poles are eager to visit both the most popular network outlets as well as independent premises: fashionable food trucks, slow-food bars and restaurants or narrow specialties like vegan, selected dishes of the world cuisine.

One of the biggest obstacles that the market had to face in the last few years was the paradoxically low positive growth rate of the number of consumers. A major challenge was also the change of habits and greater demands on the restaurant offer that meets the needs of customers diet. The latter factor is increasingly noticeable in connection with the growing public awareness of a healthy lifestyle. As the PMR study shows, 13% of Poles admitted to using a specific diet. Another obstacle that the market is currently facing is not only the rising employment costs, but also the abrupt increase of the barrier related to the shortage of qualified employees. The falling number of unemployed people and the increase in wages in many sectors of the trade has caused gastronomy to face the problem of increasing the need to professionalize the profession of a waiter or a bartender. A big challenge for the HoReCa market is also a fast growing number of convenience stores with a gastronomic offer, food corner at a petrol station or food-truck system. According to the report, the above-mentioned factors will ensure that the catering market will follow trends more closely and respond to customer needs. This should ensure growth in the entire market in the coming

The gastronomic market seems to be one of the few in Poland, if not the only, sales channel for FMCG products, which has been growing

for several years. In 2017, in the study carried out annually by GfK, the higher value of the gastronomy segment is noticeable, as well as the higher number of all-year outlets compared to the previous year. In the long term, the percentage of Poles using the premises is also steadily growing.

Despite positive results, the gastronomy representatives are moderately optimistic in assessing the prospects of their business development. In 2017, for the first time - apart from fears related to the development of competition (network and non-network) - managers and owners of food outlets complained about the rising costs of running a business, that is product purchase prices and rents, as well as the lack of properly qualified employees. The gastronomic and hospitality market felt not only the lack of hands to work, but also the growing costs of hiring them.

According to medium-term forecasts of PMR, the dynamics of the HoReCa market in the coming years will weaken the more difficult labor market (more expensive employees), which will inhibit some of the gastronomic network investments. The adoption of the law restricting trade on Sunday is also significant. Nevertheless, as PMR predicts, the growth of the HoReCa market in the next five years will be on average 4.5%.

In the hotel sub-sector there is a growing number of investments not only for chain hotels but also for private investments, especially in departmental facilities or in the condo system. Poles save at the European level - in 2017, the percentage of people who declared having a financial surplus was 68%. According to the data of the Chamber of Fund and Asset Management, 36% of Poles do not feel satisfaction from saving and are looking for alternative methods of investing capital and 51% of them choose properties. The RevPAR index has been increasing since 2016, which means that investments in broadly defined hotel services are becoming more and more profitable. There are more hotel facilities and apartments. In Warsaw alone, 20 new hotels are to be built by the end of 2020. Therefore, there is also a growing demand for personnel that would be able to handle this increased demand, and the industry is already struggling with shortages.

It's getting harder to get employees at every level, from housekeeping to specialist and managerial positions. A professional service becomes

⁷ Rynek HoReCa w Polsce 2017. Analiza rynku i prognozy rozwoju na lata 2017-2022, PMR, 2018

⁸ FMCG, fast-moving consumer goods - fast-moving products, sold frequently and at relatively low prices. Examples of goods from this sector are food and cleaning products.

⁹ Rynek dostawców HORECA w Polsce 2018, Wydanie specjalne czasopism NOWOŚCI GASTRONOMICZNE, ŚWIAT HOTELI, SWEETS & COFFEE

¹⁰ M. Zimna, Strategic Insight Director GfK; W: Rynek dostawców HORECA w Polsce 2018, Wydanie specjalne czasopism NOWOŚCI GASTRONOMICZNE, ŚWIAT HOTELI, SWEETS & COFFEE

¹¹ following: Trendy w hotelarstwie 2018, Profitroom, Poznań, 2018

a luxury accessible to a few. An increase in wages in the industry will therefore be a fact. Employees, especially younger generations, are looking for jobs that provide opportunities for development. That is why hotel industry, as a branch, has to change quickly, redefine HR policy, build career paths, improve processes, make working in a hotel easier and bring satisfaction.

Low unemployment, fewer employees, emigration, lower retirement age and finally - a shortage of specialists on the market - all these factors make us talk about the fact that we live in so-called employee age. This is a difficult situation for every employer. In the near future, staffing problems are a challenge that the hotel industry must also

deal with. The attitudes and expectations of generations Y and Z also pose a difficulty for the employer.

The problem is not only employees delegated to direct service of hotel guests, but also operational employees. It is becoming increasingly difficult, to hire room attendants or waiters with appropriate experience. This situation translates directly into the quality of services provided and the opinion of the clients about the hotel. Therefore, in the coming years, it will be necessary to conduct an active HR policy, which will allow not only to maintain the current team, but also allow to introduce tools that will help to ensure a stable level of employment in the hotel.

In the opinion of hoteliers, the way to mitigate the problem of employment is to strengthen employee loyalty by creating individual employee career paths and opportunities to participate in training and development programs. This approach is effective especially for network companies. The solution looks different in departmental and independent facilities. In them, in principle, it is rarely possible to build a career path for employees (due to the limited structure of the company).



3 Context of quality of services

Services are the engine of the European economy. They represent around 70% of employment and European GDP, and it is in this sector that 9 out of 10 new jobs are created.

As part of the Lisbon Strategy, the Commission has responded to the European Council's proposal to develop a policy aimed at lifting restrictions on the free movement of services and the freedom of establishment for service providers. For this purpose, the so-called Directive was adopted by the European Parliament and the Council in December 2006 as a response to the statement that the

single market for services does not bring all the benefits yet. To establish a real internal market for services, the Services Directive provides for the facilitation of the exercise of the freedom of establishment for service providers in other Member States and the freedom to provide services between Member States. The purpose of the directive is also to provide service recipients with a greater choice and improvement of the quality of services intended for both consumers and enterprises that use these services. The Directive establishes a general legal framework facilitating the exercise of the freedom of establishment for service providers and the free movement of services, while ensuring a high level of quality of service (quality support). **The Directive is fundamental to the opportunities for the flow of employees in the HORECA sector and the professional qualifications created and their mutual recognition allow one of the objectives to be achieved, namely a high quality standard.**

There are two components of the quality of the service. The first is related to the process of service delivery and the second one is the result of a service result. These are standardisation objects appropriate for a given service. Quality management is connected with the TQM (Total Quality Management) concept consisting in a comprehensive, collective effort oriented towards continuous improvement of the enterprise, including human resources.

TQM includes not only improvement of products and services, but also quality of work (and thus the qualification of people, means and objects of work, technology, processes and marketing, design, manufacturing and operational, IT) leading to the best satisfaction of the client's needs. TQM is an approach to managing a company / institution, in which every aspect of the business is implemented

with a pro-quality approach. All employees participate in it through team work, commitment and constant improvement of qualifications. For the confirmation of quality, both formal and informal education certification of various kinds are introduced including the certification of people (written recognition of competences and authorisation of the occupations), product / service (recognition that

¹² Directive 2006/123 / EC of the European Parliament and of the Council of 12 December 2006 on services in the internal market [Dz. U. L 376, 27.12.2006].

the product / service complies with the specified requirements) and enterprises (recognition by a third party, that the management systems, e.g. HACCP, are compliant with the specified requirements). Certificates of this type are carried out in a wide range in the hotel industry, smaller in gastronomy but mainly concern entire enterprises wishing to stand out in the market and communicate their competence to the client.

The main problems of the tourism sector in the context of the quality of services and professional competences, indicated by experts are: low earnings, demand for staff flexibility, low level of training, high staff turnover, lack of skills. At the same time, it is pointed out that the qualifications of employees in the tourism sector (eg customer orientation) are appreciated by other sectors, while qualifications from other sectors are useful in tourism. A commonly observed phenomenon is also leaving the sector by qualified employees and not entering the sector of many trained graduates of tourism schools. The specificity of the company's size structure in tourism, in which more than 90% are micro and small enterprises, affects HR and education practices. Multi-purpose, newly emerging and hybrid professions reflect trends for new types of services and competences.

Entities providing tourism services in accordance with the principles of the EU Recommendation should provide training to all employees involved in providing services directly to consumers.

The European Council Recommendation on European Tourism Quality Principles of 20.2.2014 COM (2014) 85 final 2014/0043 (NLE) reads: "up to now, no detailed rules have been adopted at EU level to inform consumers about the quality of tourism services."

Certain existing information tools, such as websites for assessment

and comparison, can help consumers make decisions, provided they present clear and reliable information. In some Member States, there are voluntary quality systems in the public sector at national, sub-national or local level. There are also a number of different types of initiatives that focus mainly on aspects related to the quality of services specific to a given tourism sub-sector or geographical area. The quality systems are very diverse and therefore, in the case of comparison, they only show little consistency in terms of sectoral coverage, geographical coverage, management, methodology and evaluation criteria. The large number and diversity of existing quality systems operating in the private and public sectors leads to a significant fragmentation of the market in the field of quality assessment of tourism services. Due to the fragmentation of quality systems, they do not recommend (for example through better choices of customers or better reputation) companies investing in quality. This situation discourages entities operating in a given sector, in particular SMEs with limited financial resources, from taking such measures. As a result, the EU sector HORECA can not fully exploit its competitive advantage in terms of service quality or realise its economic potential by increasing visibility in terms of the quality of services offered. Stakeholders in the sector have not been successful in establishing cooperation at EU level in reducing inconsistencies across the EU between existing or future quality systems.

The most urgent need is to fix market fragmentation on several levels. Existing fragmentation of quality assessment systems leads to lack of clarity and may have a negative impact on the competitiveness of European tourism. In the 2012 study for the European Commission, an overwhelming majority of representatives of the sector (83%) stated that they fully or partially agree with the thesis that currently quality systems for tourism are very fragmented and have significant inconsistencies.

¹³ Walas B., Systemy certyfikacji w turystyce krajowej i międzynarodowej dla projektu Sektorowa Rada ds. Kompetencji Turystyki, Wyższa Szkoła Turystyki i Ekologii, Sucha Beskidzka, 2017

4

Evolution of demand for the HORECA industry

The evolution of tourism is constantly accelerating. New product trends, new technologies and the growing demand of an increasingly individualised customer make the requirements for employees in the tourism sector more and more specialised in terms of qualifications. A number of new and hybrid professions in the field of tourism are currently unknown and unidentified. Leading tourism companies and tourist destinations have created a fashion for tourism and its new forms including new attractions.

Various analyses define tourism development trends in the world as external factors independent of the tourism industry and grouped into 8 mega trends:

- Demography
- Health
- Awareness and education
- Information technology
- Transport
- Sustainable development
- Experiences
- Lifestyle



¹⁴ inter alia: Strategia marketingowa Polski w obszarze turystyki na lata 2012-2020, POT, Warszawa, 2011

DEMOGRAPHY

General trends indicate that the number of people in older age categories will increase sharply. Seniors will be healthier and will have higher disposable income than before and many of them will benefit from early retirement. Therefore, the number of more experienced tourists in older age will grow faster than the general demand for tourism sector products.

The consequence for the tourism sector will be:

- The increase in demand for quality, convenience and security
- The increase in demand for easy transport
- The increase in demand for calmer entertainment facilities
- The increase in demand for products for people traveling alone.
- Higher demand in the months before and after the season.

Future development trends regarding demography indicate that the average number of people per household will continue to decrease, which will result in higher disposable income and greater purchasing power.

The consequence for the tourism sector will be:

- Increased demand for luxury
- Increased demand for specialist products
- Increased demand for travels from cities and other short trips abroad in periods that were previously not preferred
- A higher level of interest in events such as "Winter holidays in the sun".

HEALTH

The increase of health awareness among tourists and travellers is a very important tendency. This will have an impact on a number of factors affecting the decision making concerning the choice of the destination, the stay program, the means of transport or safety requirements (widely understood) as well as the client's behaviour during the trip.

The consequence for the tourism sector will be:

- Travel destinations perceived as less healthy will be less frequently chosen than before
- Demand for holidays offering only sun and swimming will continue to decrease

- Active holidays or active leisure will become more and more popular
- Increase in demand for products related to biological renewal - gyms and fitness centres
- Safety will become one of the most important factors in the decision making process
- The need for organic food.

AWARENESS AND EDUCATION

The importance of the trend will grow and be reflected in the tourism offer. Considering the fact that the average level of education is rising, the tourist requirements regarding not only the attractiveness of the tourism offer but also the quality of services offered will grow. This will result in the selection of events in which the essential role will be simultaneously played by: art, culture, history, i.e. events with higher educational values related to the development of spirituality, interaction.

The consequence for the tourism sector will be:

- New products will focus on the needs related to health, experience and nature
- The inclusion of elements of art, culture and history into the structure of organised and individual events will be more visible.
- The increase in demand for specialist products.
- The need for better and more creative information transfer.

INFORMATION TECHNOLOGY

As part of the development of information technologies, the importance of virtual tools, their use to acquire information and purchase of tourist products and services will continue to grow. The "Internet of everything" begins. Trends related to new information technologies will be the fastest to gain users, especially young and middle-aged customers.

The consequence for the tourism sector will be:

- The availability of tourist information will be conducive to comparing offers and building dynamic packages in regards to the sharing economy
- Experienced tourists will compose their own holidays more often
- from available Internet modules, while making direct reservations.
- The role of travel agencies will be reduced, as the purchase of organised events will be more often carried out via the Internet. New companies will organise the promotion, information and sale of services on the Internet in connection with the use of smartphones and apps
- Automation and robotisation of purchasing and service processes.

TRANSPORT

The growing availability of high-speed trains and low-cost air carriers will have an increasingly stronger impact on tourist traffic.

The consequence for the tourism sector will be:

- Easily accessible and inexpensive places for short stays will be selected more often
- High-speed trains on medium distances will replace a large part of the travel currently taking place on scheduled flights
- The importance of bus trips will be reduced
- New destinations via low cost connections
- Barriers resulting from unadapted travel schedules will have a stronger negative impact on the selection of destinations.

SUSTAINABLE DEVELOPMENT

Awareness connected especially with environmental protection will continue to grow. This will result in an increased demand for places where development is sustainable and nature and local residents will play a leading role.

The consequence for the tourism sector will be:

- The regional specific character of the town will gain in importance
- Tourists will prefer places where the local population will be favourably set towards visiting guests
- Increased costs incurred for sustainable development will be increasingly borne by the tourists themselves
- Increased costs of staying in a sustainable environment

SECURITY

This factor of shaping national and international tourist and travel traffic will systematically grow. Terrorist activities, regional wars, pollution and other crises have become part of reality and create the need for security. In tourism this translates into an increased need for security and makes tourists avoid places perceived as dangerous.

The consequence for the tourism sector will be:

- Water quality (in lakes and pools, but also drinking water)
- Tourists will be more and more critical and will report complaints faster if the product offered does not meet the expected standards. Consumer awareness in tourism is constantly growing. The comparison of these rights in Poland and EU countries very often falls to the disadvantage of our tourism industry. This is also related to the limited scope of insurance services (e.g. consumer loss in the event of lack of weather)
- The costs of guaranteeing safety for tourists will increase dramatically. This applies in particular to the costs of transport and safety in tourist, sports or paramedical facilities such as cosmetic, physiotherapeutic, etc. Among tourists, the feeling of insecurity often dominates, and it does not always coincide with the actual lack of security.

EXPERIENCE

There will be more and more consumers with sophisticated tastes, openly expressing their needs. In tourism, this translates into a more critical attitude to quality and value for money.

The consequence for the tourism sector will be:

- Alternative ways of spending money and spending time will compete with holiday trips, and as part of holiday trips the accommodation and other standards will compete with each other
- Villages that do not meet acceptable standards will suffer much more in the long run.
- More experienced tourists will change the approach to supply in tourist attractions
- Searching for emotions and experiences in a changing economy (exponomy).

LIFESTYLE

Lifestyle in societies is changing very fast. In tourism this has an impact on the perception of personal needs and the behaviour of tourists. Various products, new types of tourism or new services for tourists are starting to emerge. Medical tourism, extreme tourism, sports tourism, gastronomic tourism etc. These trends are constantly evolving and the scope of tourism is still subject to development. New lifestyles, new needs and new services have not only pro-developmental connotations but also negative ones such as increased epidemics, diseases and threats to health, beauty etc.

The consequence for the tourism sector will be:

- Less interest in bed-and-breakfast services, which is generally seen as a low-quality service
- Because "status" is less important than before, the behaviour of vacationers becomes more individualised.
- A change in the perception of life and lifestyle results in a decrease in demand for fully organised trips.
- Service providers will benefit more if they can create completely new products, new service concepts
- Requirement of individualisation of service.



5 Context of competence and validation

Providing people with appropriate competences and qualifications from the perspective of employers should be associated with the tasks of formal education as well as informal education. Employers may, through demand for specific competences, to a greater extent influence the training offer and generally raise competences on an informal basis than on the curricula used in formal education.

There are still no mechanisms enabling employers to become more involved in the process of educating staff at various levels (vocational, secondary, and higher). The shape of the Polish education system is based on the principles of knowledge transfer, not skills. As a result, graduates of schools educating at different levels do not have adequate cognitive skills (related to analytical skills, application and creation of knowledge) relevant to the needs of the labor market. The diagnosis resulting from the balance of human capital and the analysis of various certification systems indicate that the applied quality marks focus almost exclusively on the standardisation and display of the certified tourism product function without taking into account the quality management process throughout the enterprise, including the lack of competence analysis. In the vast majority of different certification systems, the element of knowledge, skills and personal competences is not clearly articulated. It appears, although among the criteria, but defined extremely softly, as for example: courtesy, hospitality, knowledge of foreign languages, knowledge and professional skills (but not specified), openness to the needs of the client.

The role of competences in the 21st century - the age of globalisation,

information societies, knowledge-based economies and technological progress - is becoming more and more significant. Skills and the appropriate human capital conditioned on them are necessary to maintain the potential necessary for economic growth and improve the well-being of the inhabitants. In the light of current demographic processes, resulting in a decline in the number of people of working age in many countries, the quality of human capital is becoming more and more important. Social and economic development depends on human capital, including the competence of labor resources. Challenges are associated with an ever faster growth of knowledge and the development of information and communication technologies, and thus increased requirements and expectations pertaining to competences and their use, primarily on the labor markets. An important determinant are also demographic changes, related to the ageing of the population and changes in the age structure of the population.

In many countries, including Poland, a low fertility rate has been maintained for many years, which leads to a decrease in the number of people of working age. Europe is the only continent that will experience this in the next half-century, and Poland belongs to countries

¹⁵ The term "competences" means knowledge, skills and attitudes (called social competences) of a given person. If someone has checked whether this person has the knowledge, skills and social competences to perform specific tasks, and issued a document - confirming this fact, e.g. a diploma, certificate or certificate - then we are dealing with qualifications. Qualifications are confirmed competences.

¹⁶ Górski J. (red.), Polski rynek pracy - wyzwania i kierunki działań na podstawie badań Bilans Kapitału Ludzkiego 2010-2015, PARP, Warszawa-Kraków, 2015, s. 20

¹⁷ Estimated impacts of possible options and legal instruments of the umbrella european tourism label for quality schemes, final report. Submitted to the European Commission, DG Enterprise and Industry Within Framework Contract B4/ENTR/008/006, CEPS, 2012

where this decline will be particularly severe, which will also result in a challenge for maintaining the competitiveness of the economy and society. The development of the information society and knowledge-based economy requires constant expansion and updating of the acquired knowledge and skills. Even within one profession or job, the nature and scope of work and professional activities changes quickly. Not only to meet the requirements of the modern labor market, but also to function in society and adapt to the changes taking place is associated with having different skills than a dozen or so years ago. For these reasons, less attention is paid to formal education in the analysis of human capital, and more to the actual competence of the population, including the level of knowledge and skills, education and practical (professional) skills.

Verification of competences on an international scale has been done in the PIAAC adult competence studies [The Program for the International Assessment of Adult Competencies]. Competences measured in PIAAC are necessary for functioning in the modern world and acquiring new knowledge and new skills. PIAAC also provided information, on the relationship between competences, education and the situation on the labor market. The data obtained in the study allow the assessment of the quality of human capital, and on this basis also the assessment of the economic potential and social cohesion in the countries studied. The skill level of Poles aged 16-65 is lower than the average level of skills of OECD citizens who participated in the survey.

The validation of non-formal and informal learning is increasingly seen as a way of improving lifelong learning and learning in different places and forms. At present, more European countries stress the importance of visibility and appreciation of learning that takes place outside institutions providing education and formal training. The 2007 review of practices shows that validation of non-formal and informal learning is gaining importance throughout Europe. In addition, the involvement of a large number of countries in the OECD's activities in this field and participation in the European Commission cluster, which works on the

basis of mutual learning among participants, shows that validation is seen as an important element of national policies in the field of education, training and employment. The fact that validation can be seen as part of the policy in the field of education, training and employment is significant and testifies to the "bridging" nature of this approach. Validation of non-formal and informal learning in Europe is organised in different ways. The system of validation of effects can be conceived as an integral part of the existing system of formal education and training; in this case, it is seen as another path approved at the national level, which leads to the recognition of learning outcomes and possibly certification. In some countries, the validation of non-formal and informal learning functions in parallel with the formal system. It is managed in a different way, but it uses elements of formal system infrastructure such as educational benchmarks or standards for formal qualifications. It can also be a completely separate process leading to a specific form of recognition that has no connection with the formal system in terms of institutions, standards or certification.

On the European scale, there are also common barriers to effective implementation of systems for validating non-formal and informal learning, including:

- the available resources are not enough to satisfy or maintain the need for validation
- insufficient training offer for the staff responsible for validation
- lack of enterprises' involvement in the validation process
- high level of trust in the tradition and culture of validating formal learning
- perception of procedures for validating non-formal and informal learning as chronic and complex
- a considerable variety of methodologies, which may hinder reliable assessment and building trust
- no legal framework for validation processes
- reluctance of the private sector to exchange experiences / strategies

¹⁸ Chłoń-Domińczak A., Hausner J., Kwiecińska D., Pacut A. (2009), Polityka społeczna w Unii Europejskiej, w: Rosati D.K. (red.), Europejski Model Społeczny. Doświadczenia i przyszłość, PWE, Warszawa

¹⁹ Lutz, W., KC, S. (2013). Demography and Human development : education and population projections. Human Development Report Office, 1–20. Pobrano z: http://hdr.undp.org/en/reports/global/hdr2013/occasional-papers/02_Lutz.pdf

²⁰ Rynko M (red.), Umiejętności Polaków – wyniki Międzynarodowego Badania Kompetencji Osób Dorosłych (PIAAC), Instytut Badań Edukacyjnych, Warszawa, 2013

²¹ Europejskie wskazówki dotyczące walidacji uczenia się pozaformalnego i nieformalnego, CEDEFOP Europejskie Centrum Rozwoju Kształcenia Zawodowego, Luksemburg, 2009

TABLE 1.
An overall picture of the validation of formal and informal learning

	Who is involved?	What are the results?	Why are they doing this?	How is it done?
EUROPEAN LEVEL	<ul style="list-style-type: none"> European Commission and EU Council EU agencies Cedefop and the European Training Foundation (ETF) Organizations of social partners Ministers for education and training Ministers of Labour 	<ul style="list-style-type: none"> European qualifications framework (EQF) Europass Common European rules for validation The European guidance for validation European Credit System for Vocational Education and Training (ECVET) and European Credit Transfer System (ECTS) 	<ul style="list-style-type: none"> Comparability and transparency Greater mobility Competitiveness Lifelong learning 	<ul style="list-style-type: none"> Open method of coordination (OMC) Professional cooperation (mutual learning) Experimental and research programs (Lifelong Learning Program, Framework Research Programs)
NATIONAL LEVEL (including stakeholders at the regional level, e.g. local government)	<ul style="list-style-type: none"> Ministries Bodies for qualification Social partners Non-governmental organizations 	<ul style="list-style-type: none"> National curricula Qualifications 	<ul style="list-style-type: none"> Knowledge society Mobility Innovations Providing qualified personnel 	<ul style="list-style-type: none"> Systems Projects Networking Financing The legal framework
EDUCATION AND TRAINING SECTOR	<ul style="list-style-type: none"> Local government offices Private institutions Evaluation centres Vocational schools Universities Specialized centres for recognition 	<ul style="list-style-type: none"> Educational programs (standards) Certificates confirming participation Diplomas 	<ul style="list-style-type: none"> Education for all Education/ training adapted to needs Shorter learning period Greater recruitment 	<ul style="list-style-type: none"> Specifying the method of assessment and validation

BUSINESS SECTOR	<ul style="list-style-type: none"> Managers of companies Heads of personnel departments Representatives of trade unions 	<ul style="list-style-type: none"> Professional standards Competency profile Responsibilities 	<ul style="list-style-type: none"> Modernization Competitive advantage Provision of funds Planning promotions Trainings 	<ul style="list-style-type: none"> Mapping Consultancy Evaluation Validation
THE SOCIAL SECTOR	<ul style="list-style-type: none"> Society Non-governmental organizations projects 	<ul style="list-style-type: none"> Skills profile 	<ul style="list-style-type: none"> Social and personal reasons Employability 	<ul style="list-style-type: none"> Mapping Youthpass Europass
ENTITY	<ul style="list-style-type: none"> Candidate Employee 	<ul style="list-style-type: none"> Motivation to learn Self-Esteem Proof of knowledge and skills Personal reasons 	<ul style="list-style-type: none"> Personal reasons Employability Mobility Professional promotion "Entry" to education 	<ul style="list-style-type: none"> Complementary learning Documenting Participation in the assessment

Source: Europejskie wskazówki dotyczące walidacji uczenia się poza formalnego i nieformalnego,
CEDEFOP Europejskie Centrum Rozwoju Kształcenia Zawodowego, Luksemburg, 2009, p.17

You can make a list of trends in education, both those that are modern and those that are disappearing or should disappear. Such listings

were made by Z.Kruczek and J. Raciborski as illustrated in the table below.

TABLE 2.
Educational trends

Incoming trend in education

A trend that goes away in education

● A learner at the centre of the education process.	● Content at the centre of the education process.
● An educator as a coach, mentor, guide, source and leader for a learner.	● An educator as an expert and provider of content, texts, tasks and order.
● Using the Internet to gain a broad, pluralistic perspective on a given issue.	● Using one textbook to teach the subject.
● Failures and errors as part of the learning process.	● Perfection is directly and not directly expected from both teachers and students.
● Diversified and personalized curriculum.	● One curriculum the same for all.
● Ongoing formative assessment for and by students to intensify learning.	● Summary assessment for teachers and schools.
● Learning as a multi-sensory, practical, authentic and meaningful process.	● Learning is usually equated with mental work and, according to students, it is often not practical.
● Students both produce and consume content.	● Students spend the most time consuming content created by others.
● Students show greater activity during the lesson (they speak and do) than teachers.	● Most of the work is done by teachers during the lessons.
● Technologies are well integrated into the curriculum.	● Technologies are an addition to the curriculum.
● Improper behaviour seen as an opportunity for development, and problems are often solved by group effort.	● Bad behaviour is stigmatized by the teacher.
● Social and emotional learning (SEL) perceived as part of a child's holistic education.	● Social and emotional learning used to a small extent or not included in the child's education process.

Source: Kruczek Z., Raciborski J., *Trendy w sektorze edukacji dla turystyki i ich wpływ na rynek pracy*, Rada ds. Kompetencji, Kraków, 2017

The validation of non-formal and informal learning should be promoted in line with the conclusions of the European Council of 28 May 2004 on common European principles on the identification and recognition of non-formal and informal learning.

According to the research needs of the educational market, HORECA is distinguished by dual education, mainly developed in Germany. The

features of an effective training program The managers of the HoRe-Ca sector participating in the RESPON project were asked about the difficulties they face when it comes to training programs. The main problems at the European level are, in order according to frequency of response: time for training (+ 29.3% in relation to the average result), adjustment of available training programs to the needs of the organization (+ 10.4%) and cost of training (+ 10.0%).

TABLE 3.
Difficulties in staff training

Personal difficulties associated with training	European average	Deviation from the average
Lack of motivation	19,0%	-18,2%
Schedule of training programs	24,3%	-12,9%
Adjustment of available training programs to the needs of the organization	47,5%	10,4%
The cost of training	47,1%	10,0%
The time available for training	66,4%	29,3%
No information about existing training programs	37,7%	0,6%
Inadequate place to conduct training		
Average rating	17,9%	-19,2%
PRZECIETNA OCENA	37,1%	-18,2%

Source: following: Analiza umiejętności w sektorze HORECA, CIAPE, Respons, 2013

²² following: Analiza umiejętności w sektorze HORECA, CIAPE, Respons, 2013

According to the information gathered, managers in this sector need:

- Modular training, composed of short, separate modules,
- Courses devoted to everyday problems of the sector, built based on training needs reported by managers, Free / low-cost courses.

TABLE 4.
The need for training

Preferred type of training	European average	Deviation from the average
Online training	49,5%	11,2%
Training in the lecture room	32,5%	-5,8%
Theoretical training	20,5%	-17,8%
Practical training	58,3%	20,1%
Training - consultations	26,7%	-11,6%
A training program based on experiences	42,1%	3,8%
AVERAGE SCORE	38,3%	

Source: following: Analiza umiejętności w sektorze HORECA, CIAPE, Respons, 2013

Various studies show that the tourism sector lacks well-trained employees at the secondary level, and the lack of interpersonal skills is mentioned among the weaknesses pointed out.

6

Legal context of education of trainers / educators

The system of personnel education in the tourism sector is not regulated by professions in countries such as Poland, Hungary or the United Kingdom, with the exception of regulated professions such as a tourist guide (in some countries).

A new type of business emerges from the "gig economy" category, which has entered and will enter the sector of tourism and hotel services such as "free walking", meals at the resident, travel advice. It breaks down the existing "monopolies" of professions, including regulated ones. Therefore, there is a gap for trainers whose competences are based on accepted standards. It is true that there is many companies and trainers however, they operate in very narrow areas (eg revenue management, social media, etc.).

In Poland, there are no legal regulations that would apply to the profession of a trainer, except for the provisions regulating the performance of the personal trainer and a sports instructor. The Sports Act of June 25, 2010 defines the professional qualifications for these two professions.

The old Act on tourism services of 29 August 1997, which defined the terms of providing tourism services by entrepreneurs in the territory of the Republic of Poland and abroad, did not concern the profession of the HORECA industry trainer (similarly in the new act from 2017). The Act describes only tourism organisers, agents and agencies, tourist guides and tour pilots (deregulated profession) as well as hotel services.

Similarly, it occurs in the legislation of the European Union and partner countries of the project - Hungary and United Kingdom, who are also members of the EU. Both in Community law and in the national laws of Hungary and the UK, there are no provisions regulating the specific profession of the HORECA trainer.

Training of trainers and confirmation of their competences should not be regulated.



7 European qualification framework

For these reasons, it is fundamental to create a national qualifications framework. The transition to learning outcomes - which are promoted in the European Qualifications Framework and are increasingly becoming part of the national qualifications framework currently being developed across Europe - may be important for the development of validation.

The emerging national qualifications framework functions in accordance with the four main objectives:

- facilitating the introduction of national standards for learning outcomes (competences);
- reciprocal linking of qualifications;
- promoting access to learning, transfer of learning and progression;
- promoting the quality of education and training.

The most important advantage of the qualifications framework is that the classification of qualification levels is usually written in the form of learning outcomes. These levels are independent of the specific type of qualifications and allow the use of non-formal and informal learning outcomes that are subject to validation at a certain level as a basis for granting partial or full qualifications.

Work on the validation of non-formal and informal learning and the national qualifications framework have a common goal. These two elements allow individuals to progress in the "career" of learning based on learning outcomes and competences, not the duration and location of a specific learning program. The common goal of many currently emerging national qualifications frameworks is the interconnection of different qualifications and the reduction of barriers between the education and training sectors, thus promoting the access and transfer and accumulation of learning outcomes.


The European Qualifications Framework is a common European re-

ference framework that binds country qualifications systems. The framework functions as a translation instrument, thanks to which qualifications become clearer and easier to understand in different countries and systems in Europe. Their two main objectives are: to promote the mobility of citizens between countries and to facilitate their lifelong learning. The European Qualifications Framework will make it possible to link different national qualifications systems and frameworks based on a common European reference point - eight reference levels. The levels cover the full scale of qualifications, from basic levels (level 1, school-leaving certificates) to advanced (level 8, for example a doctorate).

²³ Definitions of concepts: "National qualifications system" means all aspects of Member States' activities related to the recognition of learning and other mechanisms linking education and training with the labour market and civil society. It includes the development and implementation of institutional solutions and procedures related to quality assurance, assessment and awarding of qualifications. The national qualifications system may consist of several subsystems and may include a national qualifications framework; "National qualifications framework" means a tool for classifying qualifications for specified levels of learning achievements according to an agreed set of criteria that aims to integrate and coordinate national qualifications subsystems and improve the transparency, accessibility, development and quality of qualifications in relation to the labour market and society civil;

As an instrument to promote lifelong learning, the European Qualifications Framework covers all levels of qualifications acquired in general and vocational education and training, both vocational and academic. In addition, the framework also deals with qualifications obtained as part of initial and continuing education and training. The European Qualifications Framework recognises the vast diversity of education and training systems in Europe. Therefore, it is necessary to shift the emphasis on the learning outcomes to allow comparison and cooperation between countries and institutions. In the European Qualifications Framework, the learning effect is defined by deter-

mining what the learner knows, understands and can do after the learning process. Therefore, the European Qualifications Framework emphasises learning outcomes rather than contributions, such as the duration of education. Learning outcomes are specified in three categories - as knowledge, skills and competences. This points to the fact that qualifications - in various combinations - cover a wide range of learning outcomes, including theoretical knowledge, practical and technical skills and social competences, where the ability to work with others is the decisive one.



By applying learning outcomes as a common reference point, the framework system facilitates the comparison and transfer of qualifications between countries, systems and institutions and thus acquires relevance for a wide range of users at both European and national level. Most European countries have decided to develop a national qualifications framework that reflects and responds to the European Qualifications Framework.

The European Qualifications Framework will provide support to both individual users and institutions providing education and training due

to the increasing transparency of qualifications awarded outside national systems, for example by sectors and multinational companies.



8 The polish qualification framework in tourism

The modernisation of Polish qualifications initiated by the adoption of the Act of 22 December 2015 on the Integrated Qualifications System (Journal of Laws of 2016, item 64) consists in the adoption of common rules regarding qualifications functioning in various areas.

On one hand, the integrated system consists of elements that already exist in Polish social and economic life, and on the other hand, new instruments enabling effective integration of the entire system, the most important of which are the Polish Qualifications Framework (PRK) and the Integrated Register of Qualifications (ZRK), where all qualifications are included in the integrated system. All qualifications included in the integrated system also have an assigned level of the Polish Qualifications Framework (PRK level).

A unique Polish solution in PRK are two-level characterisation of levels. Level 1 (universal) level characteristics apply to all types of education. They constitute an annex to the Act on the Integrated Qualification System.

They are then developed into the characteristics of the second-level levels:

- characteristics typical of general qualifications, determined by the Ordinance of the Minister of National Education of 13 April 2016,
- characteristics typical of qualifications obtained after obtaining a full qualification on level 4, established by the regulation of the Minister of National Education and the Minister of Science and Higher Education of June 17, 2016,
- characteristics typical of qualifications obtained under higher

education, established by the decree of the Minister of Science and Higher Education of September 26, 2016,

- characteristics typical for professional qualifications, established by the Ordinance of the Minister of National Education of 13 April 2016.

The need to match different competences with the needs of practice has become the reason for the creation in Poland and European Union countries of a new initiative (structure) ie. Tourism Sector Competence Council.

²⁴ D Polska Rama Kwalifikacji, IBE, Warszawa, 2017

One of the first 6 sectors is the **TOURISM SECTOR COMPETENCE COUNCIL**.

Within the Council, 4 sub-sectors (branches) were created:

- Travel agencies
- Hotels (accommodation)
- Gastronomy
- Guides and pilots

In the case of tourism, sectoral determinants outline specific and key areas of competence for the entire tourism sector (ie all sectors included in it), characterising the qualifications of the tourism sector and distinguishing them from the qualifications of other sectors.

The basis for their separation has become the expectations of tourists / guests / customers in relation to the entire tourism product, and not just a single service.

The adoption of the above assumption allowed to distinguish the following sectoral determinants:

- Knowledge and professionalism adequate to the place occupied in the tourism / guests / client chain - understood as behaviours

and attitudes, testifying to the specificity and diversity of needs of tourists / guests / clients, the role that a given service group performs in their satisfaction (synergy), principles and procedures applicable to the implementation of tasks related to the provision of specific types of services.

- Reliability in both the provision of information about the service and its provision to the tourist / guest / client- understood as providing the tourist / guest / client with complete, true and objective information about the service offered and providing the service in full compliance with the information provided.
- Hospitality - understood as a willingness to serve others and a friendly attitude towards a tourist / guest / client
- Safety in tourism - understood as awareness of the risks to life, health and property of tourists / guests / clients and their economic interests; readiness to bear responsibility for this by the producers of tourism services; striving to eliminate or reduce the risk of their occurrence, and in the case when threats can not be avoided - minimisation and elimination of their consequences.

According to the state of works, in July 2018, the Council analyses the needs of employers for the competences and skills of employees, determining gaps in competences, labor market needs and assumptions for competence.

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DETERMINANTS OF EDUCATING EDUCATORS FOR THE HORECA MARKET



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