

# Module for VET Degrees on Gastronomy on "Sustainable Cooking"



## **VET-ECOoking Promoting Sustainable Cooking to fight for a better World**



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## Table of Contents

<b>Executive summary</b> .....	3
<b>Introduction</b> .....	5
<b>1: The VET-ECooking Project</b> .....	7
<b>Overview</b> .....	7
<b>2: Crafting the Curriculum</b> .....	15
<b>The Blueprint</b> .....	15
<b>Curriculum Development</b> .....	15
<b>Unit Breakdown</b> .....	17
<b>3: Training Methodology</b> .....	26
<b>Across Country Preferences</b> .....	26
<b>Blended Learning</b> .....	27
<b>4: The European Context</b> .....	31
<b>EQF &amp; ECVET</b> .....	31
<b>Adapting to Local Contexts</b> .....	32
<b>5: Pilot Testing</b> .....	34
<b>Objective &amp; Methodology</b> .....	34
<b>Implementation</b> .....	36
<b>Feedback</b> .....	41
<b>6: The Show Cooking</b> .....	50
<b>Overview of Sustainable Culinary Practices and Knowledge Exchange</b> .....	50
<b>7: Future of Sustainable Cooking</b> .....	54
<b>Recommendations</b> .....	54
<b>The Road Forward</b> .....	56
<b>Conclusion</b> .....	58



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## Executive summary

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The VET-ECOoking Training Module on Sustainable Gastronomy is an important step toward closing the educational gap in Vocational Education and Training (VET) regarding sustainable culinary practices. This initiative arose from the fundamental realization that traditional culinary education frequently neglects an essential aspect of sustainability. The project's goal is to instill environmental awareness in culinary skills, encouraging a new generation of chefs who are not only skilled but also dedicated to sustainable practices.

The creation of the 50-hour training course was a critical component of this project. This course was meticulously designed to combine essential culinary skills with sustainability principles. It covered a wide range of topics, including resource efficiency and waste reduction, as well as sustainable ingredient sourcing. The methodology took a balanced approach, combining theoretical and practical knowledge. This ensured that learners not only understood sustainability concepts, but also had the ability to apply them in real-world culinary settings.

The creation of an online platform for blended learning proved a significant innovation in this project. This platform evolved into a repository of diverse learning materials, such as videos, infographics, and practical sessions, allowing for a rich, interactive learning experience. The blended learning strategy, which combined online resources with traditional classroom methods, proved to be extremely effective. It accommodated different learning styles and provided the flexibility required in modern education, enhancing the overall learning experience.

The positive feedback acquired from both trainers and trainees that took part in the implementation process of the project, demonstrated the module's success in the participating countries, Germany, Greece, Portugal, and Austria. The training was highly praised for its innovative approach, relevance of content, and practical applicability. Trainers in these regions have expressed a desire to incorporate this module into future lessons, tailoring it to the specific needs of their students. The module's adaptability and integration demonstrated its success in filling the educational gap in VET programs.



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By incorporating sustainability into the core of culinary training, the VET-ECOoking Training Module has successfully bridged a critical gap in culinary education. Its innovative blended learning approach and positive reception in a variety of countries demonstrate its effectiveness. The project not only marks a significant advancement in culinary education but also aligns with broader environmental sustainability goals, paving the way for future aspirations in sustainable culinary practices.



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## Introduction

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In an era of significant environmental concerns, the world of gastronomy is about more than just satisfying taste senses; it is also about making a transformative change towards sustainability. The VET-ECOoking project is emerging as a beacon of this new era, pioneering the integration of sustainable practices in culinary education. This publication ventures into the essence of the VET-ECOoking project, unravelling its discoveries and the expansive impact it aims to imprint on the future of gastronomy.

In our kitchen, we have an odd but yet a strong partner in the fight against climate change. The choices we make in our diet can significantly reduce the environmental impact of large-scale agriculture, industrial fishing and livestock farming - industries notorious for their significant ecological footprint. The issue of food waste further exacerbates these impacts. Current deficits in industrial fisheries, for example, result in a loss of protein that might feed an additional 72 million people each year. This serves as a clear reminder of the critical importance of managing our food supplies in a sustainable manner.

Recognizing the importance of these issues, the European Commission is taking decisive steps, aiming to halve food waste across the EU by 2023 through binding legal targets. The Food and Agriculture Organization (FAO) defines a holistic approach to sustainability, highlighting resource effectiveness, biodiversity conservation, social well-being growth, resilience to climate change and fluctuating markets, and the advancement of efficient administration.

However, the implications of sustainable cooking extend beyond environmental benefits. In 2017, one in five deaths in the EU was linked to unhealthy diets. A shift towards plant-based diets not only mitigates the risk of chronic diseases but also reduces the environmental strain of our food systems. This growing awareness is fuelling a demand for organic produce, reduced animal protein consumption, zero-waste cooking, and eco-friendly dining experiences.

The VET-ECOoking project was established to cater these diverse demands. By establishing a full course on sustainable cooking, it intends to solve a major need in Vocational Education and Training (VET) for cooking. This effort meets the environmental imperative of reducing



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food waste, the public health imperative of eating healthier, the labour market demand for qualified individuals in sustainable cooking, and the educational necessity of modernizing VET culinary curricula to correspond with contemporary regulations. As a result, the project not only contributes to environmental sustainability, but it also promotes healthier communities and a more proactive and future-ready culinary industry.

We learn more about the VET-ECOoking project's strategic design, unique curriculum, and the broader ramifications of its goal as we delve deeper into the project. This journey is not just about redefining culinary education but also about shaping a future where gastronomy and sustainability are inextricably linked, promising a better world for generations to come.



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# 1: The VET-ECOoking Project

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## Overview

The VET-ECOoking initiative emerges as an innovative venture in the culinary educational field, with the purpose of transforming the cooking approach of future chefs. The project's primary purpose is to raise a new generation of culinary specialists who are not only adept at preparing delicious meals but also mindful of their environmental impact. This goal is expressed in the creation of a ground-breaking training module for Vocational Education and Training (VET) cookery courses centred on sustainable cooking approaches.

VET-ECOoking strategically addresses three interconnected needs:

-  *Social and Environmental Sustainability:* Focusing on the sustainability needs of the food industry.
-  *Labour Market Demands:* Responding to the gastronomy sector's need for experts in sustainable cooking, in line with consumer trends towards organic and sustainable diets.
-  *Curricular Innovation:* Updating VET curricula to include 'green skills' and align with current and future labour market demands.

## The objective

The overall objective is to make sustainable cooking a mandatory component of culinary education across the EU. VET-ECOoking intends to do this by decreasing the food and beverage industry's environmental footprint and connecting it with the present market conditions. The project is inspired by the pressing desire to address the environmental and health repercussions of the food sector. With the European Union grappling with issues such as massive food waste and the harmful effects of mass manufacturing, VET-ECOoking wants to equip cooking professionals with the knowledge and skills needed to make a difference. The project aligns with several major EU policies and aims, including the "Roadmap to a Resource-Efficient Europe" and the "Farm to Fork Strategy".



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## The goals

There is a wide range of goals:

1. *Develop a Sustainable Cooking Module:* To integrate a comprehensive module on sustainable cooking into national curricula for Cooking VET courses.
2. *Enhance Skills for Sustainable Gastronomy:* To cultivate both hard and soft skills in VET students, enabling them to prepare high-quality, sustainable gastronomy.
3. *Prepare Students for Green Dietary Options:* To equip VET students with the competencies to meet workplace challenges, particularly in offering greener dietary options.
4. *Promote VET in Cooking:* To elevate the profile of VET in the culinary field.
5. *Advocate for Sustainable Development Goals:* To use cooking as a platform to advance awareness of key sustainable development goals, particularly those related to food.

## The Results

The VET-ECOoking project has yielded significant results, contributing to the advancement of sustainable cooking practices in the culinary education sector. The key outcomes of the project are as follows:

### Result 1

#### VET-ECOoking Training Framework and Curricula Structure

##### A1) Benchmarking of Existing Curricula

This phase involved comprehensive desk research across schools, universities, and other educational institutions in each participating country. The focus was on evaluating pedagogic approaches used to teach sustainable cooking and assessing the impact of these training programs.



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### **A2) Collection of Case Studies and Good Practices**

Each partner country gathered a minimum of five exemplary practices related to sustainable cooking, both in the training field and the labor market, to serve as models for the curriculum. Moreover, each partner had online and/or face to face interviews with professionals on the subject, gathering a total of around 100 interviews.

### **A3) Organization of Roundtables**

These discussions were held in each country, involving diverse stakeholders such as restaurant owners, producers, sustainability experts, and VET trainers. The aim was to collaboratively envision the future of sustainable cooking.

### **A4) National Reports on Sustainable Cooking**

These reports compiled findings from activities A1, A2, and A3, including benchmarking results, good practices, and roundtable conclusions, providing a comprehensive overview of the state of sustainable cooking.

### **A5) Definition of the Curricula**

Utilizing the insights gained from the previous activities, the partnership defined the training structure and methodology for the “Sustainable Cooking” module in VET Cooking Courses, aligning with EQF and ECVET principles where applicable.

## **Result 2**

### **VET-ECooking Resource Creation, Platform Development, and Pilot Testing**

### **A6) Development of Contents and Training Resources**

Building on the findings from Result 1, partners developed comprehensive training content and resources, including presentations, practical exercises, and operational guidelines for



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teachers. These resources were validated by environmental organizations, VET providers, and restaurants to ensure relevance and effectiveness.

### **A7) Development of the Training Platform**

A user-friendly platform hosting all training resources was created, with a focus on functionality and usability. The platform underwent testing with interested individuals from each country to ensure ease of use.

### **A8) Pilot Testing**

The pilot phase involved trainers and trainees from VET providers in all partner countries, testing the effectiveness and applicability of the VET-ECOoking curriculum and resources. This phase also included a show cooking event, fostering an exchange of experiences and best practices among trainers and trainees.

### **A9) Final Publication - “Promoting Sustainable Cooking to Fight for a Better World”:**

This final publication, which is the current document, aims to provide a detailed description of the VET-ECOoking methodology and the main conclusions drawn from the project. It serves as a guide for VET providers in the gastronomy sector across Europe to adopt and implement the project's outputs, thereby promoting sustainable cooking practices more widely.



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Beyond these, the project aims to:



## Target Groups

The VET-ECOoking project is designed to cater to a diverse range of target groups, each playing a crucial role in the culinary and educational ecosystem. These groups include:

-  **Vocational Education and Training (VET) Students:** The project's primary focus revolves around students enrolled in culinary courses. These students are at a critical juncture in their education, where the incorporation of sustainable cooking practices can have a significant impact on their future professional practices. The project's goal is to provide these students with the skills and knowledge they need to advocate for sustainable gastronomy in their future careers.
-  **Culinary Educators and Trainers:** Educators and trainers play an important role in implementing the latest sustainable cooking curriculum. The project aims to equip them with the tools, resources, and training they need to successfully instruct and motivate the next generation of chefs. The project assures a multiplier effect by empowering educators, reaching a larger audience over time.
-  **Professionals:** Chefs, restaurateurs, and other culinary professionals are also targeted. By demonstrating the advantages and feasibility of sustainable cooking, the project



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hopes to influence current industry practices. This is critical for developing a market that values and requires sustainable gastronomy.

- 🌱 **Local Community:** The project also aims to reach out to the larger community, which includes local food vendors, growers, and consumers. The project aims to create a supportive environment for sustainable practices by promoting a community-wide awareness and fondness of sustainable cooking.
- 🌱 **Policy Makers and Educational Authorities:** The project hopes to influence policymakers and educational authorities by proving the effectiveness and significance of including sustainable cooking in education and training curricula. The goal is to promote the incorporation of sustainability into national educational policies and standards.
- 🌱 **Environmental and Health Advocacy Groups:** Collaborating with groups focused on environmental conservation and health promotion, the project seeks to align its goals with broader initiatives aimed at reducing food waste, promoting healthy diets, and mitigating the environmental impact of the food industry.

## The partnership

The consortium, which is mostly made up of VET providers in the culinary sector, identifies a critical lack of sustainable cooking courses in the current curriculum. This project aims to fill that hole by linking learning options with changing culinary industry needs.



	low-tec gemeinnützige Arbeitsmarktförderungsgesellschaft Düren mbH is a non-profit organisation founded in 1996 as a daughter general partner of the protestant community in Düren.
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	<p>Eurotraining is an educational organisation of national scope, specialised in the provision of VET courses at tertiary level, as well as various other training opportunities for adults. Its main objective is to bridge the gap between labour market demand and offer, thus its services are highly adaptive to reflect the constantly changing circumstances.</p>
	<p>CEPROF stands for „Centros Escolares de Ensino Profissional“, which means „VET School Centres. It is an SME constituted in 1991 specifically for the creation of the Vocational School of Espinho (ESPE – Escola Profissional de Espinho) – also created in 1991 and is one of the oldest VET schools in Portugal (until 2004 all VET schools.</p>
	<p>The Portuguese Association of Start-Ups (APSU) is an association that brings the Portuguese Start-Ups together in order to create synergies that will ultimately support the implementation of these companies. In order to do that, APSU supports in a multitude of critical areas for the starting companies.</p>
	<p>The core competence of “die Berater” Unternehmensberatungs GmbH is adult education and training. die Berater® offers holistic</p>





	consulting, coaches employees and managers, and is specialized in soft skills, language and IT seminars.
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## 2: Crafting the Curriculum

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### The Blueprint

The VET-ECooking project curriculum was developed after a thorough benchmarking procedure that identified present VET curricula on sustainable cooking content. The project combined qualitative methods, including interviews and roundtables, with quantitative approaches like questionnaires. This blend ensured a holistic understanding of the current state of sustainable cooking education. The initial phase included extensive desk research, which defined various initiatives in accordance with their objectives, target groups, levels, and curriculum descriptions. The subsequent gathering of case studies, with a total of more than 25 best practices from 4 different countries and best practices on sustainable cooking enriched this process even further. Afterwards, every country conducted approximately 25 interviews, so more than 100 interviews, with a diverse group of stakeholders, including restaurant owners, managers, employees, consumers, producers, sustainability experts, retail professionals, and vocational education and VET trainers in gastronomy. During these interviews, the needs of the individual stakeholders were identified, among other things. Helpful indications were given as to which topics are not sufficiently covered in lessons in the individual European countries, but which are of great importance in the individual areas as far as sustainability is concerned. Subsequently, 4 roundtables were organized as part of this process played an important role in driving the debate on the future of sustainable cooking, eliciting insights from participants with a wide range of knowledge and backgrounds. In addition, the roundtables provided an opportunity for an exchange among the stakeholders with fruitful discussions.

### Curriculum Development

The curriculum for the 50-hour "Sustainable Cooking" module was crafted by the insights gained from these initial activities. The training framework and curriculum structure were tailored to mirror the recommendations of the experts and the needs identified through benchmarking, case studies, and roundtables.



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The development of the VET-ECOoking curriculum was a meticulous and collaborative process. It involved a comprehensive analysis of existing culinary training programs, sustainability practices, and the specific needs of the VET sector. The project partners took into consideration the results and information deriving from the previous activities in order to tailor the most adequate and target oriented training content and resources. This process included extensive research, and iterative design phases to ensure that the content was both educational and practical. The team focused on creating a curriculum that was not only informative but also engaging, incorporating interactive elements such as hands-on cooking sessions and video resources. All partners made use of all elements needed such as practical worksheets, informative flyers and interesting infographics based on each topic. The Global Report, which was the 4<sup>th</sup> and pivotal Activity of the VET-ECOoking project, encapsulates three main activities: Benchmarking, Collection of Case Studies and Good Practices, Interviews and Roundtable Discussions. These suggested that a sustainable cooking course should be broken down into different stages:

- 1) Theoretical background: teaching the general concept of sustainability and nutrition;
- 2) Production of raw materials and how the individual can choose them based on locality and seasonality;
- 3) Sustainable cooking methods (related to materials and energy resources).
- 4) Food waste;
- 5) Application of these practices to real-life conditions.

The subsequent Activity 5, the “Training Framework” produced the basis of the elaboration of the whole training course. The module is structured into seven distinct units, each focusing on a critical aspect of sustainable cooking:

1. **Sustainability: Organic food:** aims to be an introductory unit that covers the difference between organic and non-organic food, exploring the food chain and recommending the use of local and seasonal products;



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- 2. Food waste:** this unit explores the use of resources for a sustainable food system, explaining how to create a minor impact on the environment;
- 3. Nutrition:** enhances the importance of considering the nutritional value when preparing a dish and of adopting a diverse diet, both for environmental and health reasons, also referring to the adoption of vegetarian and vegan diets;
- 4. Energy and water resources:** promotes the adoption of clean energies and explores the strategies on how to reuse resources and create a reduced impact in terms of energy and water consumption;
- 5. Food packaging:** proposes to analyse the environmental impact of packaged products, setting strategies on how to reduce such impact for each type of packaging. It also highlights the possibility of unpackaged products and how the food can be stored in durable storage containers;
- 6. Real-life conditions & application of sustainable practices:** food law and constraints to sustainable practices, hygiene and food safety procedures that align with sustainability, supply, transports and logistics, and food management;
- 7. Hands-on Sustainable Cooking:** this will be the practical unit, in which trainees explore a set of products, practices and possible ways to prepare sustainable ingredients and meals.

## Unit Breakdown

The module is structured into seven distinct units, each focusing on a key aspect of sustainable cooking. Every unit is intended to give students a thorough understanding of the subject matter, with particular learning objectives meant to provide them the know-how and abilities needed to engage in sustainable cooking. The curriculum makes sure that students are equipped to use sustainable techniques in real-world culinary settings by covering both theoretical and practical applications.



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A variety of training resources have been developed and afterwards validated by environmental organizations, VET providers, and restaurants, as part of the Activity 6 “Development of Contents and Training Resources”. These resources, tailored to each unit, ensure that trainers are well-equipped to deliver comprehensive and engaging training sessions:

- 🌱 **PowerPoint Presentations:** Outlining the theoretical aspects of each unit.
- 🌱 **Worksheets:** Practical exercises for individual or group work.
- 🌱 **Flyers and Infographics:** Providing tips and information in an engaging format.
- 🌱 **Videos:** Featuring recipe preparations.
- 🌱 **Recipe Lists:** A collection of recipes for Soups, Main Courses, Brunch, and Desserts.

A series of 3 evaluation meetings were conducted in each country, with a total of 12 evaluation meetings, in order to verify the quality and relevance of the materials. These meetings involved the “Environment-Education-Market” triangle. This triangle consisted of educators, industry professionals, and sustainability experts who were given enough information and time to review the curriculum and more specifically the training resources. Feedback from these sessions was crucial in refining the content, ensuring it met the high standards required for effective and impactful learning. The evaluation process was iterative, with multiple rounds of feedback leading to improvements in the curriculum.

1. Sustainability: Organic food			
Content	Learning outcomes	Timeframe	Training Resources
<b>1.1.</b> The organic food <b>1.1.1.</b> Differences between organic and non-organic products	<ul style="list-style-type: none"> <li>• Understand the concept of organic food;</li> <li>• Differentiate organic and non-organic products;</li> </ul>	7 hours	<ul style="list-style-type: none"> <li>• Infographics (3)</li> <li>• Flyers (1)</li> <li>• Worksheets (3)</li> <li>• PPT Presentation (1)</li> </ul>



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<p><b>1.1.2.</b> The importance of adopting regional and seasonal products</p>	<ul style="list-style-type: none"> <li>• Understand the impact of food choices on the environment;</li> </ul>		
<p><b>1.1.3.</b> Foods I can easily grow myself</p>	<ul style="list-style-type: none"> <li>• Identify the main steps of food processing;</li> </ul>		
<p><b>1.2.</b> Food chain: from the origins to the kitchen</p>	<ul style="list-style-type: none"> <li>• Comprehend what is sustainable nutrition;</li> <li>• Identify the nutritional value of sustainable dishes;</li> </ul>		
<p><b>1.3.</b> Reading and interpreting labels</p>	<p>Read and interpret labels and expiry dates.</p>		

This unit lays the foundation for the entire curriculum, introducing the concept of sustainable cooking and its relevance in today's culinary world. It covers the basics of sustainability in the kitchen, including an overview of sustainable practices and their impact on the environment and food industry. As an introductory unit, it sets the stage for more detailed discussions in subsequent units, providing a contextual understanding essential for grasping more complex concepts.

<b>2. Food waste</b>			
<b>Content</b>	<b>Learning outcomes</b>	<b>Timeframe</b>	<b>Training Resources</b>
<p><b>2.1</b> Responsible use of resources for a sustainable food system</p>	<ul style="list-style-type: none"> <li>• Understand the importance of using resources in a responsible manner;</li> </ul>	<p>5 hours</p>	<ul style="list-style-type: none"> <li>• Infographic (1)</li> <li>• Worksheets (3)</li> <li>• PPT Presentation (1)</li> </ul>
<p><b>2.2</b> The importance of not wasting food</p>			



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<b>2.2.1</b> Buying and using the right quantities	<ul style="list-style-type: none"> <li>Recognise the importance of not wasting food;</li> </ul>		
<b>2.2.2</b> How to use all parts of a raw product	<ul style="list-style-type: none"> <li>Learn how to use all parts of a raw product;</li> </ul>		
<b>2.2.3</b> The use of non-commercially appealing products	<ul style="list-style-type: none"> <li>Identify potentialities in non-commercial appealing products;</li> </ul>		
<b>2.3</b> Waste separation	Perceive how waste separation can be useful in a circular economy.		
<b>2.3.1</b> Organic waste			
<b>2.3.2</b> Composting and natural fertilisers			

Reducing food waste is a key component of sustainable cooking, making this unit essential. It delves into methods for reducing waste in the kitchen, such as proper storage, repurposing leftovers, and efficient food usage. The principles learned here are put into practice during cooking sessions, influencing how recipes are developed and meals are prepared.

<b>3. Nutrition</b>			
<b>Content</b>	<b>Learning outcomes</b>	<b>Timeframe</b>	<b>Training Resources</b>
<b>3.1</b> Nutrition and health	<ul style="list-style-type: none"> <li>Understand the importance of nutrition when preparing a dish;</li> </ul>	5 hours	<ul style="list-style-type: none"> <li>Infographic (1)</li> <li>Worksheets (4)</li> <li>PPT Presentation (1)</li> </ul>
<b>3.2</b> Change begins at our table	<ul style="list-style-type: none"> <li>Acknowledge food selection as a sustainable practice;</li> </ul>		



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<p><b>3.3</b> The importance of a diverse diet and existing options</p> <p><b>3.3.1</b> Animal and vegetable protein</p> <p><b>3.3.2</b> The adoption of alternative diets: vegetarian and vegan dishes</p> <p><b>3.4</b> Sustainable nutrition</p> <p>Nutritional value of sustainable dishes</p>	<p>Identify the benefits of consuming vegetal protein and seasonal products.</p>		
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This unit combines nutrition and sustainability, addressing the health aspect of cooking. It discusses nutritional values, balanced diets, and how making long-term decisions can lead to healthier eating habits. The nutritional insights serve as the foundation for developing recipes that are both environmentally friendly and nutritionally balanced.

<b>4. Energy and water resources</b>			
Content	Learning outcomes	Timeframe	Training Resources
<p><b>4.1</b> Kitchen equipment and</p>	<ul style="list-style-type: none"> <li>Identify the energetic consumption of kitchen equipment;</li> </ul>	<p>4 hours</p>	<ul style="list-style-type: none"> <li>Infographic (1)</li> <li>Flyers (1)</li> <li>Worksheets (4)</li> </ul>



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<p>energetic consumption</p> <p><b>4.2 Clean Energies</b></p> <p><b>4.3 Strategies for cooking with a minor energetic impact</b></p> <p><b>4.4 Reuse of water resources: sustainable practices</b></p>	<ul style="list-style-type: none"> <li>• Explain what clean energies are about;</li> <li>• Prepare strategies to reduce the energetic impact;</li> </ul> <p>Identify options for water reuse and water usage sustainable practices.</p>		<ul style="list-style-type: none"> <li>• PPT Presentation (1)</li> </ul>
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Because of the fact that resource conservation is a critical component of sustainability, this unit is critical. Describes techniques for reducing energy and water consumption in cooking processes. Conservation techniques are directly applicable in practical cooking sessions, influencing kitchen methods and practices.

<b>5. Food packaging</b>			
<b>Content</b>	<b>Learning outcomes</b>	<b>Timeframe</b>	<b>Training Resources</b>
<p><b>5.1</b> The environmental impact of using packaged products</p> <p><b>5.2</b> Preference for unpacked products</p>	<ul style="list-style-type: none"> <li>• Recognise the environmental impact of packaged products;</li> <li>• Understand the advantages of buying non-packaged products;</li> </ul>	<p>4 hours</p>	<ul style="list-style-type: none"> <li>• Infographic (1)</li> <li>• Flyers (1)</li> <li>• Worksheets (4)</li> <li>• PPT Presentation (1)</li> </ul>





<p><b>5.3</b> Waste management and disposal methods</p>	<ul style="list-style-type: none"> <li>Identify different waste management disposal methods (e.g., recycling, anaerobic degradation, litter, biodegradable polymers).</li> </ul>		
<p>The importance of this unit stems from the fact that packaging has a significant impact on the environmental impact of food. It discusses sustainable packaging options as well as ways to reduce plastic use in the culinary industry. The principles of this unit are critical when considering food presentation and storage, as they relate to the practical aspects of cooking and serving.</p>			

<p><b>6. Real-life conditions &amp; application of sustainable practices</b></p>			
Content	Learning Outcomes	Timeframe	Training Resources
<p><b>6.1</b> Industrial food production</p> <p><b>6.2</b> Food Law</p> <p><b>6.3</b> Food safety: Hygiene management and supply chain management</p>	<ul style="list-style-type: none"> <li>Explain the industrial food production process;</li> <li>Identify food law limitations to the application of sustainable cooking practices;</li> <li>Comprehend the supply food management and hygiene regulations.</li> </ul>	<p>5 hours</p>	<ul style="list-style-type: none"> <li>Flyers (4)</li> <li>Worksheets (3)</li> <li>PPT Presentation (1)</li> </ul>



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This unit is pivotal in translating theoretical sustainable cooking concepts into practical applications. It focuses on understanding food law, hygiene, and safety procedures within a sustainability framework. It equips trainees with the skills to navigate and implement sustainable cooking practices effectively in diverse culinary environments.

## 7. Hands-on Sustainable Cooking

Content	Learning Outcomes	Timeframe	Training Resources
<p><b>7.1.</b> Food conservation and storage</p> <p><b>7.2</b> Food preservation techniques: chutneys, dehydrated food, pickles, purées and pulps</p> <p><b>7.3.</b> Cooking methods and techniques</p> <p><b>7.4.</b> Sustainable meals: Practices, products and recipes</p> <p><b>7.4.1.</b> Breakfast &amp; Brunch</p> <p><b>7.4.2.</b> Appetisers</p> <p><b>7.4.3.</b> Main course – meat, fish and vegetables</p> <p><b>7.4.4.</b> Desserts</p>	<ul style="list-style-type: none"> <li>• Understand the best methods for conserving and storing different types of food;</li> <li>• Describe different types of sustainable cooking methods and techniques;</li> <li>• Identify and use food preservation techniques to optimise food longevity;</li> <li>• Be able to create and reproduce sustainable recipes;</li> <li>• Apply sustainable cooking techniques.</li> </ul>	20 hours	<ul style="list-style-type: none"> <li>• Videos (9)</li> <li>• Recipes (4)</li> <li>• PPT Presentation (1)</li> </ul>



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This unit is the synthesis of all previous units, focusing on the practical application of concepts learned. It consists of hands-on cooking sessions in which trainees apply sustainable cooking techniques, ingredient sourcing, waste management, and nutritional principles in realistic situations. This unit integrates all theoretical knowledge from previous units, allowing trainees to gain hands-on experience with sustainable cooking practices.



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## 3: Training Methodology

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### Across Country Preferences

#### Training Procedures





The research identified varying preferences for training methodologies across different countries:

-  **Greece and Germany:** A notable popularity of online training, with self-paced learning, interactive seminars, and a mix of theoretical and practical content.
-  **Portugal:** A mix of face-to-face, work-based, and student-centred learning in formal education, with a growing preference for online formats in informal education.
-  **Austria:** A preference for face-to-face and work-based learning, with a strong emphasis on practice-oriented and research approaches in university degrees.

The COVID-19 pandemic has highlighted the importance of integrating online platforms into training sessions, with an increasing openness to hybrid learning models.

#### Duration of Training

The duration of existing sustainable cooking courses varies significantly:

-  **Germany:** Approximately 20-30 hours.
-  **Portugal:** 25 to 50 hours.
-  **Greece:** Between 10-20 hours.
-  **Austria:** Courses are part of university degrees, measured in semesters.

Given the range of topics and the novelty of the subject matter for many trainees, a 50-hour-long VET training module on Sustainable Cooking is foreseen for VET-ECOoking project.



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## Blended Learning

The VET-ECOoking project uses a blended learning strategy that combines in-person and online instruction. The combined approach meets the various needs of trainees by guaranteeing accessibility and practicality.

### 1. Online Learning Format:

-  **Training Platform:** All module content is accessible through the dedicated VET-ECOoking training platform. This platform is designed to provide training materials to participants efficiently. Trainees can access the platform through the following link: [VET-ECOoking Training Platform](#)
-  **Multilingual Access:** The platform offers content in the multiple partner languages, including English, German, Greek, and Portuguese, so as to facilitate easy comprehension and accessibility.
-  **Materials:** Each unit on the platform aims to provide the following resources:

PowerPoint Presentation	•These presentations outline the theoretical aspects of each unit, offering structured and informative content. They can be found in all 7 units.
Flyers	•So as to offer quick, accessible information in a visually appealing format flyers about key points of the unit can be found in units 1, 4, 5 & 6.
Infographics	•In order to enhance engagement, tips and information are presented in an engaging format through infographics in units 1-5.
Videos	•For Unit 7, videos featuring recipe preparations offer visual guidance and enhance understanding
Recipe Lists	•A collection of recipes for Soups, Main Courses, Brunch, and Desserts provides practical culinary insights can be found under Unit 7.
Worksheets	•Practical exercises are available for individual or group work, enabling trainees to apply their knowledge and engage interactively. They can be found in units 1-6.



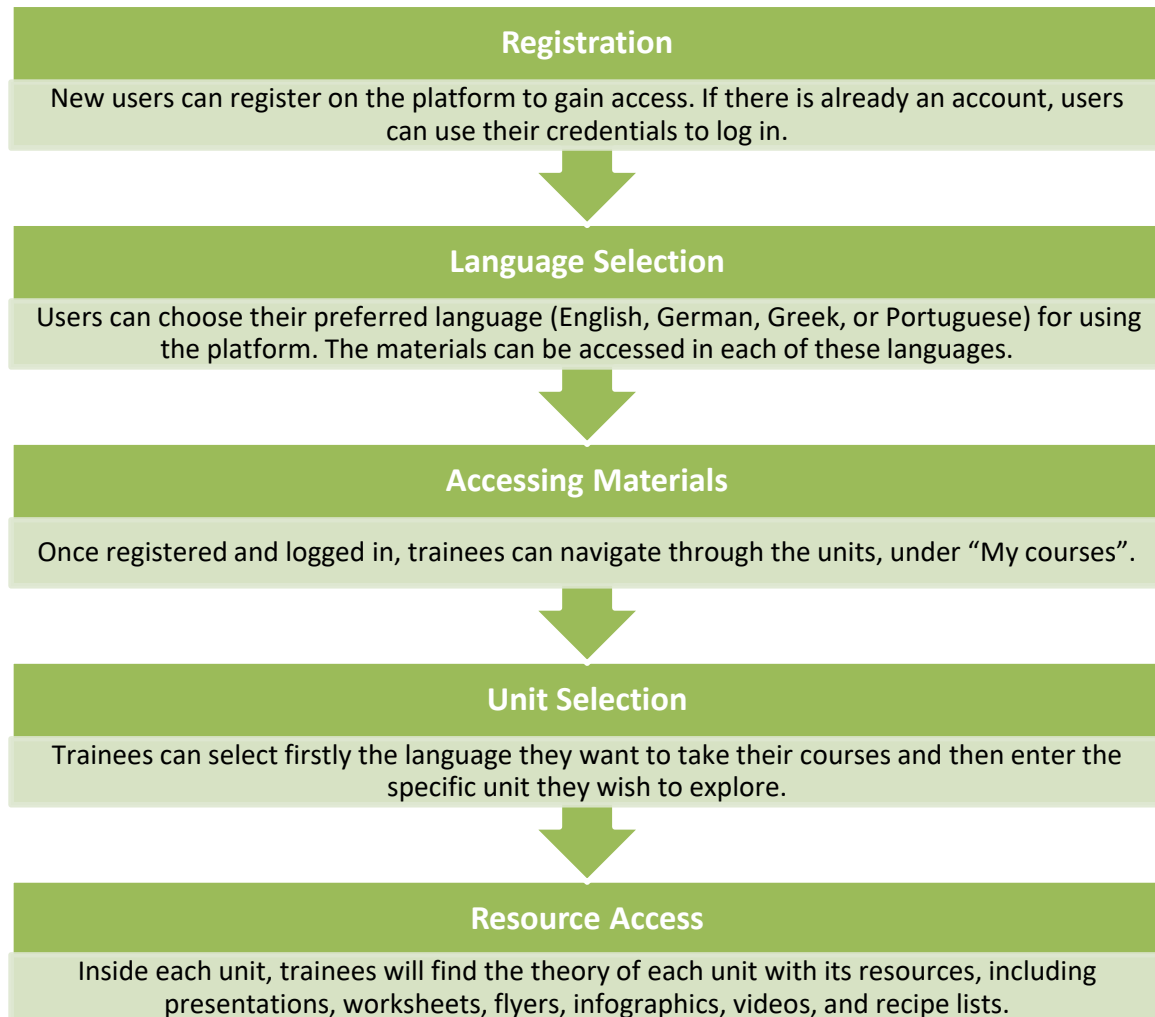
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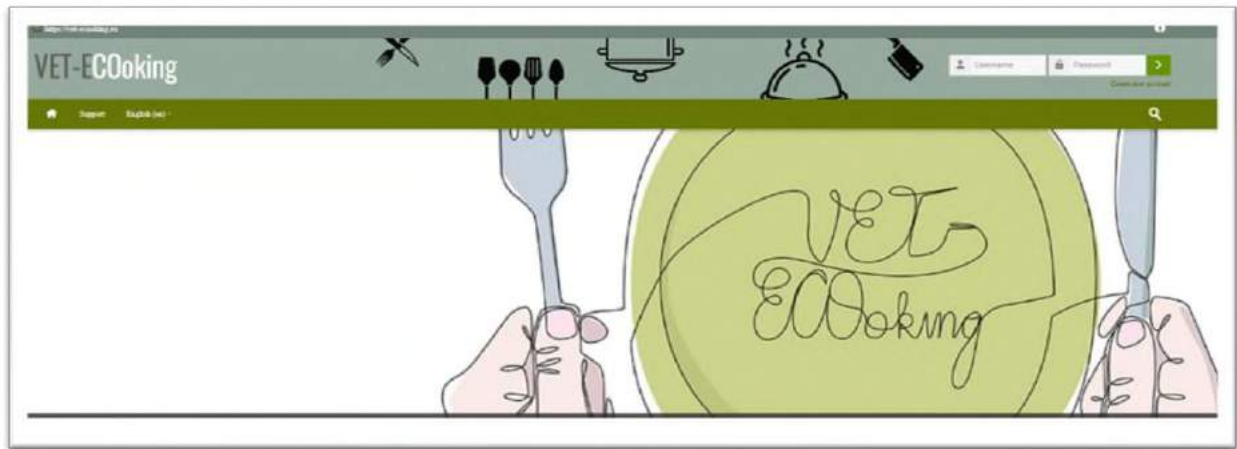
## Platform Navigation Procedures

Trainees will find the training materials organized under each unit in the platform. Navigation through the platform follows these general steps:

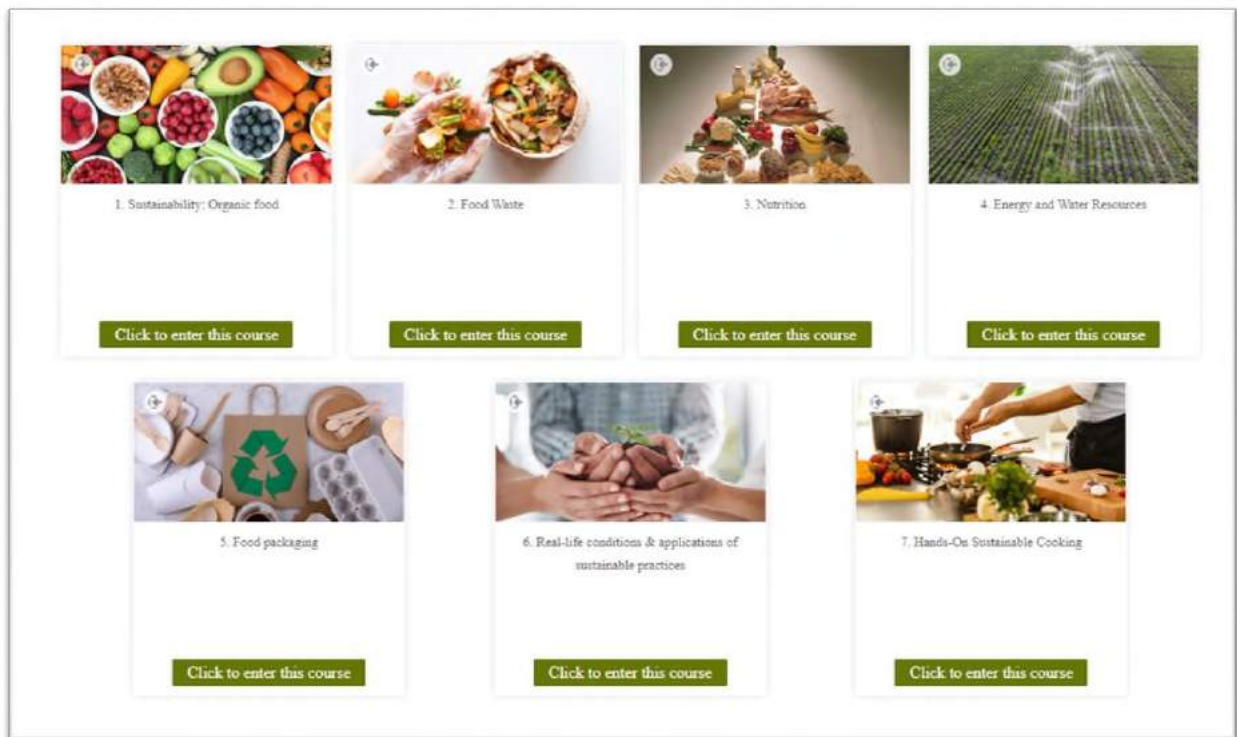


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Picture 1 - Platform Home Page



Picture 2 - Unit selection

## 2. Face-to-Face Training:

-  **Interactive Sessions:** These sessions are designed to facilitate direct interaction between trainers and trainees. They emphasize the practical application of the theoretical concepts learned online.



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- 🌱 **Hands-On Cooking Sessions:** Trainees engage in cooking activities, applying sustainable cooking practices in a real kitchen environment. This practical approach helps solidify the concepts learned and enhances skill development.
- 🌱 **Resource Utilization:** During face-to-face sessions, trainers utilize the same materials available online (PowerPoint Presentations, Worksheets, Flyers, Infographics) to ensure consistency and reinforce learning.
- 🌱 **Complementing Online Materials:** The face-to-face training is structured to complement and build upon the online learning components, creating a cohesive and comprehensive learning experience.



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## 4: The European and Local Context

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### EQF & ECVET

The VET-ECOoking curriculum has been carefully designed to align with the European Qualifications Framework (EQF) and the European Credit system for Vocational Education and Training (ECVET). This alignment ensures that the qualifications and skills acquired through the VET-ECOoking project are recognized and transferable across EU member states.

#### 1. EQF Considerations:

- The module is primarily designed in accordance with EQF level 4, focusing on broad factual and theoretical knowledge in the field of sustainable cooking.
- Skills development is emphasized, particularly in generating solutions to specific problems in sustainable cooking.
- The module fosters responsibility and autonomy, encouraging trainees to develop sustainable recipes and techniques, aligning with the EQF's descriptors.

#### 2. ECVET Application:

- The focus on learning outcomes rather than time spent in training aligns with ECVET principles.
- This approach facilitates the transfer and recognition of skills across different countries and sectors, enhancing mobility and career opportunities for trainees.

### Innovation and Global Relevance

The VET-ECOoking project stands out in its field:

- **Innovative Approach:** Unlike many existing programs, VET-ECOoking is designed as a formal training module specifically for level 4 trainees, filling a gap in formal education regarding sustainable cooking.



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- **Global Context:** Renowned institutions like Le Cordon Bleu are beginning to offer similar training, highlighting the global importance of sustainable cooking. However, these are often lifelong learning courses and not integrated into regular level 4 training.
- **Distinctive Trait:** The project aims to systematically train professionals to meet labour market needs in sustainable cooking, rather than relying on sporadic initiatives.

## Adapting to Local Contexts

While maintaining a pan-European essence, the VET-ECOoking curriculum is sensitive to the unique culinary traditions and sustainability challenges of each participating country:

### ● Respecting Culinary Diversity

Europe's culinary landscape is an interconnected collection of different customs, ingredients, and cooking techniques. Because of its flexible framework, the VET-ECOoking program can incorporate a wide range of culinary traditions. This adaptability ensures that students can relate sustainable cooking concepts to local cuisines they are familiar with, making their learning experience more interesting and relevant.

Traditional Mediterranean meals and cooking methods that are in line with ecological practices, for example, may be emphasized in the curriculum in Greece. In Germany and Austria, on the other hand, the emphasis may shift to incorporating sustainability into topping, traditional German and Austrian cuisine. The recognition over culinary diversity promotes an increased understanding and appreciation of Europe's rich cooking legacy, in addition to enhancing the educational process.

### ● Addressing Local Sustainability Challenges

The environment, geography, and financial circumstances are only some of the variables that influence each European country's unique sustainability concerns. Given that it has been tailored to tackle these challenges, the VET-ECOoking curriculum is an effective tool for local environmental and sustainability education.



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Given Portugal's extensive coastline and long-standing fishing traditions, for example, the curriculum there could emphasize sustainable seafood methods. Using locally sourced alpine ingredients and sustainable farming methods may be prioritized in Austria. In a country like Germany, with a robust industrial setting and commitment to environmental sustainability, the curriculum could focus on the integration of sustainable practices in urban culinary framework. The curriculum in Greece, with the extensive history and Mediterranean climate, could focus on traditional Greek culinary practices, aligning them with modern sustainability principles. The training program enables trainees to become catalysts for change in their own groups by providing them with both expertise and autonomy through the examination of these local sustainability issues.

### **Engaging with Local Industries**

The curriculum's relation to regional food industries serves to further increase its relevance. By taking into account the needs and practices of these industries, the curriculum becomes relevant to the trainees' future professional environment.

This engagement could involve partnerships with nearby restaurants, food producers, and environmental groups. This could entail collaborating with Mediterranean diet supporters in Greece and Portugal or organic food producers in Germany and Austria. This method ensures that the instruction is not only theoretical, but also grounded in reality of regional food and sustainability scenes.



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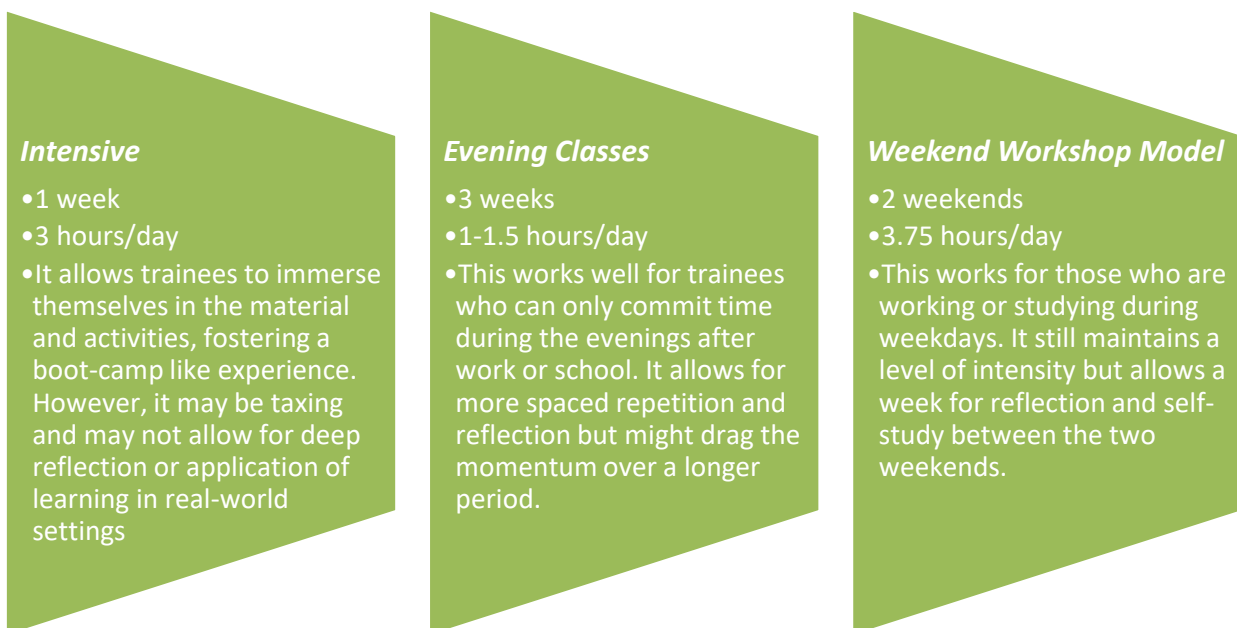


## 5: Pilot Testing

### Objective & Methodology

The 50-hour sustainable cooking curriculum was validated and improved upon through the VET-ECooking project's pilot testing. The pilot examined a subset of 10 to 15 hours to evaluate the usefulness, relevance, and practical applicability of the material. The pilot testings engaged a range of participants, including trainers with extensive experience in cooking and trainees eager to learn and apply new concepts. The dynamic between trainers and trainees was vital, as it facilitated an exchange of ideas and feedback that was instrumental in refining the curriculum. In order to achieve a total of 8 trainers and 80 trainees, the technique required involving 2 trainers and at least 20 trainees in each of the participating countries (Germany, Austria, Greece, and Portugal). The following paragraphs detail the various aspects of how the training was implemented, highlighting the resources, spaces, techniques, and procedures used.

The pilot offered 3 different **timelines** (Intensive, Evening Classes, Weekend Workshop) to accommodate various schedules and learning preferences.



This approach ensured a comprehensive evaluation of the curriculum, covering all seven units and utilizing diverse training materials like presentations, worksheets, and videos.



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Trainers were given a variety of materials to help them provide an immersive and interactive training experience. Among them there were presentations, worksheets, flyers, infographics and videos. This diverse set of resources ensured that the training sessions were not only thorough but also engaging, catering to various learning styles and preferences.

The curriculum was designed with adaptability in mind, allowing trainers to tailor the content to the needs and levels of expertise of their trainees. Trainers had complete control over the flow and methodology of the sessions, with the use of participatory techniques, group dynamics, simulations, and other active learning methods strongly encouraged. Icebreakers and energizers were also suggested to keep trainees engaged and enthusiastic.

The training procedure was strategically planned to cover 20-30% of the 50-hour module within this 10-15 hour timeframe. This involved a careful selection of content that captured the essence of the entire curriculum. The following is a breakdown of the suggested content for each unit, which trainers consulted in order to proceed with their trainings:

<b>Sustainability: Organic Food</b>	<ul style="list-style-type: none"><li>• Introduction to Sustainability and its importance.</li><li>• Brief presentation (shortened, if needed) to give an overview.</li><li>• 1 worksheet exercise to engage the trainees.</li><li>• 1 flyer highlighting the main points.</li></ul>
<b>Food Waste</b>	<ul style="list-style-type: none"><li>• Brief presentation to explain the significance of reducing food waste.</li><li>• 1 worksheet exercise focusing on practical ways to reduce waste.</li><li>• 1 infographic for a visual representation.</li></ul>
<b>Nutrition</b>	<ul style="list-style-type: none"><li>• Key nutritional concepts.</li><li>• Brief presentation to explain the basics.</li><li>• 1 worksheet to highlight practical application.</li><li>• 1 infographic for a visual summary.</li></ul>



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<b>Energy and Water Resources</b>	<ul style="list-style-type: none"><li>• Core concepts of energy and water conservation in cooking.</li><li>• 1 worksheet with practical exercises.</li><li>• Either the infographic or the flyer, whichever is more concise.</li></ul>
<b>Food Packaging</b>	<ul style="list-style-type: none"><li>• Brief presentation highlighting the environmental impact of food packaging.</li><li>• 1 worksheet focusing on sustainable alternatives.</li><li>• 1 infographic for a visual summary.</li></ul>
<b>Real-life Conditions</b>	<ul style="list-style-type: none"><li>• Overview presentation.</li><li>• 1 worksheet exercise for hands-on understanding.</li><li>• 4 flyers focusing on either Portugal, Austria, Germany, or Greece to give a localized perspective (each country can focus on their respective flyer).</li></ul>
<b>Hands-on Sustainable Cooking</b>	<ul style="list-style-type: none"><li>• A shortened presentation highlighting the essence.</li><li>• 1 PDF with recipes, preferably one that represents a balanced meal (e.g., Main Dishes).</li><li>• 1 video where a recipe is recreated for a visual tutorial.</li><li>• The cooking activity where trainers pick one recipe to prepare with students.</li></ul>

## Implementation

The pilot testing phase of the VET-ECOoking project was a crucial step in validating the effectiveness and practicality of the sustainable cooking module. Across the partner countries, the implementation of the pilot tests was carried out with a focus on practical application, engagement, and comprehensive feedback collection. This phase provided invaluable insights into the real-world applicability of the training materials and the curriculum's relevance to the diverse needs of VET students and trainers.

### 1. Germany:

The pilot testing of the VET-ECOoking module in Germany lasted a total of four days and involved 52 trainees and 3 trainers. Each day was scheduled for 5 hours and focused on Units 1, 2, 4, and 7. The set up began with a welcome to the online platform, which was followed by PowerPoint presentations introducing the topic for the day. Trainees were then given flyers



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and/or infographics, and they participated in tasks using worksheets. Preparing and trying various dishes was part of the practical component. The content and activities were carefully chosen and planned jointly with course teachers, taking into account the participants' learning levels and existing curriculum to ensure the integration of the module into their educational experience.



*Picture 3 - Pilot testing in Germany*



*Picture 4 - Pilot testing in Germany*



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## 2. Portugal

In Portugal, 20 trainees and 3 trainers participated in the VET-ECOoking pilot testing. The training was divided across three synchronous sessions to allow for a greater understanding of the curriculum. During the pilot, each unit received an hour of attention, with an extra four-hour session entirely devoted to the practical aspects of unit 7. The online platform was used to access training materials such as PowerPoint presentations, exercises, and videos. This approach aimed to provide participants with a thorough understanding of the curriculum, with a focus on practical application in unit 7, where trainees created sustainable recipes.



Picture 5 - Pilot testing in Portugal



Picture 6 - Pilot testing in Portugal



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### 3. Greece

In Greece, the VET-ECooking pilot testing involved 2 trainers and 20 trainees. The training was structured as an intensive program, spanning four sessions over two weeks, each lasting four hours. This format allowed for an in-depth exploration of the entire sustainable cooking curriculum, covering all seven units. The training combined online resources with printed materials like flyers and worksheets for each unit. This approach ensured a comprehensive learning experience, blending theoretical knowledge with practical application.



Picture 7 - Pilot testing in Greece



Picture 8 - Pilot testing in Greece



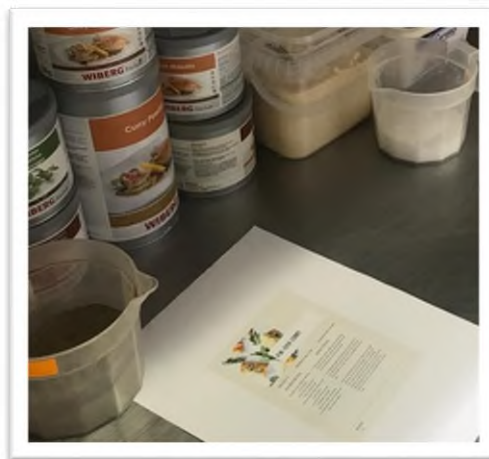
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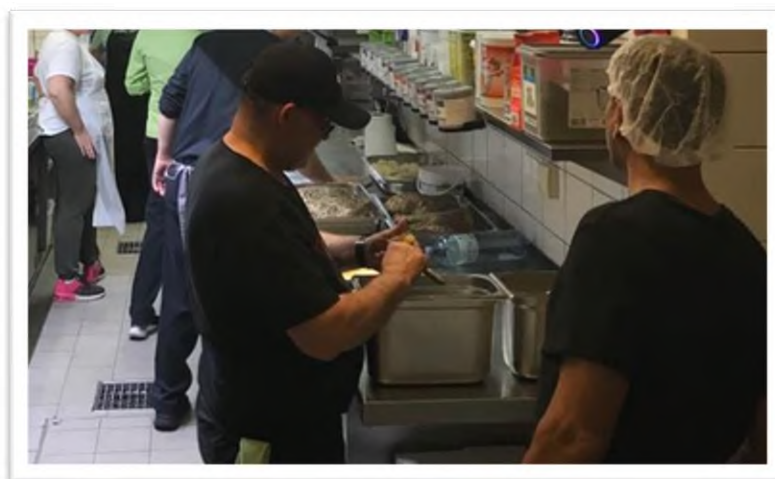


#### 4. Austria

The VET-ECOoking pilot testing in Austria, conducted at TOP-Lokal, involved 18 trainees and 4 trainers over four days. This unique setting, focused on training long-term unemployed individuals for the gastronomy sector, provided an ideal environment for implementing the VET-ECOoking module. The sessions covered Units 1, 2, 4, and 7, chosen based on the trainees' needs and backgrounds. Trainers used the "Training Module for VET courses" to guide brief introductory presentations, followed by interactive activities using worksheets, flyers, infographics, and recipes. This approach ensured the training was engaging, relevant, and accessible, aligning with the program's goal of equipping participants for successful careers in gastronomy.



Picture 9 - Pilot testing in Austria



Picture 10 - Pilot testing in Austria



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## Feedback

Positive feedback and constructive suggestions from instructors and students from the various countries point out the module's chances of broader application and impact. The knowledge gained was critical in improving the curriculum, ensuring that it remains thorough, interesting, and pertinent to both the demands of the culinary industry as well as environmental sustainability.

Country specifics:

### 1. Germany:

-  **Trainers:** The training module was highly regarded for its good methodology, informative content, and relevance to future culinary education. Trainers appreciated the balance between theoretical and practical materials and found the course flow excellent. They plan to adapt and integrate the content into their future lessons, with suggestions for more practical orientation and expanded information.
-  **Participants:** Participants generally rated the training highly in terms of activity variety, content relevance, and resource usefulness. They found the balance between theory and practice good, with the language used in the platform accessible to most. The training was seen as important for both professional and personal sustainability practices. Suggestions for improvement included more practical activities, shorter presentations, and language adjustments for non-native speakers.
-  **Overall Impression:** The pilot training was successful in imparting knowledge about sustainable cooking practices, with a positive reception from both trainers and participants. The feedback indicates a strong foundation with room for enhancements in practical applications and language accessibility.



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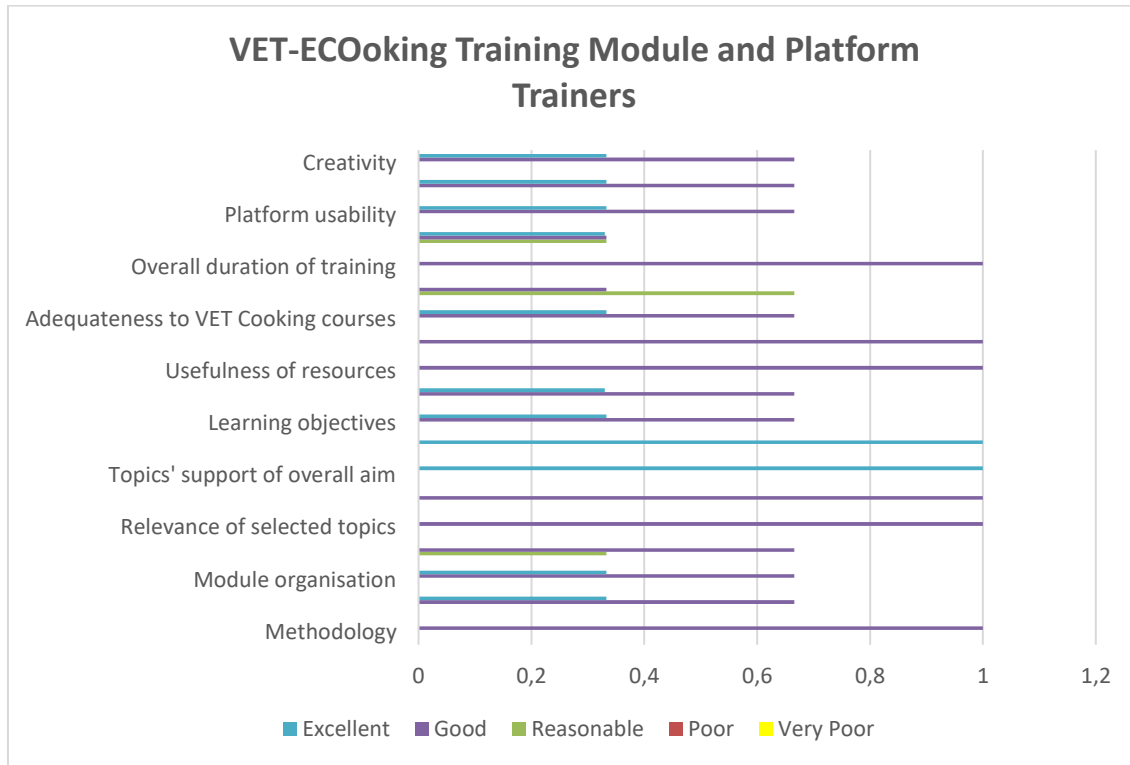


Figure 1 - VET-ECooking Training Module and Platform Evaluation from Trainers in Germany

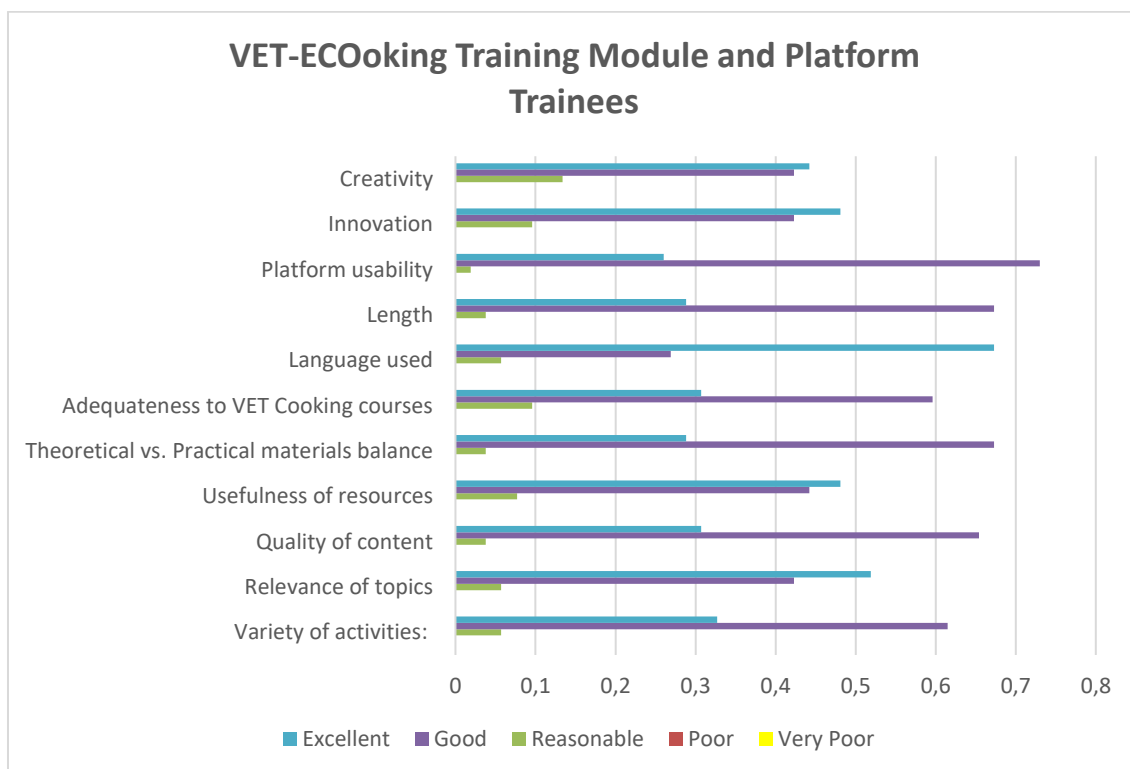


Figure 2 - VET-ECooking Training Module and Platform Evaluation from Trainees in Germany



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## 2. Portugal

- Trainers:** Unanimously rated the module as excellent across all aspects, highlighting its key role in educating about sustainable food practices. They emphasized its importance in minimizing environmental impact and responsible resource use.
- Trainees:** Gave mixed reviews with a majority rating various aspects as excellent, but some found the theoretical part less engaging. Feedback varied from finding the module very good and interesting to boring, with suggestions for more practical lessons.
- Overall Impression:** The training was generally well-received, particularly for its practical application and focus on sustainable cooking practices. While most found it enriching and relevant, there's room for improvement in making the theoretical content more engaging and increasing practical sessions.

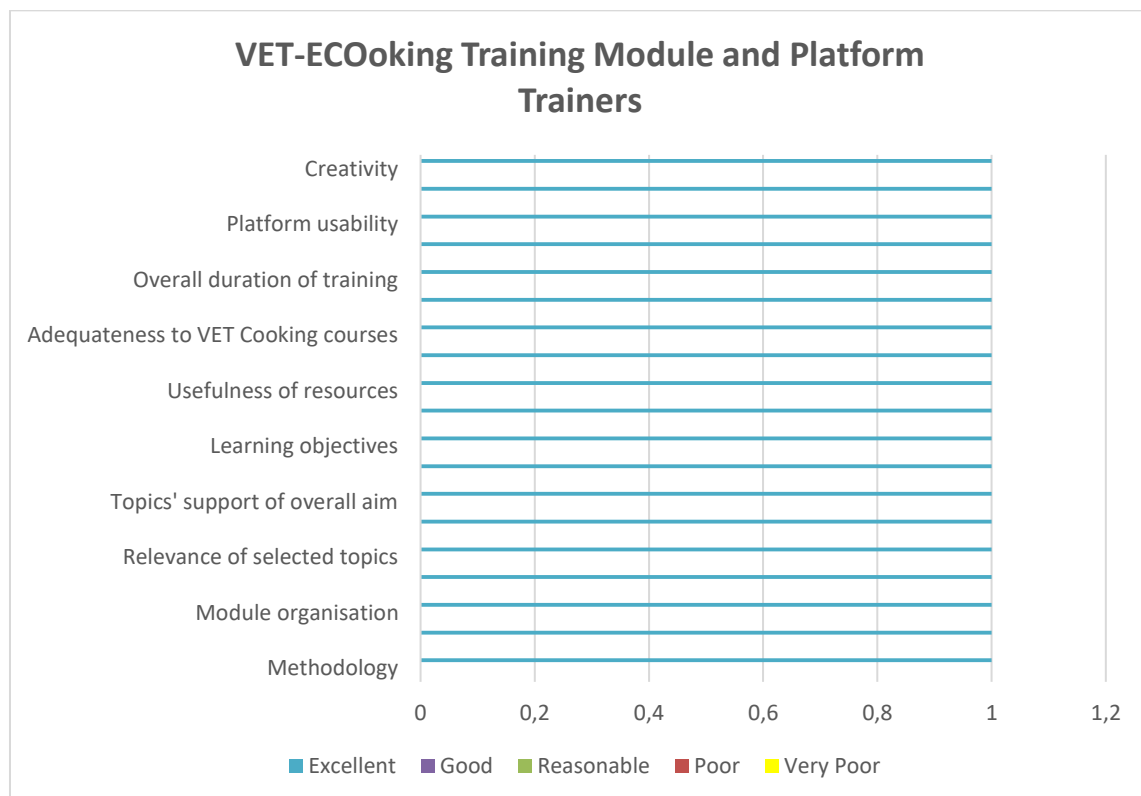


Figure 3 - VET-ECooking Training Module and Platform Evaluation from Trainers in Portugal



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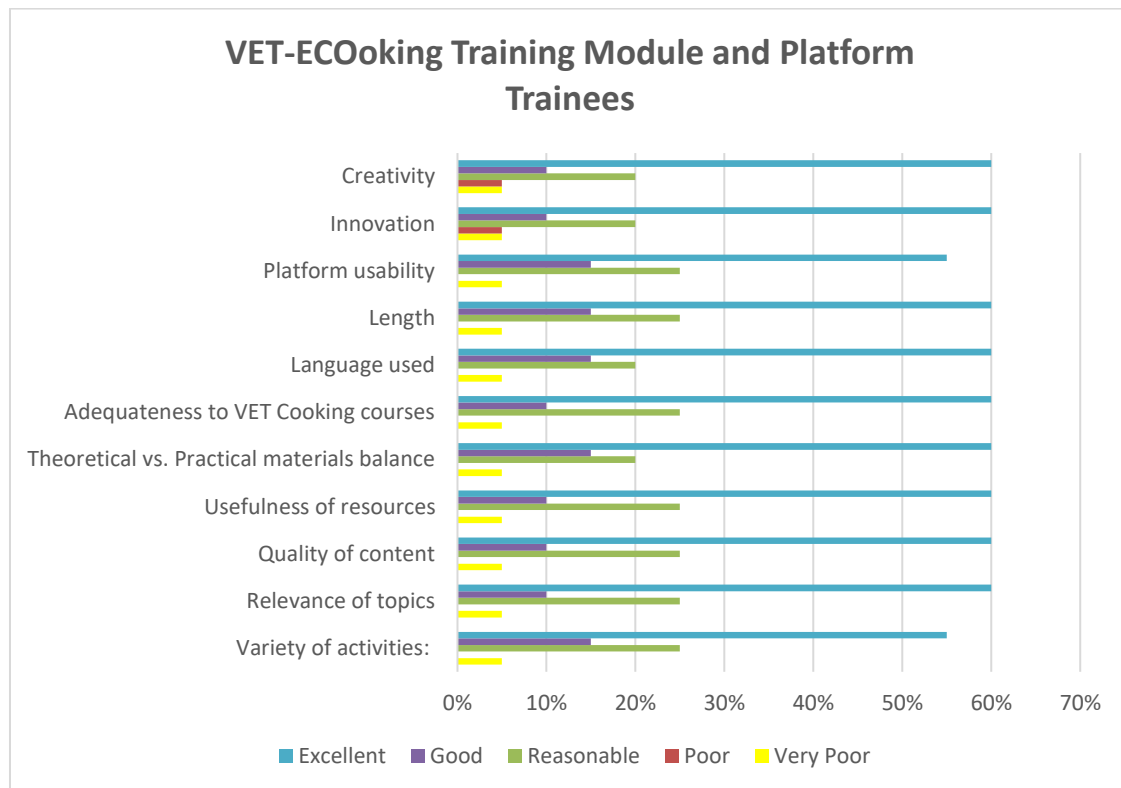


Figure 4 - VET-ECooking Training Module and Platform Evaluation from Trainees in Portugal

### 3. Greece:

- Trainers:** They rated the module highly across various aspects, particularly praising its methodology, content quality, and relevance. They suggested more specific content for pastry and bakery and deeper exploration of regional practices.
- Trainees:** The practical cooking classes and the focus on reducing food waste was appreciated, with a majority rating these aspects as excellent. Some desired more interactive platform features and deeper content on specific sustainability topics.
- Overall Impression:** The training was perceived as comprehensive and enlightening, effectively covering sustainable cooking topics. Feedback highlighted a strong appreciation for practical learning and indicated areas for further depth and enhancement.



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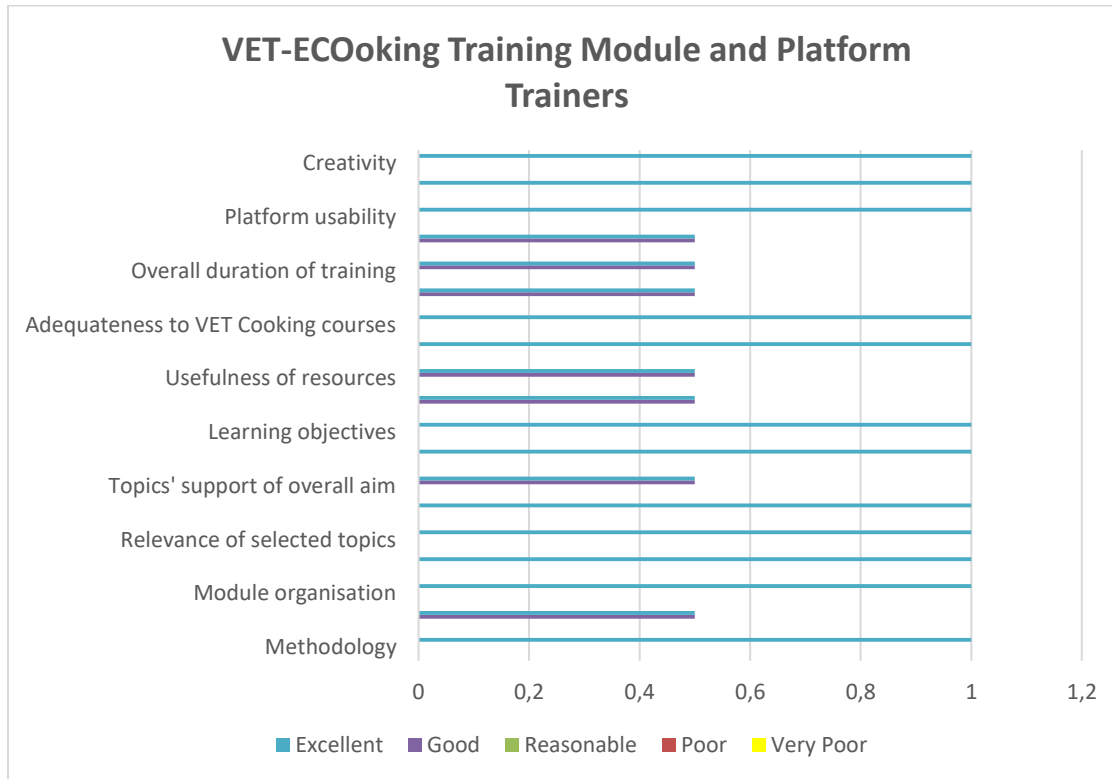


Figure 5 - Table 4 - VET-ECOoking Training Module and Platform Evaluation from Trainers in Greece

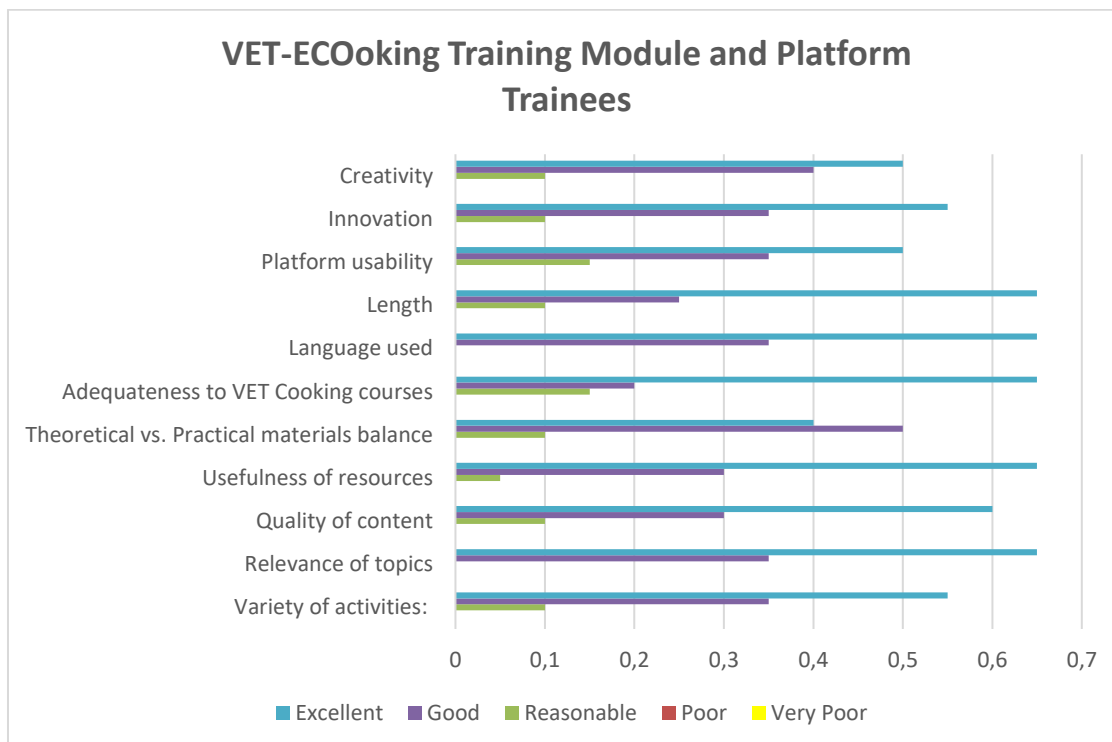


Figure 6 - VET-ECOoking Training Module and Platform Evaluation from Trainees in Greece



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#### 4. Austria

- Trainers:** Rated most aspects of the module highly, particularly methodology, variety of activities, and content quality. However, they noted language as a barrier, suggesting the need for simplification and more language options. The relevance of the content was acknowledged, but the need for preparatory work due to language issues was highlighted.
- Trainees:** Gave high ratings across all aspects, appreciating the variety, relevance, and quality of content. They found the platform useful and helpful, especially for its accessibility post-training. However, they suggested improvements in language simplicity and more language options, and some faced technical issues with the website.
- Overall Impression:** Both trainers and trainees found the module beneficial, particularly in terms of content and practical application. The need for language simplification and more language options was a common theme, indicating a barrier to accessibility. The module was well-received for its comprehensive approach and practical relevance, but improvements in language accessibility and technical aspects of the platform could enhance the experience.



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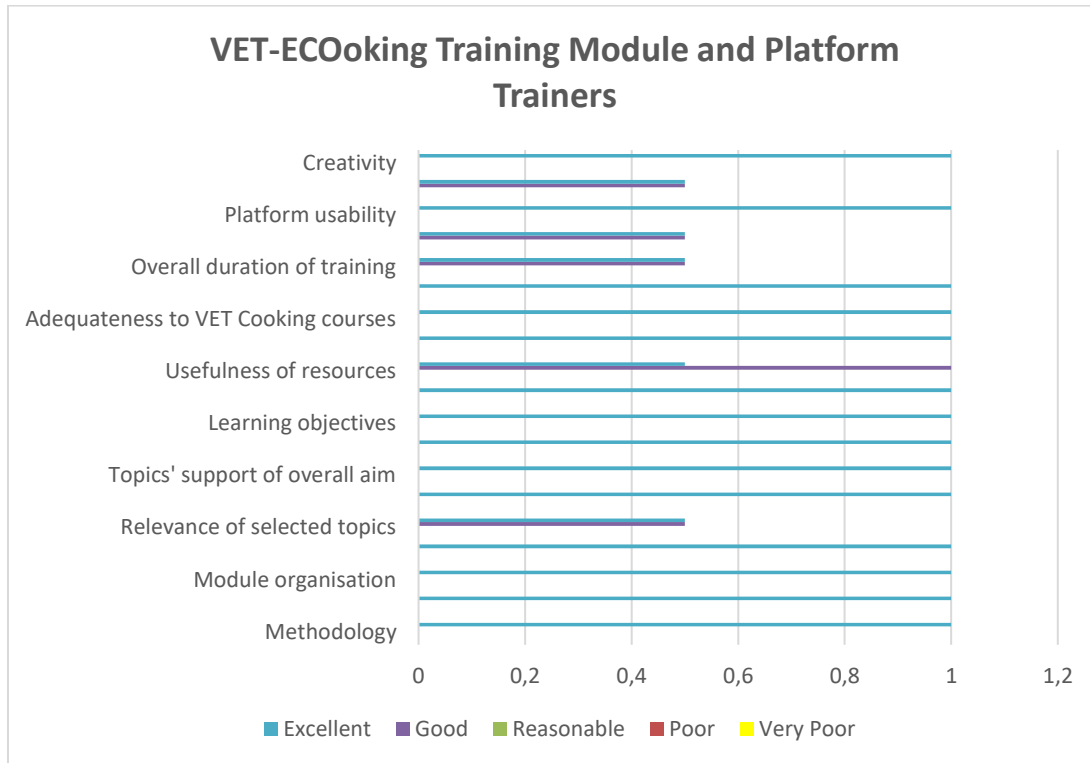


Figure 7 - VET-ECOoking Training Module and Platform Evaluation from Trainers in Austria

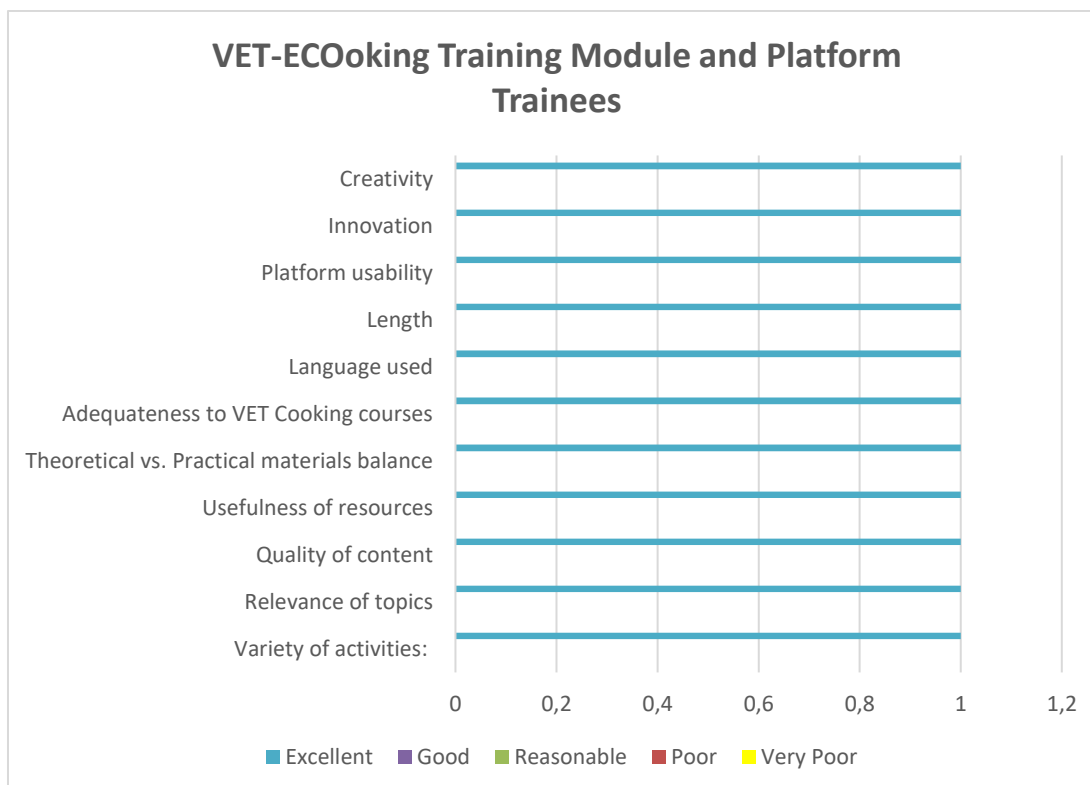


Figure 8 - VET-ECOoking Training Module and Platform Evaluation from Trainees in Austria



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The most significant outcome of the pilot testing was the tangible impact on the trainees' perceptions and practices regarding sustainable cooking. Many trainees reported a heightened awareness of sustainability issues in the culinary field and expressed a keen interest in incorporating these practices into their future culinary endeavors.

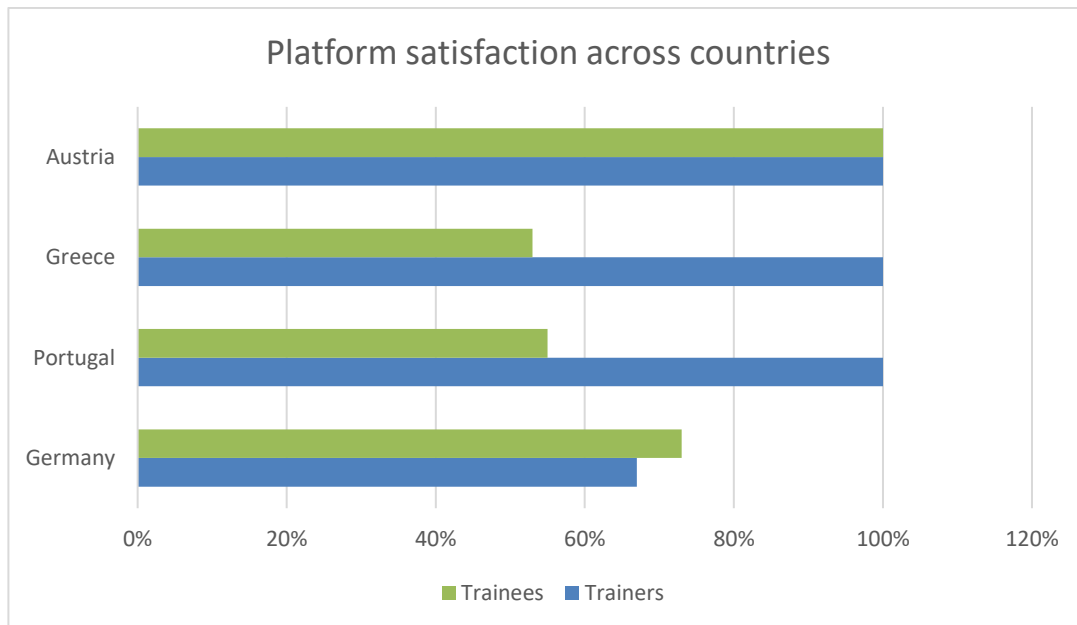


Figure 9 – Percentage of excellent ratings in terms of platform satisfaction across countries



Figure 10 – Percentage of excellent ratings in terms of raining quality across countries



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In summary, the pilot testing were a blend of structured learning, interactive engagement, and critical feedback, all of which played a pivotal role in shaping the final VET-ECOoking curriculum. These testings were not just about assessing the curriculum's effectiveness but also about understanding its impact on the future generation of culinary professionals.



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## 6: The Show Cooking

### Overview of Sustainable Culinary Practices and Knowledge Exchange

The Show Cooking event proved a lot more than just a showcase of culinary skills; it was a collaborative exchange of thoughts, insights, and suggestions between trainers and trainees from partner countries. Each partner chose one or two recipes that embodied sustainable cooking principles such as preventing food waste, using regional and organic ingredients, and using energy-efficient cooking methods. This event not only demonstrated practical applications of sustainable cooking, but it also facilitated discussions that linked these practices to larger sustainability themes. An exciting feature of the Show Cooking event was the inclusion of an online Kahoot quiz, which comprised questions deriving from the materials developed. This interactive quiz engaged all nationalities as groups in a friendly competition to test their knowledge on sustainable cooking practices.

While we investigate each aspect of each country's contribution, it is critical to acknowledge the underlying unity of purpose: to completely incorporate sustainability into the culinary arts. Every recipe and discussion reflected the dedication to a more sustainable and environmentally conscious culinary future, from Greece's lemon cake to Germany's pumpkin soup, and from Austria's spinach dumplings to Portugal's autumn inspiration.



Picture 11 - Show Cooking Event



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Let's reflect at how each country interpreted and presented this theme, adding their own spin to the overall story of sustainable gastronomy.

## 1. Germany

- The event highlighted the affordability of regional and seasonal products.
- Most of the ingredients were bought from the local farm store or harvested from their own garden. Crooked vegetables were also used for the dishes.
- Practical cooking sessions, including pumpkin soup and mushroom risotto, translated theory into practice.
- Participants received regional products to recreate the dishes at home, reinforcing the learning experience.



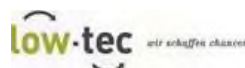
Picture 12 - Show Cooking Event in Germany

## 2. Portugal

- Trainees expressed a heightened awareness of sustainable cooking, particularly in ingredient selection and minimizing waste.
- A hands-on activity involved creating an autumn-inspired recipe using local, sustainable ingredients, emphasizing the evolving culinary landscape and market demands.



Picture 13 - Show Cooking Event in Portugal



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### 3. Greece

- The team showcased a lemon cake using seasonal ingredients, exemplifying sustainable cooking.
- The event balanced theory and practice, with the team actively participating in discussions and sharing insights on sustainable cooking.



Picture 14 - Show Cooking Event in Greece

### 4. Austria

- The event featured interactive elements like a Kahoot quiz and debates, enhancing engagement.
- Despite the inability of some trainees and trainers to participate online, the recorded event serves as a valuable learning resource.



Picture 15 - Show Cooking Event in Austria

The Show Cooking event also featured an engaging discussion segment in which teachers and students shared their experiences and insights. The key questions for teachers revolved around the challenges and successes encountered during pilot testing, changes made to training methods, and memorable feedback or success stories. This discussion provided useful insights into the curriculum's practical application and its impact on trainees.

The most engaging and valuable aspects of the sustainable cooking module were highlighted for students, as well as how their participation influenced their understanding and practice of sustainable cooking. This feedback was critical in understanding the module's effectiveness



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from the learner's perspective and highlighted the training's real-world impact on their daily and professional lives.

The Show Cooking event successfully integrated practical cooking demonstrations with insightful discussions, emphasizing the importance of sustainable cooking practices. Each country's unique approach and the recipes presented reflected the diverse culinary traditions and sustainability challenges across Europe. It was demonstrated that a sustainable menu of starter, main course and desserts can be sustainable on a European scale. This event not only showcased the practical application of the VET-ECOoking curriculum but also reinforced the importance of sustainable gastronomy in contemporary culinary education and practice.



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## 7: Future of Sustainable Cooking

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### Recommendations

The joint efforts of government agencies, food institutions, and other stakeholders can determine the direction of sustainable cooking in the future. As the training ground for aspiring chefs, schools of culinary arts need to incorporate sustainability into their fundamental curricula. This synthesis necessitates a hands-on approach where learners understand the essence of sustainability, limit waste, and comprehend the ecological effects of their cooking practices. These organizations ought to encourage collaborations with regional farmers and food producers, promoting a farm-to-table strategy that boosts regional economies and lessens the carbon footprint of food transportation.

The environment in which sustainable cooking is practiced is greatly influenced by governments. Enforcing standards that promote waste reduction in the food business and offering incentives for sustainable farming methods are examples of the critical role that policy interventions play. While incentives can be provided to restaurants and other culinary establishments that embrace and promote sustainable methods, educational initiatives can increase public understanding of sustainable cooking techniques. Governments can also support research on sustainable food technologies, investigating novel approaches to food production such as lab-grown meats and vertical farming, which have the potential to transform the food industry while lessening its environmental impact.

Agricultural manufacturers, vendors, and restaurant owners are examples of stakeholders who need to understand their part in advancing sustainability. Adopting sustainable actions goes beyond simple ethics; it's a business strategy that resonates with an increasingly environmentally conscious consumer base. In addition to helping to conserve the environment, restaurants that implement sustainable practices—such as using locally sourced ingredients, cutting waste, and providing plant-based menu options—also draw in patrons who respect sustainability. In order to meet the increasing demand for ecologically friendly products, suppliers and manufacturers must also adapt, focusing on sustainable techniques.



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## Transferability Strategy

A focused strategy on the transferability of project results is critical to ensuring efficient and widespread implementation of these recommendations. The plan outlines the way the project can be carried out across multiple countries and target groups while maintaining its lasting viability and impact.

The Consortium's transferability strategy is built on these essential principles:

1. **Relevance:** Identifying and engaging with stakeholders who will directly benefit from the project's results. This includes VET institutions, culinary schools, restaurants, and environmental organizations.
2. **Multiplication:** Collaborating with stakeholders who possess extensive networks, enabling the wide dissemination of project materials, results, and best practices.
3. **Effectiveness:** Partnering with organizations that demonstrate a keen interest and possess the necessary resources to implement staff training based on the VET-ECOoking curriculum.
4. **Impact:** Working with entities that can significantly contribute to the positive and lasting impact of the project's outcomes.
5. **Sustainability:** Ensuring ongoing usage and relevance of the project's results by involving organizations committed to maintaining and evolving the project's initiatives beyond the funding period.

## Implementation Plan for VET Organizations

To facilitate the adoption of the VET-ECOoking course by VET organizations, the following step-by-step plan can be followed:

1. **Participant Selection:** Identify and select VET students and teachers within the institution to undergo training on the VET-ECOoking training platform.



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2. **Market Analysis:** Organize meetings between teachers and local restaurants to understand current market demands and tailor the training accordingly.
3. **Integration into Curriculum:** Incorporate the VET-ECooking module into the existing culinary curriculum, ensuring that sustainability becomes a fundamental aspect of culinary education.
4. **Continuous Feedback and Adaptation:** Establish a feedback loop with all stakeholders, including students, teachers, and industry partners, to continuously refine and adapt the training program.
5. **Community Engagement and Awareness:** Engage with the wider community to raise awareness about sustainable cooking practices and the importance of environmental stewardship in the culinary field.
6. **Long-term Partnerships and Collaborations:** Foster long-term partnerships with local businesses, environmental groups, and other relevant organizations to ensure the ongoing relevance and impact of the training.
7. **Monitoring and Evaluation:** Regularly monitor and evaluate the effectiveness of the training, making adjustments as necessary to ensure it remains up-to-date with industry trends and environmental challenges.

## The Road Forward

Imagining the culinary industry of the future with sustainability at its centre is a thrilling revolutionary concept. In this future culinary scene, sustainability is an essential component of each meal prepared and each ingredient utilized, not an afterthought. In this world, chefs are not only masters of flavour but also environmental stewards, with the knowledge and abilities to prepare food in a way that protects and preserves the environment.

Initiatives like VET-ECooking are playing a significant role in reshape the culinary world future. These efforts aim to make certain that the future generations of chefs are more than familiar with sustainable cooking by incorporating sustainable practices into the vocational education



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of young chefs. This education goes beyond food preparation to include an understanding of the food system as a whole, from moral ingredient sourcing to handling food waste and energy conservation in the kitchen.

The future also holds the possibility of technological advancements that promote sustainable cooking. Kitchen appliance advancements reducing energy consumption, advances in food preservation technologies that extend shelf life without sacrificing quality, and the establishment of novel, environmentally friendly sources are all on the horizon. These technologies, combined with an informed and environmentally conscious food community, have the potential to substantially decrease the environmental impact of current food systems.

The future of sustainable cooking seems promise. It takes a collaborative effort from everyone, from a single chef to a worldwide authority. The culinary world can play an undeniably crucial role in the global movement toward environmental sustainability by accepting sustainable practices, informing generations to come, and investing in technological advancements. The journey is long and challenging, but the outcomes of it, which result in a much healthier planet, are worthwhile.



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## Conclusion

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The VET-ECOoking project set out on a transformative journey to reshape the cooking industry with the use of sustainability values. This demanding attempt is hopping to leave an everlasting stamp on the culinary environment.

The most notable achievement of VET-ECOoking is its capacity to integrate sustainable culinary methods in the training of future chefs. The project has created a new standard in culinary education by designing a complete curriculum that includes not just culinary training but also the cultural, economic, and sustainability elements of food. The curriculum's effectiveness and relevance were shown in successful pilot tests across the partner countries, engaging a significant number of trainers and trainees. This accomplishment was further demonstrated by the organization of successful Show Cooking events, which brought sustainable cooking principles to life while creating a network of experts.

Still, there were some difficulties on the way as planning ahead and being adaptable were necessary, while modifying the curriculum to fit various cultural and educational situations seems to be challenging. The endeavour also had to overcome early reluctance to change given that it aimed to replace conventional cooking techniques with more environmentally friendly ones.

The VET-ECOoking project has far-reaching effects that go well beyond its immediate results. It's spurred a discussion about how cuisine might help solve environmental problems. The research has shown that food waste, unsustainable eating behaviours, and climate change can all be effectively combated with the application of cooking guidance. It has motivated various organizations to reconsider their cooking courses and incorporate sustainability into their main curriculum.

Additionally, the project has given to emerging classes of chefs the abilities and information they need to promote sustainable cooking. These chefs are preparing food not only for the present but also for a better tomorrow. They represent a movement that honours the environment just as much as the palate.



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During the various phases of the project, contacts were made with individual stakeholders who contribute to sustainable nutrition. Some are networked locally and according to their possibilities; others work alone for a better and more sustainable world. Each and every one of them shared their needs and knowledge about their work. This enabled the consortium to gain extensive knowledge that could be anchored in the module.

The VET-ECOoking project stands is the proof of the power of learning, teamwork, and creativity in fostering sustainable change. While the project itself may have reached its end, its force and principles can continue to inspire and modify the gastronomy world. Every meal we prepare and consume can be an act of environmental stewardship, a step closer to a more sustainable and equitable world.



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