



Eco-Restaurateur project
- Implementing the “eco-restaurants” certification at the **European level:** for quality local jobs, promoting local heritage, healthy and responsible food, and reducing CO2 emissions

Training tools and teaching aids



TRAINING MODULES FOR TRAINERS:
Complementary skills for the eco-catering “kitchen assistant”.

Eco-Restaurateur

local biologique
saine durable
responsable

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CHAPTER 0

INTRODUCTION



Dissemination event with a practical cooking course organized by the Scuola Centrale Formazione at Casa Artusi, in Forlimpopoli (June 2016) with trainees and trainers from Bologna, Verona, Pietramontecorvino-Foggia, Remedello - Brescia and Castiglione delle Stiviere.

1. THE “ECO-RESTAURATEUR, FOR SUSTAINABLE FOOD” PROJECT

1.1. Why the Erasmus+ “Eco-restaurateur, for sustainable food” project?

The “Eco-restaurateur, for sustainable food” project aims to address the need for skills in an emerging sector that we may call “eco-catering”. By “eco-catering”, we mean: the chefs, the collective catering and restaurants that are taking steps towards making their venture sustainable in the broad sense (i.e. in their practices, investment choices and choice of their products). The “Eco-restaurateur, for sustainable food” project seeks to use the most rigorous ECVET tools to link up the training of future kitchen assistants and the labour market. Therefore, skills profiles, training checklists and tools and an assessment system are developed together with the economic stakeholders.



The catering sector occupies a strategic position. It is a sector that is important in terms of culture, the economy, education and tourism. By virtue of this position, chefs, those in charge of establishments, managers from the catering sector, all have a role to play in educating those active on the ground, as well as consumers. More broadly still, they have a role to play in protecting the local economy and biodiversity through better choosing their products, notably through respecting seasonality, or through a better balance in the dishes they offer. Given the importance of the catering sector, modifying practices can be a powerful lever for changing the production and processing value chains.

Sustainability is an overarching approach that can apply to society as a whole. This approach therefore also applies to catering. The approach must be thought of as a way of life, a way of thinking that pushes us to adopt a certain position rather than another, to make a certain choice rather than another. Faced with the excesses of the agri-food industry, it appears urgent to act. Sustainability cannot be a position that is taken occasionally. Rather, it is a filter that pushes us to see, act and choose differently. Although it may not be easy to define in a concrete and comprehensive manner how to take part in this approach, we will attempt to lay down some markers.

The goal of the “Eco-restaurateur, for sustainable food” project, with the support of the European Commission, is therefore to develop and draw out what are the skills that are specific to “eco-catering”. It will enable trainees to integrate these different aspects and issues into their daily life and sow small seeds that will be able to grow and flourish along their path. This requires strengthening and/or establishing

prior collaborations with local producers or others carrying labels such as “short supply chain, organic, sustainable development, fair trade, alternative...”

The lack of knowledge and skills in sustainable eating is due to the absence of modules dedicated to this subject in the curricula and training courses for catering trades. For a target audience of trainees that is vulnerable and removed from the labour market, being at the forefront of sustainable eating, and developing know-how on the subject, provides a valuable further asset and reduces the skills gap.



On average, an item of food travels 1,500 km before arriving on the European consumer’s plate. Faced with this fact, and with the practices of intensive agriculture and mass distribution, or because of environmental concerns, a worldwide and deep seated movement is emerging around food and agriculture to promote sustainable production practices and the consumption of quality products (in terms of health as well as flavour).

Projects are being developed throughout Europe, whether formally or informally, involving citizens, associations, businesses, local and national, from production to consumption. This sector could generate much employment (notably sustainable and fulfilling low-skilled employment), but involves a high requirement for training. However, gaps have been found in the way the training offer is structured, in access for vulnerable target groups and dissemination in eating habits.

The “Eco-restaurateur” seeks to address those gaps by working on productions that help bring us closer to a European-level “eco-restaurant” certification in order to:

- support the organisation of training courses
- facilitate access for vulnerable target groups (teaching tools and materials that are developed taking account of the key skills)
- disseminate good practice in eating habits (diffusing resource to a wide audience).

1.2. The 10 principles of Science in the Kitchen and the Art of Eating Well, by Pellegrino Artusi

Following the various transnational meetings held as part of the Eco-restaurateur, for sustainable food project, the partners discovered an Italian author from Forlimpopoli. He made a mark on the minds of his time, and continues to inspire younger generations with his simple but incredibly truthful reasoning.

Pellegrino Artusi was a 19th century writer who wrote a book titled Science in the Kitchen and the Art of Eating Well. Originally published at the author’s expense in 1891, the work was republished 15 times in before Artusi’s death in 1910, with the number of recipes growing to 790. It is considered as the first “interactive” cookery book, but has only been recently made available in English¹.

¹ Science in the Kitchen and the Art of Eating Well (Lorenzo Da Ponte Italian Library), Dec 2003



This collection of recipes dedicated to the people is today still given to young couples starting out as a kind of bible of Italian cooking. Alongside his recipes can be found advice and information on the art of eating well, thoughts on hygiene, tasty anecdotes or sometimes malicious literary references that range from quotations to pastiche. These digressions are a major part of the book's success.

Artusi ceaselessly advocates for healthy, local and quality cooking, that is far from the cuisine of the "canopy bed cooks" of his time, who practiced a heavy cuisine for the rich who used to stuff themselves with convoluted French cooking.

He listed ten basic principles to be followed in cooking. They remain astonishingly relevant:

1. Respect natural ingredients
2. Use quality ingredients
3. Use ingredients that are in season
4. Be simple
5. Put in some passion, be careful and precise
6. Practice patiently
7. Make variations, but respect the area and the season (minestrone)
8. If you vary, do it with simplicity and taste...
9. Value the "cooking of the poor"
10. Be wary of cookbooks (mine included)

2. PRESENTATION OF THE PARTNERS

The Eco-restaurateur, for sustainable food project is carried by a broad, diverse and balanced consortium of partners, with, on the one side, 5 federation-type European partners that are active at the national or regional levels in their countries and, on the other side, 5 locally-anchored organisations that are active on the ground, providing training and social and vocational integration for adults in the catering sector.

2.1. European Partners



Scuola Centrale Formazione, Italie

National association of vocational training centres recognised by the Ministry of Labour, with a presence in 10 of Italy's regions



Kyustendil Chamber of Commerce and Industry (KnCCI), Bulgaria

Founded in 1999, the Kyustendil Chamber of Commerce and Industry develops, promotes and protects the region's economic vitality



Grupul pentru Integrare Europeana (GIE), Romania

NGO established by teachers at Pitesti University, which among other things, carries out educational activities that contribute to European integration



Barka Foundation, Poland

NGO whose mission is to work for the social development of excluded groups, for example through vocational training workshops



Actions Intégrées de Développement (AID Coordination), Belgium

Network of social and vocational integration projects revolving around training and/or employment

2.2. Partners on the ground



Croc'Espace

Enterprise for work-based training (E.F.T.) based in Verviers, which has, for several years, been developing the sustainable, organic and local dimension of its training courses and restaurant



E.F.T. Le Perron de l'Ilon

Enterprise for work-based training (E.F.T.) in Namur, each year it hosts some 60 trainees and 8 to 10 persons on an article 60-type insertion contract for training as kitchen or front of house assistants



AID Hainaut Centre

Social and vocational integration training centre ISP, among other things, it provides an EFT-type training pathway in catering, through its "le Goût d'Apprendre" (A taste for Learning) restaurant.



Liège CIEP

MOC (Christian Workers' Movement) permanent education movement that organises events and training courses linked to campaigns, thematic groups or geographical sectors



Notre Maison-Charleroi

Café-restaurant in the heart of Charleroi, recognised as an insertion enterprise (Cooperative with a social purpose)

3. JOB PROFILE, TRAINING STANDARD, ASSESSMENT STANDARD FOR THE ECO-KITCHEN ASSISTANT

3.1. Methodological considerations

Lifelong learning has been developed and supported at the European level since the Lisbon Strategy of 2000. It covers all levels of education and training and all forms of learning, and aims to broaden the chances for all to train and have their skills recognised. It does this through:

- Mobility for workers (geographical and professional)
- Certification (in the European sense)
- Transparency and comparability of qualifications
- Validation of skills
- Recognition of learning outcomes

The standard methodology supports lifelong learning by enabling the recognition of learning outcomes and applying ECVET recommendations. This methodology is based on the skills-based approach. It gives value to trainees' skills by recognising their learning outcomes and enables bridges to be built between different training actions.

3.2. Job profile for the Eco-kitchen assistant²

The project rested on this methodology to develop the job profile for the eco-kitchen assistant (identifying further complementary skills to those of the classic kitchen assistant).

It is made up of two key activities, in which are listed several skills:

- **Key activity n°1: Formulate the general knowledge relating to sustainable catering**

Skills:

- Understanding the general concepts and overarching knowledge relating to sustainable catering;
- Incorporating the sustainability aspect;
- Communicating and transmitting one's knowledge about sustainable catering.

- **Key activity n°2: Respect the environment, manage resources and waste**

Skills:

- Managing the resources (water, gas and electricity) in a responsible, reasonable and sparing manner;
- Working on economies/minimising waste;
- Managing waste in a suitable manner;
- Respecting the "eco" rules and recommendations for cleaning and hygiene.

3.3. Training Standard for the Eco-kitchen assistant³

ECVET skills or job profiles can often seem abstract to operators on the ground. They therefore have to be translated into units of learning outcomes and training modules for the partners to be able to implement them. The aim is to provide local operators with the tools they require in order to put the training courses into practice. These tools enable the partners to take ownership of the courses and adapt them to the specificities of national training methods.

² See annex 1 "eco-kitchen assistant job profile"

³ See annex 2 "eco-kitchen assistant training standard"

3.4. Developing training tools

In order to give a concrete and full response to the question “how to help my learners develop the sustainable skills specific to the kitchen assistant?”, it seemed necessary to go beyond just the training curriculum, but to provide the trainers with:

- a common and comprehensive theoretical base so that they could take ownership of the subjects in question (chapter 1),
- Teaching activities for each module or “chapter”, to be carried out with the trainees and learners (chapters 2 to 6).



This is the aim of this document. The training sheets were not developed as a “ready-made” or “fixed” tools. They should be seen by the trainers as a source of inspiration, as a starting point, but not an end in themselves, for preparing work sessions with the trainees. They are therefore intended to evolve, to be adapted according to the needs and realities on the ground, as well as to the sensibilities and means of each (duration, stages, sources, etc.)



3.5. Assessment standard for the eco-kitchen assistant⁴

In order to move towards a certification for the “eco-kitchen assistant”, a tool needed to be developed, according to the ECVET methodology, that would respond to the question “how can I verify that the trainee has fully acquired the skills taught?”. The common assessment system clearly identifies: mode of control, modalities for tests and assessment procedures. The framework puts forward criteria. Each of the criteria corresponds to an indicator and a level of achievement. This enables each operator to assess the skills of the “eco-kitchen assistant as objectively as possible on a common basis, whatever the country, whilst also adapting or splitting up the test according to their own teaching specificities, means, target audience, realities on the ground...

⁴ See annex 3 «Assessment standard for the eco-kitchen assistant»



CHAPTER 1

THEORETICAL INPUTS: GENERAL CONCEPTS AND PRINCIPLES OF ECO-CATERING

This chapter is intended as a tool with more theoretical supports for trainers in eco-catering. Some elements are general and apply to all European countries, others are more specific to the realities of a particular country or region. Nonetheless, we wish to draw your attention to the importance of being informed of the legislations relating to the content of this section, as they change frequently and certain updates will have to be carried out as and when by the trainer.

1. The concept of sustainable eating and catering?

Sustainable development is a conception of the common good that has been developed since the end of the 20th Century. Considered on a planetary scale, this notion aims to take account, among other things, of the economy, and environmental and social considerations that relate to long term issues.



If we accept this definition, we must then establish that there are three components that will define a sustainable approach: the environment, the social and the economy. It is through a judicious balancing of these three components that we must understand the sustainable approach.

Definition: sustainable food¹ is food that respects a whole series of environmental criteria (with the aim of lessening the impact of food on our environment), ethical criteria (to enable producers in the “global South” to receive fair remuneration) and health criteria (in order to consume foodstuffs that are good for our health).

The 5 principles of sustainable food and agriculture²

- Improving efficiency in the use of resources is crucial to sustainable agriculture
- Sustainability requires direct action to conserve, protect and enhance natural resources
- Agriculture that fails to protect and improve rural livelihoods and social well-being is unsustainable
- Enhanced resilience of people, communities and ecosystems is key to sustainable agriculture
- Sustainable food and agriculture requires responsible and effective governance mechanisms

2. Diet, Nutrition, Health³

A further factor in favour of eco-catering is the impact that our diet has on our health. “Illnesses related to diet are the main cause of mortality in developed countries”⁴.

Eating fruit and vegetables provides water and antioxidants. They are low in calories and provide fibre and vitamins.

Some pointers for a healthy dish:

- The first basic aim is to avoid as much as possible industrial and processed products, which are a main source of useless additives and hidden sugars or excess salt and bad fats. Preparing all ingredients oneself gives greater control of the dish and allergens.
- Do not neglect dietary intake in the form of vegetables (raw, dry, fermented, cooked), which helps to optimise the intake of fibre that has a beneficial effect on bowel function and blood sugar levels.
- Try to favour foodstuffs with a low caloric density and a high nutritional density. This means foodstuffs that have a lower amount of calories per gramme, but have a good nutritional density, containing high levels of vitamins and minerals for a given amount of calories.

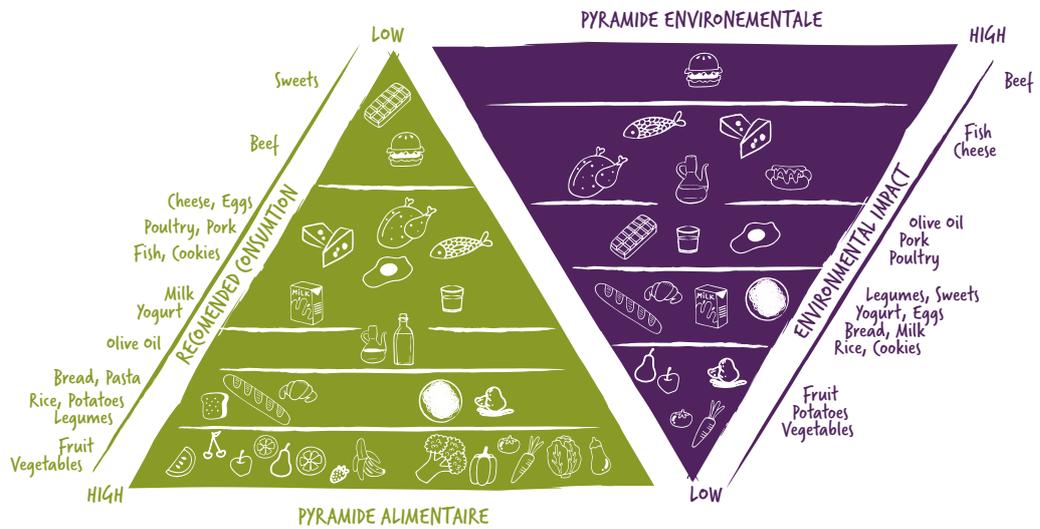
1 <http://www.ecoconso.be/fr/L-alimentation-durable> (article in French)

2 <http://www.fao.org/sustainability/background/en/>

3 “J’aime pas les chicons” (I don’t like endives) a small guide to eating local, healthily, easily and cheaply as a family, éco conso “La meilleure façon de manger” (The best way to eat) The guide to healthy eating for the whole family, Thierry Souccar & Angélique Houibert P 79 to 86, p 91 et 92, p 152, p 170, p 274, “Cuisine de la terre” (Cooking from the earth), Valérie Mostert, living recipes for your 5 senses

4 Thierry Souccar & Angélique Houibert, La meilleure façon de manger, Iz guide de l’alimentation saine pour toute la famille, (the best way of eating, the guide to healthy eating for the whole family) P.10

The food pyramid (below) is a pointer for making meals using the right proportions from the different “food groups”. You will notice that the new pyramid does not promote the same elements.



Ideally, a dish will always contain protein (animal or vegetable), fats (be careful about their quality) and carbohydrates (preferably with a low glycaemic index).

- Proteins make up 15 to 29% of the calorie intake. Vegetable proteins should not be neglected. Animal proteins are meat, fish... and vegetable proteins are found in leafy green vegetables, legumes, oleaginous vegetables...
- Fats make up 30 to 40% of the energy intake, care should be taken over the quality of fats. Avoid trans fatty acids (those are vegetable oils that have been denatured through industrial processes to make them solid). They are bad for health and increase the risk of heart attack, stroke, diabetes, obesity, chronic inflammations and insulin resistance. They are found in pastry, biscuits, cakes, fast-food products... The ideal is to ensure an intake of saturated fatty acids, monounsaturated fatty acids (olive oil) and polyunsaturated fats (omega 6; sunflower and omega 3; rapeseed and walnut), favouring the latter.
- Carbohydrates make up 40 to 55% of calories on the plate, they are potatoes, cereal, legumes, rice and bread. Carbohydrates with a low glycaemic index are preferable.

Beyond knowing about the balanced content of a dish, one should be aware of allergens, the most common ones being lactose and gluten. The content of those allergens should be known, in order to be able to adapt the dish to specific allergies, intolerances or diets (vegetarian, vegan).

Alternatives to gluten are rice, millet, amaranth, maize, quinoa, chestnut, cassava, buckwheat, soya, chick peas, hemp, tapioca...

Alternatives to lactose are, among others, soya and derived products, vegetable milks and mashed oleaginous vegetables...

The alternatives to meat are Quorn, seitan, tofu, tempeh, chick peas, lentils, dried beans, quinoa, oats, oleaginous vegetables, beansprouts, seaweed...

3. A local and seasonal diet

Heritage is what is considered as the common inheritance of a group. The local and natural heritage is the environmental specificities, the typology that is individual to a sub-region. Depending on the region in which one finds oneself, the type of cultivation and the specificities of produce will vary.

Benefits of seasonal produce:

- **You eat what is in season**

Favouring locally-produced food is foremost the pleasure of cooking seasonal produce in order to reconnect with your diet or rediscover vegetables that have been lost from our heritage!

We shouldn't forget that eating food that is in season has many benefits: and yes, consuming produce that is in season enables you to eat healthier foods, that contain more vitamins and minerals than those cultivated out of season in a non-natural way.

- **The produce has more flavour**

Local food is truly a matter of taste! Indeed, eating local and seasonal produce enables you to appreciate your fruit and vegetables when they are bursting with their best flavours. And yes, because they give us incomparable quality and freshness, because they have benefitted from optimal ripening obtained under natural and suitable conditions (sunlight, climate, irrigation, etc.).

- **It is healthier**

To eat local is to rediscover a link with the weather, the seasons and flavours. Since produce intended for local consumption does not have to undergo lengthy trips, it is picked when ripe and does not travel far to reach our plates. The fresher produce is, the more we can benefit from their incredible nutritional qualities! Furthermore, it also means reducing food additives and colourings, as well as other elements such as palm oil, trans fatty acids, sulphites, etc.

- **It is cheaper !**

eating better, but also eating... cheaper! Yes! As it is cheaper to produce and distribute (as there are no exorbitant transportation costs), it is sold more cheaply to the final consumer!

- **The local economy is being supported!**

Eating what grown nearby is also to encourage our local producers and support the whole of our local economy. It also enables us to preserve our local heritage; local know-how, the diversity of crops, the agricultural landscape, pride in our produce, etc.

- **It is an environmental choice**

Finally, eating local is an environmental act. By consuming produce grown close to where you live and that is in season, you reduce the distances covered by the produce and the negative impacts transportation has on the environment. Similarly, by respecting the rhythm of the nature, you avoid extra expenditure in terms of energy or treatment.

4. Certifications and the components of a label and products⁵

It is sometimes difficult to make sense of the multitude of certifications or pseudo-certifications put forward by the agri-food industry. The quality of a certification label will be recognised when it specifically stands for something (a PDO, a product from a specific locality) and when an external certifying body controls it (a flag on a wrapper does not constitute a certification!).



The use of the term “organic” is regulated by law. This means that, in order to sell a product as organic, strict European regulations established in 1991 and updated since, must be followed. This detailed regulation covers all stages of the product’s creation, from production on the farm to sale, passing through processing, distribution and importation. It sets very precise rules in terms of animal welfare (natural lighting, density, access to the outdoors), cultural practices (use of mechanical methods, proscribed pesticides and fertilisers, GMOs all forbidden), processing of the product (limited list of allowed additives and technological aids).

The organic product must also carry the European organic certification label. Besides ensuring that European regulation is being followed, it ensures the product has been checked.

Since 2010, the label has been present on all European BIO packaging products. The European Union agreed on an identical set of specifications for all the countries. National bodies verify that the specifications are respected by producers of BIO products.

5. How to reduce one’s environmental footprint in the kitchen?⁶

There are 9 main types of energy that can be transformed to power the equipment in our restaurants:

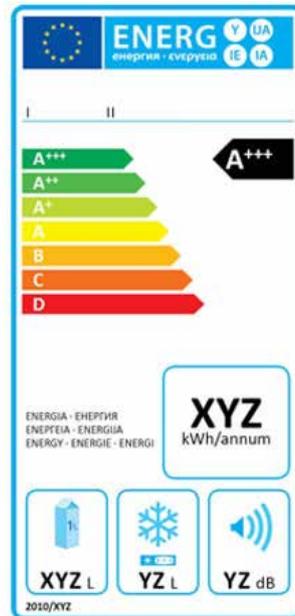
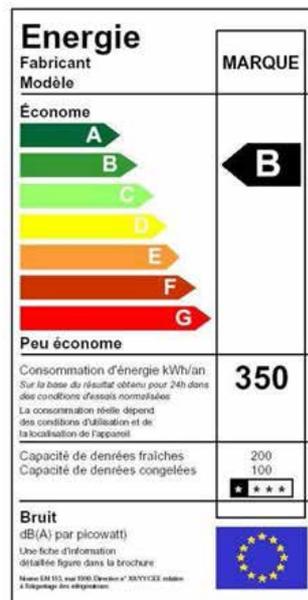
- solar power
- hydro-energy
- wind power
- biomass
- geothermal energy
- marine energies
- fossil fuel energy
- nuclear energy
- muscle power

⁵ The information provided here comes from the apaq-w website: <http://www.apaqw.be/BIO/Accueil>

⁶ The best practices are all listed in the asbl Revert brochure “120 gestes malins”, available from www.revert.be “Comment lire une étiquette énergétique” (how to read an energy rating label) on the website <http://www.ecoconso.be/fr/L-etiquetage-energetique-des>

They are all used, in often very different amounts, to create the energy that we need. Without entering into detail, even less a debate, let us just simply say that “sustainable” or “clean” energies (i.e. solar, hydro, wind, biomass, geothermal, marine and muscle), for various reasons, are not sufficient for meeting our needs in energy consumption. Let us also point out that the main energies used to cover our energy needs are polluting energies (fossil fuels and nuclear). Finally, the main requirements in our restaurant kitchens and dining rooms, outside of muscle power, are electricity and, to a lesser extent, gas. For many years, Europe has been aware of the importance of protecting the planet, and many policies have been implemented in various European countries to foster the development of sustainable electricity and gas production.

In the sphere of catering, this importance becomes even clearer, because some of the equipment, such as fridges, cold stores and deep freezers are often in use 24 hours a day, 365 days a year. With a substantial rise in the price of gas and electricity since 2005, businesses are looking for energy savings and, thus, to lower their costs. Several solutions are possible. The most obvious is perhaps to look for the cheapest energy supplier. We might also add that we may seek out the sustainable energy supplier who will give us the best prices, in such a way that our choice encourages suppliers to find “sustainable” producers.



Another solution, on which the purchasing manager may have more control, is the purchase of electrical equipment that is energy efficient. The choice when purchasing an electrical appliance is all too often made on the one that is cheapest in the short term. It is important to be careful about the energy consumption of an appliance as, in the long run, it will affect overall costs.

From 1992 to 2011, electrical appliances in Europe were rated from G to A. Since then, a new classification system is in force, going from D to A+++. As an indication, the difference in consumption between an appliance rated A and one rated A+++ can be as much as 40%⁷.

On the left: the old energy label for refrigerators; on the right: the current one.

Finally, there are the other solutions where the kitchen assistant, the person at the centre of our project, can have a genuine impact. These are mostly empirical, common sense solutions, simple and clever actions that must become habits and that do not require any or much thought. We will list some of the most obvious, but such good practices are numerous. They can be devised or adapted anywhere there is energy consumed.

The first measure to take is to realise that the cheapest, least polluting and most sustainable energy is that which is not used! It is too often overlooked that each light, each oven, each hotplate that is on when not really in use is a waste, energy lost for nothing. It is obvious, but it is interesting to see how much energy is wasted daily in this way in our restaurants.

⁷ Read «How to read an energy label » (« Comment lire une étiquette énergétique ») on <http://www.ecoconso.be/fr/L-etiquetage-energetique-des>

6. Waste, wastage and recycling

Wastage: Close to one third of the food produced in the world ends up in the bin, uneaten! This means that the 15 to 25 kg of foodstuffs that we each throw out every year are just the tip of the iceberg. Taking account of what is lost along the whole of the food chain, notably during harvesting, transport



and supermarket sales, it is actually close to 180 kilos of food that is wasted per person annually. Overall, food wastage represents the losses that occur along the food supply chain. At our level as consumers, this wasted food refers all of the food we throw out because we no longer wish to eat it (dishes cooked in too great quantities, stale bread...) or because it has not been consumed in time (spoilt fruit and vegetables, rotten meat).

Selective sorting:

Waste for which a sorting policy can be initiated by the training centre:

- Metallic packaging, drink cartons, plastic bottles
- Paper and cardboard
- Bottles, pots and jars
- Bulky waste
- Wood
- Polystyrene foam
- Inert waste
- Asbestos
- Garden waste
- Engine oils
- Frying oils and fats
- Paper cartons
- Textiles
- Metals
- Flowerpots
- Plastic films
- PVC
- Corks (wood)
- Glass (clear and coloured)
- refrigerators and freezers
- Large household appliances
- Screens
- Small household appliances
- Electric garden tools
- Low-energy bulbs and neon tubes
- Special household waste
- (paint, ink cartridges, fertiliser...)
- Special empty packages
- Batteries
- Tyres
- Solar panels





CHAPTER 2

THE LOCAL AND NATURAL HERITAGE



Chapter 2 «The local and natural heritage»

Training Sheet n°1

WHAT IS THE LOCAL AND NATURAL HERITAGE OF THE REGION?

Training profile:

- Eco kitchen assistant
- Kitchen assistant
- Chef

Skills drawn on:

- Having a grasp of the local area, identifying the particularities of the region
- Knowing the resources of the local heritage, identifying the specificities of the region (typical dishes and recipes, local products)

Duration:

1 hour (may vary depending on the number of participants)

Prerequisites:

Knowing in which region one is being trained...

Contents (key words):

Local and natural heritage; regional specificities; local tradition

Requirements in terms of materials:

A board and marker pens, as well as the handbook tools relating to the sequence.

Conduct of the session:

1. Present the framework and the aims of the session.
2. Brainstorming: ask the participants whether they know a local recipe or product that is typical of the region (in sub-groups of 2 or 3).
3. Bringing together and debriefing: take notes on the board and ask the other sub-groups if they agree and explain why.
4. This exercise helped draw out the trainees' knowledge. Start from these local specificities to identify some elements that are particular to the region (draw on the aspects that relate to the region's typology). Finally, to end, present the "concept" of natural and local heritage.

Reminder:

What is the interest in knowing about and using natural and local heritage products?

- Diversity of produce according to the seasons!
- Fresh products and reduced transport costs!
- Supporting local employment!
- Discovering new flavours!

Definition: Heritage is what is considered as the common inheritance of a group.

The local and natural heritage is the environmental specificities, the typology that is individual to a sub-region.

Depending on the region in which one finds oneself, the type of cultivation and the specificities of produce will vary.

Hints - tips - variations:

The content of the lesson will have to be adapted to the country and the region. Depending on the trainees' level, some concepts may (or may not) have to go into greater depths.

This first sequence provides an introduction to the two other sequences in chapter 2. On its own, this sequence would not be of much interest.

Sources:

(FR) "Sois bien dans ton assiette" www.cg66.fr

(FR) Guide pratique cantine durable, une alimentation durable en restauration collective (Practical guide to a sustainable canteen, sustainable eating in collective catering) <http://simplyfood.be/one-webmedia/GIDS-100214-GuideCantinD-FR.pdf>

Statistical data on the agricultural and rural landscape

For Belgium: "Capruralité" (www.capru.be), Key figures on agriculture from Belgian public service on the economy

Chapter 2 «The local and natural heritage»

Training Sheet n°2

USE OF LOCAL PRODUCE IN ECO-CATERING

Training profile:

- Eco kitchen assistant
- Chef

Compétences exercées:**Skills drawn on:**

- Having a grasp of the local area, identifying the particularities of the region
- Having a grasp of the local area, identifying the particularities of the region
- Identifying the producers, knowing their produce and being able to present the local produce on offer to customers
- **Be able to use a local product in the kitchen**

Duration:

Two times 2 hours

Prerequisites:

Knowledge of the local area, of products and recipes specific to the region. Being able to recognise and prepare produce. Notions and basic knowledge of cookery : how to cook a product I do not know?

Contents (key words):

Local and seasonal recipes, local produce

Requirements in terms of materials:

local produce, cold room, equipment required for the trainees to prepare the recipe

Conduct of the session:**Day 1 (2hrs) :**

1. Present the framework and the aims of the session.
2. List the products specific to a region (local and cultural heritage).
3. Select the produce that will be used in the recipe. Decide whether to prepare a starter, a main course, a dessert or a meal.
4. Establish a plan of action, an idea to execute in the kitchen + a technical outline to put into practice in the kitchen.

Day 2 (2hrs)

The next day (or later, but not too much later), the recipe is prepared in the kitchen. This part should take around 2hrs.

The trainer writes up the technical data sheet according to what happened in the kitchen.

Recipe sources:

(ALL) Recipe books from the tourism office

(BELGIUM)

- Recipe sheets from "eco-restaurateur" project : Perron de l'Ilon, Croc'Espace, ...
- "Recettes 4 saisons" (4 seasons' recipes), Bruxelles environnement (Brussels environment agency) www.recettes4saisons.be
- Guide pratique cantine durable, une alimentation durable en restauration collective (Practical guide to a sustainable canteen, sustainable eating in collective catering), PDF Version, <http://simplyfood.be/onewebmedia/GIDS-100214-GuideCantinD-FR.pdf>
- "Saveurs de chez nous" ("Tastes from where we live") from the website of the province of Luxembourg, www.province.luxembourg.be (section « tourisme »)
- www.gastronomie-wallonie.be
- General website: www.gastronomie-wallonie.be where old, traditional and authentic recipes but also more modern recipes are listed.

Chapter 2 « The local and natural heritage»

Training Sheet n°3

DISCOVERING THE LOCAL AND NATURAL HERITAGE

Training profile:

- Eco kitchen assistant
- assistant waiter
- Chef

Skills drawn on:

- Having a grasp of the local area, identifying the particularities of the region
- Knowing the resources of the local heritage, identifying the specificities of the region (typical dishes and recipes, local products)
- **Identifying the producers, knowing their produce and being able to present the local produce on offer to customers**

Duration:

variable depending on the producer being met

Prerequisites:

To have already carried out the two previous sequences

Contents (key words):

regional specificities, typical recipes, local produce, local producers

Requirements in terms of materials:

Computers, teaching materials specific to the region, means of transportation and/or meeting room,...

Conduct of the session:

1. Present the framework and the aims of the session (continuity from session)
2. Prepare the visit, give the trainees the means to carry out research on the producer.
3. Working in sub-groups, prepare questions for the producer, on life as a producer, information on his/her produce, what the work involves...
4. Meet a producer, a processing workshop and/or visit a farm.

Hints - tips - variations:

Depending on the local area and its specificities, but also on the possibilities of the training center, this session could take on multiple forms. It is important to take into consideration the producers in contact with the training center and the breadth of initiatives that exist in the training centre's local area before organizing the visit.

The meeting with the local producer can be done at home, but also on a local producers' market or at a third location (training center or other). Even if the inputs are different, such a meeting around the "production" dimension will always be rich in lessons.

Sources::

(ALL) It is possible to develop its network of contacts via: producers, purchasing initiatives, restaurateurs, ... By definition, these initiatives are very specific to each territory.

(BELGIUM) For Wallonia, it is possible to mention, in order to find producers: Le Clic local, C'est bon c'est wallon, Nature et Progrès, Consommons wallon, APAQW notre région a du bon, Agricharme (Liège), Produits du terroir (pays de Namur), Saveurs de chez nous (RTC-vers l'avenir), ...







CHAPTER 3

THE CALENDAR OF PRODUCE AND ITS PRINCIPLES



Chapter 3 «the calendar of produce and its principles »

Training Sheet n°1

UNDERSTANDING THE ISSUE OF CLIMATE CHANGE

Training profile:

- Eco kitchen assistant

Skills drawn on:

- Understanding the concept of environmental impact and its importance for climate change

Duration:

2 or 3 hours (depending on the film)

Prerequisites:

None

Contents (key words):

Climate, weather, global warming, climate change

Requirements in terms of materials:

- Marker pens, whiteboard
- Multimedia equipment (video projector or TV)
- DVD "The Age of Stupid" or an internet connection (available free to stream)

Conduct of the session:

1. Present the framework and the aims of the session.
2. View the film « The Age of Stupid" (in full or in part)
3. Brainstorming (in groups of 2 or 3): what did the film bring out ? Ask participants about their feelings/experience.
4. Discussion: what is the difference between the weather and climate? As a guideline for the exercise and to enliven the discussion, the participants (in groups of 2 or 3) are asked to match the following terms and definitions -

Terms:

A: «weather» / B: «climate» / C: «global warming» /D: «climate change»

Definitions :

- a. Average weather conditions in a place over relatively long periods of time.
- b. Rise in the temperature of the Earth.
- c. Numerous different effects of global warming on the Earth's climate system that go beyond the natural climate variations over similar time frames.
- d. The daily meteorological conditions in a particular place.

Then, ask the groups to associate the appropriate examples to the definitions:

Arid / cloudy / glacier melting / temperate / rise in sea levels / sunny / changes in rainfall patterns / increased frequency of extreme weather events (such as flash floods and heat waves) / changes in the seasons / changes in crop yields/ tropical

Solutions:

A/d "weather": the daily meteorological conditions in a particular place. Examples: cloudy, sunny

B/a "climate": average weather conditions in a place over relatively long periods of time. Examples: arid, temperate, tropical

C/b «global warming»: rise in the temperature of the Earth. no example

D/c «climate change»: numerous different effects of global warming on the Earth's climate system that go beyond the natural climate variations over similar time frames. Examples: glacier melting, rises in sea levels, changes in rainfall patterns increased frequency of extreme weather events (such as flash floods and heat waves), changes in the seasons and changes in crop yields.

5. Go further in the discussion by reading and discussing the infographics "Europe's climate is changing" .

(ENG) www.eea.europa.eu/media/infographics/europes-climate-is-changing

(FR) www.eea.europa.eu/fr/pressroom/infographies/le-climat-de-l2019europe-change/view

(IT) www.eea.europa.eu/it/pressroom/infografica/il-clima-europeo-sta-cambiando/image/image_view_fullscreen

(BU) www.eea.europa.eu/bg/pressroom/info-dizayni/klimatat-na-evropa-se-promenya

(PL) www.eea.europa.eu/pl/pressroom/infografika/klimat-w-europie-zmienia-sie

See also the main findings in the latest report of the European Environment Agency "Climate change, impacts and vulnerability in Europe 2016" (in English): http://www.eea.europa.eu/data-and-maps/figures/key-past-and-projected-impacts-and-effects-on-sectors-for-the-main-biogeographic-regions-of-europe-5/map-summary-climate-change-2008.eps/Map%20ES.1%20CCIV-1-Keyobserved-and-peojected-CC-and-l-main-biogeographical-regions-77428_A4.eps.75dpi.tif/download

6. Link the discussion on climate change back to the theme of the project: how does the food that we buy and consume have an impact on the environment?

(EN) <http://www.eea.europa.eu/media/infographics/how-does-the-food-we>

(IT) <http://www.eea.europa.eu/it/pressroom/infografica/in-che-modo-gli-alimenti/view>

(FR) <http://www.eea.europa.eu/fr/pressroom/infographies/quel-est-l2019impact-sur-l2019environnement>

(BU) <http://www.eea.europa.eu/bg/pressroom/info-dizayni/kak-hranata-koyato-kupuvame-izyazhdame>

(PL) <http://www.eea.europa.eu/pl/pressroom/infografika/w-jaki-sposob-zywnosc-ktora>

Hints - tips – variations:

The film "The Age of Stupidity" addresses a wide range of themes related to climate change and environmental issues. It is advisable for the instructor to view it entirely before to select the most relevant part(s) following his feeling. Other documentaries focusing on the climate problem can be used as "A inconvenient truth" by Davis Guggenheim (2006).

Sources:

Documentary "The Age of Stupid", Franny Armstrong, 2009.

https://www.youtube.com/watch?v=va_MVxpboqg Official document and full version in English.

<https://www.youtube.com/watch?v=iqWJDM7V4Rs> Official document and full version with Italian subtitles

<https://www.youtube.com/watch?v=jslLegywl4c> (1rst half of the film in French)

Publication: "Our planet, our future: Fighting climate change together", by the European Commission as part of the "Climate Action"

English version: https://ec.europa.eu/clima/sites/clima/files/youth/docs/youth_magazine_en.pdf

Italian version: https://ec.europa.eu/clima/sites/clima/files/youth/docs/youth_magazine_it.pdf

Video "Causes and consequences of climate change". European Commission's "Climate" Action(4'16"):

(ENG) www.youtube.com/watch?v=oyiNyWQeysl

(IT subtitles): www.youtube.com/watch?v=UAqiOeCE1a8

(PO subtitles): www.youtube.com/watch?v=2HoyXPX0ohc

(FR subtitles): www.youtube.com/watch?v=Xz-U70r5kMo

(BU subtitles): www.youtube.com/watch?v=yJhoV4MZzW0

(ENG only) Video: The Impacts of Climate Change: <https://www.youtube.com/watch?v=lhkgmKXO-M1A>

The State of Food and Agriculture: Mitigation (how can agriculture influence climate change): <https://www.youtube.com/watch?v=UmMMei7Z45o>

Chapter 3 «the calendar of produce and its principles »

Training Sheet n°2.A

KNOWING AND UNDERSTANDING THE IMPORTANCE OF THE SEASONS

Training profile:

- Eco-kitchen assistant

Skills drawn on:

- Understanding the seasons
- (name and explain the differences between the seasons)
- Be able to place produce on a calendar (month by month)
- Create a calendar of seasonal products

Duration:

30 min

Prerequisites:

the kitchen assistant must grasp the basic knowledge

Contents (key words):

seasons, months, climate, calendar

Requirements in terms of materials:

marker pens, whiteboard, viewing equipment (video projector or TV)

Conduct of the session:

1. Present the framework and the aims of the session.
2. View " Kesako : d'où viennent les saisons ?" (Kesako: where do the seasons come from?) (4m37 on YouTube). <https://www.youtube.com/watch?v=gpJaalcC8k8>
3. Quiz on the seasons (optional, to be done by the trainer)
4. Create a seasonal calendar and place the months of the year by season.

Hints - tips – variations:

Getting to know the seasons should be an enjoyable moment. It is a short activity. So it can easily be included in another, for example after 3.1 or before 3.3

The video « Kesako: where do the seasons come from? » explains, mainly from the astronomical point of view, the existence of the phenomenon of " seasons ". It can be replaced by any other video about this issue, or for example, by an excerpt from Martin Esposito's film "The vegetable garden of my grandfather", 2016, which addresses the issue in a sensitive and personal way, but which constitutes an interesting starting point for a discussion.

Chapter 3 «the calendar of produce and its principles »
 Training Sheet n°2.B (To go further)
**KNOWING THE INFLUENCE OF THE SEASONS ON THE CYCLES OF AGRICULTURE,
 FISHING AND LIVESTOCK REARING**

Training profile: <ul style="list-style-type: none"> ● Eco-aware chef (further learning) 	Skills drawn upon: <ul style="list-style-type: none"> ● Relate seasonality to a local dimension ● Understand the difference between greenhouse cultivation and “outdoor cultivation”
Duration: 1 hour	Prerequisites: The concept of local produce, General knowledge of production methods

Contents (key words):
 season, calendar, biodiversity, greenhouse agriculture, outdoor rearing

- Equipment requirements:**
- Marker pens, whiteboard
 - Viewing equipment (video projector)
 - PC
 - Post-it notes or paper and tape

- Conduct of the session:**
1. Present the session by asking the participants which types of food are seasonal and discuss why (fruit, vegetables, fish, meat)
 2. Ask the beneficiaries the following question: “Can you give us a definition of seasonal food?”
 Answer: “Food that is picked or harvested at the peak moment, in terms of ripeness and flavour, at a certain time of the year in the country where it is sold”
 “A seasonal product is a food that one consumes when it is has naturally reached maturity in its area of production. It therefore follows the natural cycle of its growth, without the latter being accelerated by the mode of production, as, for example in heated greenhouses for vegetables”.
<http://www.etiktable.fr>
 3. Brainstorming: where do non-seasonal foods (from our country) come from?
 The participants are asked to think about the provenance and history of non-seasonal foods.
 4. From the illustration below, discuss with the group the environmental impact that food originating from the different situations might have.

In greenhouses	Other countries	Distinct varieties (Cultivar)	Warehouses, shops

Réponses possibles :

In greenhouses	Other countries	Distinct varieties (cultivar)	Warehouses, shops
Energy consumption for heating, irrigation, ventilation...	Transport	Early or late maturation relative to other produce from the same species	Energy consumption for chilling and preservation
	Specific laws (e.g. chemical treatments allowed...)		Harvesting does not take place at full maturation in order to prolong shelf life
	The harvest has not yet reached full maturity in order to avoid any deterioration during		Chemical treatment to slow down ripening and deterioration

Examples of reasoning

- Cultivation in greenhouses: it protects crops against undesirable external agents (too much rain, too cold or, on the contrary, drought etc.) and can create microclimate conditions that help prolong the growing period for certain fruits and vegetables, but consumes energy (e.g. to heat the greenhouse)
 - Other countries: where climatic conditions are different and agricultural production therefore has a different seasonality to that in our country. Those products travel many kilometres to reach our county
 - Particular varieties (“cultivars”) of crops, which ripen and are harvested at different times from the more common varieties (hence the terms “early cropping” or “late season”). The grower can play a major part in protecting biodiversity, i.e. all forms in which animals and plants exist.
 - Warehouses, where the produce has been stored using preserving technologies that slow down the ripening and decay (refrigeration, etc.) with energy consumption and the possible use of chemical treatments for preserving the produce
-
5. Ask the classroom: “which of these options is the most “gentle and respectful” for the environment?” Answer: the cultivars of particular traditional indigenous varieties (which may be examples of biodiversity if it respected the principle that each cultivar has its season!”)
 6. Watch the animated film “Nogarotto’s greenhouse, the ideal farmer” to understand the extent of greenhouse cultivation and the potential risks to the environment if we do not follow sustainability principles.
-

Hints - tips – variations:

This sequence asks important prerequisites (General knowledge of production methods and their implications). It can therefore be proposed on optionally, according to the level and interest of the group of learners, or simplified according to the needs of the trainer.

Sources::

(ENG) Animated film: “Nogarotto’s greenhouse, the ideal farmer”: <http://www.sustgreenhouse.eu/why/StartENWhy.htm>

(IT) Case study: Cultivar varieties of apricots for the Emilia Romagna region and their maturation periods: <http://www.crpv.it/doc/5160/InsertoNovitaVariateli3.pdf>

(ENG) Video: “Make a seasonal meal: Eating food at the right time is tasty and good for the planet” (2’40”) <https://www.youtube.com/watch?v=RRoQHBTXl8U>

Chapter 3 «the calendar of produce and its principles»

Training Sheet n°3

KNOWING THE PRODUCE THAT IS IN SEASON

Training profile:

- Eco-kitchen assistant
- Chef
- Establishment owner/general manager
- Purchasing manager

Skills drawn upon:

- Discovering produce according to its seasonality (name and differentiate between the seasons)
- Discovering local produce
- Discovering exotic produce
- Placing the produce on the calendar

Duration:

plan for 2 hours

Prerequisites:

Sheet 3.2.A “knowing the importance of the seasons” and creating the calendar

Contents (key words):

Beverages, local produce, exotic products, calendar

Equipment requirements:

Calendar, images of local and seasonal products

Conduct of the session:

1. Present the framework and aims of the session.
2. View a video on seasonal produce.
3. Go around the table asking “Why eat seasonal produce?” Divide the board into three (economic, health and environmental), and indicate the trainees’ examples.
4. View a video on local produce.
5. Following the various viewings, ask the trainees to give examples of local produce => list these examples on the board.
6. Take the calendar created in the previous lessons (chapter 3 – activity 2.A), and place the produce listed as examples into the correct season.
7. Include ancient and forgotten varieties.
8. Explain the seasons in relation to other products, such as game, fish ... (in our rivers & lakes, as well as sustainable fishing), fair trade products (exotic fruits, ...), oleaginous fruit, ...

Hints - tips – variations:

Creating a reusable calendar using “Velcro” strips to attach the images and reuse the calendar as often as needed.

As the year progresses, add new produce, new preserving processes used in the establishment, ... Divide the calendar into months.

Sources::

FR) seasonal produce

<https://www.youtube.com/watch?v=vcYF7K1pBJc>

https://www.youtube.com/watch?v=Qp2NgO2U_Bg

our plate at the local level

<http://www.clara.be/index.php/2016/07/01/notre-assiette-a-echelle-locale/>

(IT): Seasonal calendar of fruit and vegetables http://sapermangiare.mobi/39/per_saperne_di_piu/prodotti_di_stagione.htm

Seasonality of seafood

www.rai.it/dl/RaiTV/programmi/media/ContentItem-b41bf5ed-d14f-47bd-b7e0-72b91be8533b.html

A season for each region <http://www.softwaredidattico.it/EducazioneAlimentare/ap000000h.htm>

Fun calendar of fruit and vegetables from the Veneto region

<http://www.veroveneto.it/wp-content/uploads/2015/12/Giococalendario.pdf>

Factsheets “Forgotten fruits and restored biodiversity” by ISPER (Higher Institute for Environmental Protection of and Research: http://liste.gasbo.it/wws/d_read/vag61/Frutti_dimenticati.pdf

Chapter 3 «the calendar of produce and its principles»

Training Sheet n°4

PRESERVING (SEASONAL) PRODUCE

Training profile:

- Eco-kitchen assistant
- Chef
- General manager
- Purchasing manager

Skills drawn upon:

- Discovering produce according to its seasonality (name and differentiate between the seasons)
- Discovering local produce
- Placing the produce on the calendar

Duration:

2 hours

Prerequisites:

to have taken part in activities 3.1, 3.2 and 3.3

Contents (key words):

preserving, calendar, seasons, seasonal produce

Requirements in terms of materials:

Calendar used in two previous lessons in this chapter. Video, television.

Conduct of the session:

1. Present the framework and aims of the session.
2. Watch « C'est pas sorcier – La conservation des aliments » ("It's not rocket science - preserving food") or another video explaining the general principles or some conservation methods.
3. Bring in theoretical elements: "Preserving in general, why and how preserve food?". Find a summary of preservation methods. (For example, in French, http://vorzinekis.free.fr/docs/modes_conservation_3.pdf)
4. Individually, each trainee researches a method of preserving (presentation) Which product ? What use and when? What is the conservation option (s)?
5. On the calendar, indicate the produce that can be preserved and what time period to use them in.
6. In the kitchen, practical workshop on a seasonal product and a method of preserving.

Hints - tips – variations:

- The trainer suggests different ways of preserving food to the trainees (lacto-fermentation, vacuum packing, "WEK" jars, ...)
- Use the same product and preserve it all possible ways.

Sources::

(FR)

The documentary series presented by Fred and Jamy « C'est pas sorcier - la conservation des aliments » ("It's not rocket science - preserving food"). <https://www.youtube.com/watch?v=8qkomuvVexs>

(IT)

TV program on preserving food

www.rai.it/dl/RaiTV/programmi/media/ContentItem-0da272e9-f5bb-4965-80bb-5af31d1e469e.html

Organigram (1) and detailed and visual presentation (2) of the various modes of food preservation

(1) https://docs.google.com/file/d/0B_2Zhl9tKnlyNmlzNGJjNDctZmU1Ni00MGQ4LWI5ODAtNTk5M2YxYzI4M2E0/edit

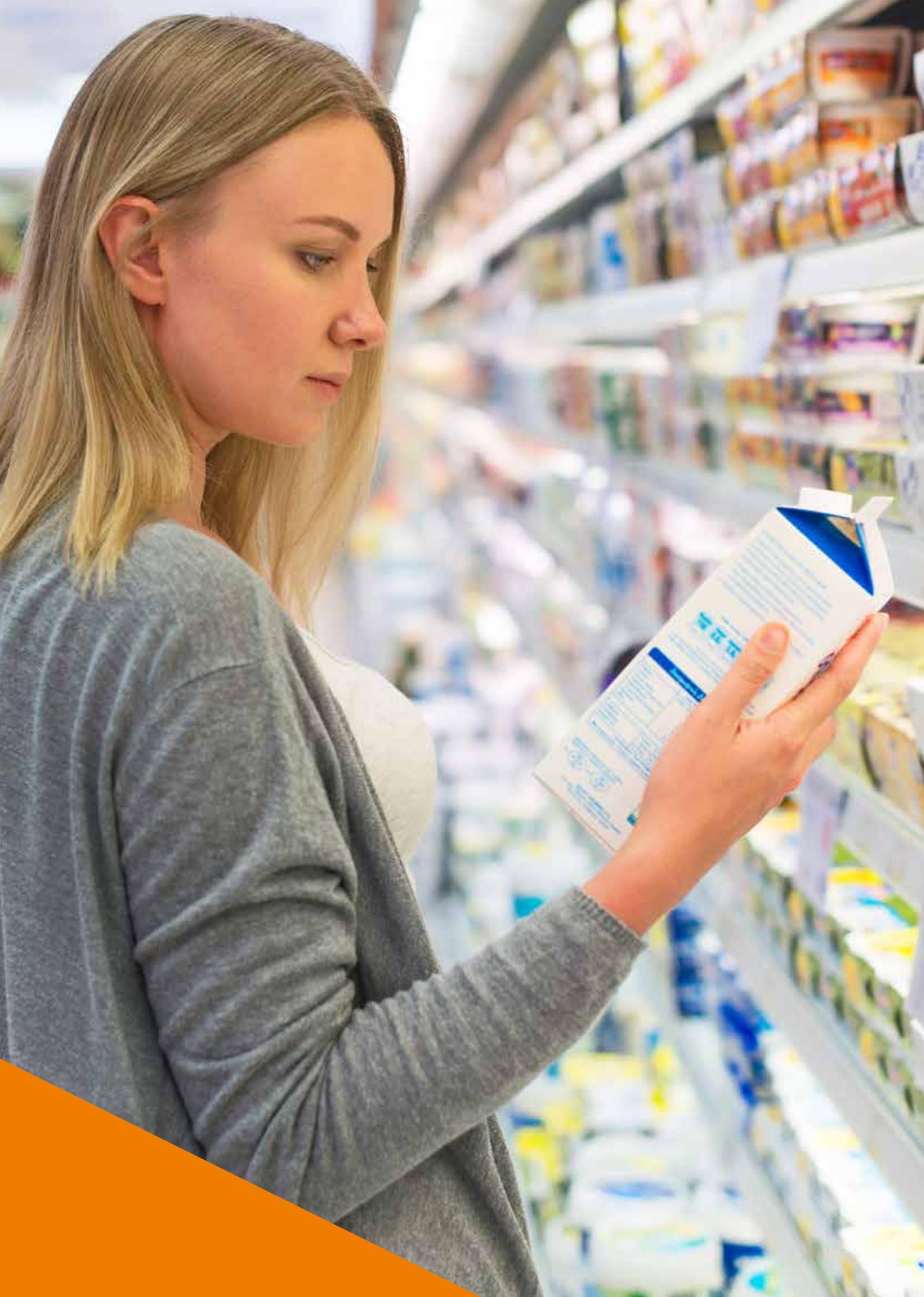
(2) https://docs.google.com/presentation/d/1bl3fRwXzt2gMsV3NzmLo8PX5r2ZS0rmSZ25e7Ygzm-Cl/edit#slide=id.g2b7ae7184_076

Electronic media on conservation methods

<http://www.maestranatura.org/scopri/metodi-di-conservazione-degli-alimenti/#/app>

http://online.scuola.zanichelli.it/barbonescienzeintegrate/files/2010/03/11_02.pdf

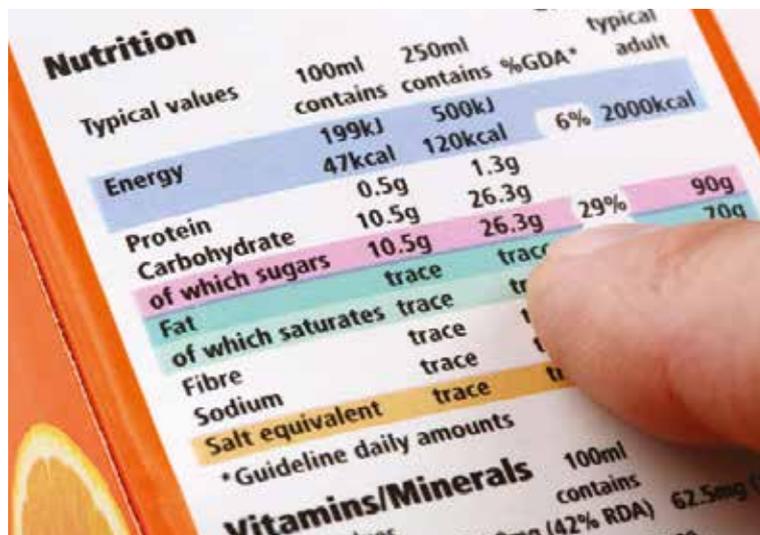






CHAPTER 4

CERTIFICATION AND COMPONENTS OF LABELS AND PRODUCTS



Chapter 4 "certification and components of labels and products"

Training Sheet n°1

ORGANIC, ITS CERTIFICATIONS, IDENTIFYING IT, ITS INTEREST

Training profile:

- Eco-kitchen assistant
- Purchasing manager

Skills drawn upon:

- Being able to identify an "organic" product.

Duration:

20 minutes

Prerequisites:

have awareness of Eco-catering

Contents (key words):

Fair trade, organic, label, certification...

Requirements in terms of materials:

- An organic product with a certified label.
- A "fake" organic product (e.g.: a biscuit pack displaying an image that suggest a fine wheat harvest carried out by a perfect farmer).
- A Fair Trade labelled product.
- A product carrying a marketing label (e.g.: "voted product of the year").
- A low-quality, low-cost product.
- Fresh organic products.
- Fresh non-organic products.
- The price of those products.

Conduct of the session:

1. On a table, display various types of product with different origins, certifications (ethical, organic, marketing...), or no label at all, packaged and non-packaged products...
2. Ask the following questions (preferably to sub-groups, depending on the number of participants): Which product looks the healthiest to you? What makes you say this?
3. Let the trainees reflect in their sub-groups to come up with suggestions.
4. Bring the larger group back together and put all the responses together. Normally, the answers that emerge should correspond with what was discussed in previous sessions. The aim of these questions is to get the trainees to ask themselves what is a healthy product and, more specifically, what is an organic product.
5. The trainer's role is then to explain to the trainees the added value in terms of health that an organic product brings compared to a "standard" product.

5 reasons usually invoked to advocate for organic agriculture:

- **The real taste of things.** Vegetables grown on open soil, animals reared in open spaces, bread that has risen slowly- organic products are attractive due to their quality and authenticity. If seasons are also respected, the taste of the product will be all the better.
- **The benefit to health.** Organic products are obtained through processes that are mindful of the health of humans as well as the Earth. Any potentially harmful substance is forbidden. Food obtained in this way has great nutritional properties.
- **Living fields.** The organic farmer does not resort to GMOs, synthetic pesticides or fertilizers. Thanks to crop rotation, natural fertilizer and organic methods, the farmer keeps his fields fertile and productive while maintaining biodiversity and preserving the water table.
- **Respect for animals.** Animals reared organically have free access to an outdoors space. They eat organic feed and are given time to grow in ideal conditions. A farmer will choose breeds that are adapted to the region's climate to reduce as much as possible any need for medication.
- **The organic guarantees.** The organic sector is controlled all along the value chain by independent verification bodies appointed by the authorities. This is the best guarantee provided by organic certification. By consuming organic products and seasonal products, you are doing the best by your health, nature and the local economy.

Hints - tips – variations:

- This activity can also relate to the other training sheets on “Fair Trade”, local and sustainable products (4.2, 4.3 and 4.4).
- In order to be as clear as possible and to ensure that the trainee is not overwhelmed by too much information, we advise to use these training sheets separately (spread over several days, for example). If all sheets are to be covered at the same time, you must be certain that the trainees have a sufficient level to take in these different subjects.
- Prior documentation and an interest on the part of the trainer help in the implementation of these training sheets.

Sources::

(FR) « Labels et Brouillard » (Labels and fog) is an excellent and complete study on certification labels by Liège university in collaboration with the ACRF (a rural womens' organisation) it is available on their website: <http://www.acrf.be/category/publications/etudes/>

Other important labels

(The best known, except the European organic certification label, described in the theoretical part)

(Belgium) The private “Biogarantie” label is the benchmark. It is based on European organic regulations and commits to meet further requirements such as the environmental, economic and social sustainability charter: www.biogarantie.be

(France) The public AB label is the best known. It follows the same criteria as the European organic regulations: www.agencebio.org/la-marque-ab

(Netherlands), the private Eko label, which is managed by the Skal Foundation, guarantees a product that conforms to European regulations: it also follows the same criteria as the European regulations: www.oekolandbau.de/bio-siegel/

(Germany) Bio-nach label is the benchmark. It follows the same criteria as the European organic regulations: www.oekolandbau.de/bio-siegel/

(International) The Demeter label, which has an international reach, is used for products from bio-dynamic agriculture (an organic mode of production that is characterised by a holistic approach, e.g. taking into account lunar cycles for growing : www.demeter.fr/

(Belgium), the Nature & Progrès commitment charter implies that certain social criteria are met (family nature of the business, fair remuneration within a short distribution circuit, ...). The commitment charter does not have a binding nature, and should not be confused with certification requirements.



(Belgique)
Biogarantie



Pays-bas,
label EKO



Belgique, charte
d'engagement de
Nature & Progrès ...



(France)
Label AB



International,
Demeter



Allemagne,
bio-nach

Chapter 4 "certification and components of labels and products"

Training Sheet n°2

FAIR TRADE, ITS CERTIFICATIONS, IDENTIFYING IT, ITS INTEREST

Training profile:

- Kitchen assistant
- Purchasing manager

Skills drawn upon:

- Being able to identify a "Fair Trade" product

Duration:

20 minutes

Prerequisites:

have awareness of Eco-catering

Contents (key words):

Fair Trade, organic, label, certification...

Equipment requirements:

- A "Fair trade" product with a certified label.
- A "falsely" "Fair Trade" product (e.g. a packet of coffee showing an image that suggests distant places with people working happily).
- A product labelled "organic"
- A product bearing a marketing label (e.g. "voted product of the year").
- A low-quality, low-cost product.
- The price of those products.

Conduct of the session:

1. On a table, display various types of product with different origins, certifications (ethical, organic, marketing...), or no label at all.
2. Ask the following questions (preferably to sub-groups, depending on the number of participants): How are these products made? Where? Who by? Who sells them? Let the trainees reflect in their sub-groups to come up with suggestions.
3. Bring the larger group back together and put all the responses together. The aim of these questions is to get the trainees to ask themselves questions about products they come across daily in the supermarket.
4. The trainer's role is then to explain to the trainees the origin of a "standard" product and compare it to the origins of a Fair Trade product.

Fair Trade is based on 10 principles

The World Fair Trade Organisation (WFTO) sets out 10 compliance criteria that holders must apply in their daily business, in the global North as well as South. Different control systems are in place for WFTO members and FLO certified groups.

1. **Creating Opportunities for Economically Disadvantaged Producers.** Fair trade is a strategy to combat poverty and promote sustainable trade. The aim is to create opportunities for producers that are disadvantaged or marginalised by the "standard" model of globalised trade.
2. **Transparency and accountability.** Fair trade includes the transparency in management and commercial relations with trade partners.
3. **Individual capacity.** Fair trade is a means to increase the autonomy of producers. Fair trade organisations bring continuity, enabling producers and market organisations to improve their management capacities and access to new markets.
4. **Promoting equitable trade.** Fair trade organisations aim to increase awareness among their customers as well as the general public about the injustices of the current trade system. They must also be able to provide information on the origins of their products, working conditions for the producers, etc.
5. **Payment of a Fair Price.** A fair price in the local or regional context is agreed after dialogue and consultation (in theory - in practice this is set by the parties in the global North. This covers not only production costs, but also enables production that is socially just and not harmful to the environment. This gives producers a fair price and integrates the principle of an equal wage for equal work for men and women. Fair trade organisations ensure there is an immediate payment to their partners and sometimes help the latter by providing credit prior to harvest or production.

6. **Gender equality.** Fair trade organisations value the work of women: they must always be paid for their contribution to the production process. The inclusion of women in the governance of these organisations is also encouraged.
7. **Working conditions.** Fair trade means a safe and healthy working environment for the workers. The participation of children (if any) does not adversely affect the children's well-being, security, educational requirements and need for play, and conforms to the United Nations convention on the rights of children as well as national laws and standards.
8. **Child labour.** Fair trade organisations abide by the United Nations convention on the rights of children, and social laws and standards are also applied to ensure that the participation of children in the process of does not adversely affect the children's well-being, security, educational requirements and need for play. The organisations that work directly with informal organisations disclose that children participate in production.
9. **The environment.** Fair trade encourages better environmental practices and the use of responsible methods of production (without this being binding, however).
10. **Trade relations.** Fair trade organisations trade in a way that is mindful of the social, economic and environmental well-being of marginalised small producers and do not make a profit behind their backs. They nurture long-term relationships based on mutual trust and respect, which contribute to the promotion and extension of fair trade. Sometimes producers are supported by providing credit prior to harvest or production.

However, these standards do not apply to the producers' employees, the transporters or the distributors of Fair Trade certified products, which allows large commercial groups to ride the ethical wave of responsible trade. Fair trade is directly linked to sustainable development (economic, social and environmental). However, these standards are not universal. Some Fair Trade organisations (Artisans du Monde - "Artisans of the World", a French network, for example) set themselves higher requirements.

Hints - tips – variations:

- This activity links to the other training sheets on organic, local and sustainable products (4.1, 4.3, 4.4)
- In order to be as clear as possible and to ensure that the trainee is not overwhelmed by too much information, we advise to use these training sheets separately (spread over several days, for example). If all sheets are to be covered at the same time, you must be certain that the trainees have a sufficient level to take in these different subjects.
- Prior documentation and an interest on the part of the trainer help in the implementation of these training sheets.

Sources:

(FR) « Labels et Brouillard » (Labels and fog) is an excellent and complete study on certification labels by Liège university in collaboration with the ACRF (a rural women's organisation) it is available on their website: <http://www.acrf.be/category/publications/etudes/>.

(BE) Oxfam Belgium offers many educational tools: www.outilsoxfam.be.

(ENG - ESP) Explanatory site on Fair trade: www.fairtrade.net.

Main labels

There is currently only one label with worldwide recognition. This is the international label, but it is often used with the country's annotation (e.g.: FAIRETRADE BELGIUM). It is often also associated with Max Havelaar, one of the inspirations of the movement. It was created so that Fair Trade products could make it to mass retail and be rapidly identifiable. One of the criticisms often addressed to this kind of product is that it is a niche product, only accessible in specialised shops (Oxfam, Artisans du monde, etc).



Other labels exist, but they are more specialised and often linked to development aid organisations (Oxfam, Artisan du monde, etc.). These are offered with either their own label or the FAIRTRADE label. It is then up to the customer to get information on the different labels to know what principles are represented.

Chapter 4 "certification and components of labels and products"

Training Sheet n°3

LOCAL PRODUCTS, ITS CERTIFICATIONS, IDENTIFYING IT, ITS INTEREST

Training profile:

- Eco-kitchen assistant
- Purchasing manager

Training profile:

- Essere capaci di identificare un prodotto locale.

Duration:

10 minutes

Prerequisites:

have awareness of Eco-catering

Contents (key words):

Fair trade, organic, Label, certification..

Requirements in terms of materials:

- A "local" product with a certified label.
- A "falsely" local product (e.g. a biscuit packet displaying an image that suggests a beautiful wheat harvest produced by a perfect farmer).
- A "Fair Trade" labelled product.
- A product bearing a marketing label (e.g. "voted product of the year").
- A low-quality, low-cost product.
- Fresh local products.
- Fresh non-organic products.
- The price of those products.

Conduct of the session:

1. On a table, display various types of product with different origins, certifications (ethical, organic, marketing...), or no label at all, packaged or unpackaged ...
2. Ask the following question (preferably to sub-groups, depending on the number of participants): Which is the product that will cover fewest kilometres?
3. Let the trainees reflect in their sub-groups to come up with suggestions.
4. Bring the larger group back together and put all the responses together. Normally, the answers that emerge should correspond to what was discussed in previous exercises. The aim of these questions is to get the trainees to ask themselves questions about what a local product is.
5. The role of the trainer is then to explain to trainees the added value a local product can bring compared to a "standard" consumption product.

The reasons generally given for promoting eating local produce

- **The food is seasonal.** Local food is, above all, to take pleasure in cooking seasonal produce to reconnect with one's food or maybe to rediscover the vegetables lost from our heritage! We must not forget that eating seasonal foods has many benefits: consuming food that is in season means eating healthier food that contains more vitamins and minerals than that that has been grown unnaturally and out of season.
- **The produce has more flavour.** Local food is a matter of flavour! Eating local and seasonal products means you will enjoy your favourite fruit and vegetables when they are full of the best flavours. They give us unparalleled freshness, since they have ripened optimally in natural and adapted conditions (sun, climate, irrigation, etc.).
- **They are better for your health.** To eat local food is to rediscover a link with the weather, the seasons and tastes. Since products intended for local consumption do not have to undergo long journeys, they are picked when ripe and don't travel far to reach our plates. The fresher produce is, the more we benefit from their incredible nutritional properties! It also means reducing food additives, such as palm oil, fatty acids, sulphites etc. as much as possible.
- **It's cheaper!** Eat better, but also... cheaper! Cheaper to produce and transport (since there are no exorbitant transport costs) and therefore sold more cheaply to the final consumer!
- **It supports the local economy!** To eat what is grown in our local area is also to encourage local producers and support our local economy as a whole. It also helps preserve our heritage: local know-how, crop diversity, the agricultural landscape, pride in our own production, etc.
- **It is an environmental choice.** Eating local food is an act of environmentalism. By consuming produce that is grown nearby and is in season, we are reducing the distances travelled by the produce and the negative impact this transport has on the environment. Similarly, by respecting the rhythm of nature, we avoid extra expenditure on energy or treatments.

Hints - tips – variations:

- This activity links to the other training sheets on "Fair Trade", organic and sustainable products (4.1, 4.2, 4.4)
- In order to be as clear as possible and to ensure that the trainee is not overwhelmed by too much information, we advise to use these training sheets separately (spread over several days, for example). If all sheets are to be covered at the same time, you must be certain that the trainees have a sufficient level to take in these different subjects.
- Prior documentation and an interest on the part of the trainer help in the implementation of these training sheets.

Sources:

(FR) - « Labels et Brouillard » (Labels and fog) is an excellent and complete study on certification labels by Liège university in collaboration with the ACRF (a rural women's organisation) it is available on their website: <http://www.acrf.be/category/publications/etudes/>

Main labels

It can be difficult to navigate the multitude of certification labels or pseudo-labels that the agri-food business puts out. The quality of a label will be recognised where it specifically represents something (PDO, local product...) and when an external body controls it (a flag on a package does not constitute a certification label!). Here are some European labels that are trustworthy.

(EUROPE) These three labels are closely linked. They are issued by the European Commission and have a strong legal framework and independent controls.



Protected Geographical Indication (PGI)

The label may be used when at least one of the phases of production, processing or preparation can be attributed to a geographical origin. In some countries, this is the case for certain hams and sausages produced using local methods typical to a precise (defined) region.



Protected Designation of Origin (PDO)

The PDO label is granted to products for which production, processing and preparation takes place in a specific region, using an approved and controlled method. Examples are cheeses specific to a given region, from milk coming from a local breed.



Traditional speciality Guaranteed (TSG)

the TSG label does not refer to the geographical origin, but to the traditional composition or production methods. This could be pastries or cheeses prepared in a traditional way. Wines are an exception and cannot carry this label.



Agriculture de Wallonie (Wallonia agriculture)

The label "Agriculture Wallonie" is used on products that come from Walloon agriculture. It is the Wallonia agency for quality agriculture (APAQ-W) that leads the campaign to promote "Agriculture de Wallonie" to citizens as well as the world of agriculture. One criterion must be respected: the Walloon origin of the product. The label is free for Walloon producers.



Certus

A quality label for pork meat, which also guarantees traceability and animal welfare. The label is managed by non-profit organisation Belpork and sets higher standards than set out by law. All the links in the production chain are subject to strict standards in terms, notably, of quality of the food, animal welfare, hygiene and health. Checks are carried out unannounced by independent bodies.



Meesterlyck

Meesterlyck is a quality assurance for cooked ham, including minimal use of additives. The label is not legally defined, but is nonetheless subject to rigorous and often unannounced controls. Producers wishing to use the label are subject to bacteriological and chemical standards that are often stricter than current European legislation.

Chapter 4 "certification and components of labels and products"

Training Sheet n°4

SUSTAINABILITY, AN APPROACH RATHER THAN A JUST PRODUCT

<p>Training profile:</p> <ul style="list-style-type: none"> ● Eco-kitchen assistant ● Purchasing manager 	<p>Skills drawn upon:</p> <ul style="list-style-type: none"> ● Being able to propose a sustainable alternative to "standard" food.
<p>Duration:</p> <p>1 hour or 20 minutes</p>	<p>Prerequisites:</p> <p>Prerequisites: have awareness of Eco-catering</p>

Contents (key words):

Fair Trade, organic, label, certification...

Requirements in terms of materials:

- the string game (<http://jeudelaficelle.net>)

or

- An "organic" product with a certified label.
- A "falsely" local product (e.g. a biscuit packet displaying an image that suggests a beautiful wheat harvest produced by a perfect farmer).
- A "Fair Trade" labelled product.
- A product bearing a marketing label (e.g. "voted product of the year").
- A low-quality, low-cost product.
- Fresh local products.
- Fresh organic products
- fresh non-organic products
- the price of those products

Conduct of the session:

A first suggestion for a learning game is the string game (great fun and well-designed, for all ages and levels of education, <http://jeudelaficelle.net/>) which has several aims:

- .Raise awareness of the impact our eating model has on the environment, in terms of economics, and on health.
- Build the capacity to make links between local and global issues, between the "Global North" and "Global South", between consumption and its environmental or social impacts.
- Foster the development of global, complex and critical thinking.
- Foster the development of a critical view of the consumption society model.
- Open prospects for (individual or collective) alternative actions to the current model
- Encourage the setting up of a school, an association, a citizen or consumers' group, etc.

or

The other proposition for a learning activity follows on from the previous training sheets:

1. On a table, display various types of product with different origins, certifications (ethical, organic, marketing...), or no label at all, packaged or unpackaged ...
2. Ask the following question (preferably to sub-groups, depending on the number of participants): Given what has been said in previous exercises, what product will I favour in my cooking? Let the trainees reflect in their sub-groups to come up with suggestions.
3. Bring the larger group back together and put all the responses together. Normally, the answers that emerge should correspond to what was discussed in previous exercises. The aim of these questions is firstly to bring out what has already been seen and, secondly, to realise that there are different identifiable products that would enable us to offer something better in many ways. Taking account of all these aspects is a sustainable approach.
4. The trainer's role is then to explain to the trainees the different choices that are open to a kitchen manager (organic, fair trade, local...). And that the kitchen, at least in terms of the product choices, will be sustainable when it considers these options. These choices should not be exclusive (don't do organic only or local only). It is the sum of those choices that will determine whether the venture is more, or less, sustainable.

Sustainability as approach

Sustainable development is a conception of the common good that has been developed since the end of the 20th century. Taken on the planetary scale, this notion aims to take into consideration, as well as the economy, environmental and social considerations that have long term implications.

There are three components that will define the sustainability of an approach:

1. The economic
2. The environmental
3. The social

It is in a correct balance of those components that sustainability will be found.

In managing a kitchen, the **economic component** will be sound financial management of the kitchen (in order to be sustainable, you have to be sustainable economically). The right choices have to be made at the right times in order not to get into a bad economic situation.

The **environmental component** is to choose products that are kind to the environment, working methods that encourage energy efficiencies and reduce waste as much as possible.

The **social component** will concern the working environment (of the kitchen itself, but also the working environment in which the ingredients used in the kitchen are produced), the wellbeing of the workers, and, to an extent, the customers.

Sustainability is at the heart of environmental, economic and social concerns. It is a sighting tool, a goal to aim for, a balance to find. Sustainability can be summarised by the following diagram:



Hints - tips - variations:

- The second exercise suggested is linked to the other training sheets on Fair Trade, organic and local products. It comes as a conclusion and aims to present sustainability as an approach. Sustainability is about choosing products better, it is a method of working (making economies), a daily concern, rather than a specific product or label.
- In order to be as clear as possible and to ensure that the trainee is not overwhelmed by too much information, we advise to use these training sheets separately (spread over several days, for example). If all sheets are to be covered at the same time, you must be certain that the trainees have a sufficient level to take in these different subjects.
- Prior documentation and an interest on the part of the trainer help in the implementation of these training sheets.

Sources:

(FR) « Labels et Brouillard » (Labels and fog) is an excellent and complete study on certification labels by Liège university in collaboration with the ACRF (a rural women's organisation) it is available on their website: <http://www.acrf.be/category/publications/etudes/>

Chapter 4 "certification and components of labels and products"

Training Sheet n°5

READING AND ANALYSING THE INFORMATION CONTAINED ON A EUROPEAN FOOD PACKAGE**Training profile:**

- Eco-kitchen assistant
- Purchasing manager

Skills drawn upon:

- Understanding and analysing the information given on food packaging in Europe

Duration:

1 hour

Prerequisites:

have awareness of Eco-catering

Contents (key words):

Quantity, product denomination, list of ingredients, sustainability, maker/importer/traceability, organic, GMO, origin, nutritional information, health and nutritional claims.

Equipment requirements:

The European brochure "how to read a label" http://www.belgium.be/fr/publications/pub_hoe_lees_ik_een_etiket

Conduct of the session:

1. Present the framework and aims of the session.
2. Brainstorming: in teams of two or three, each team must list and/or explain the different information found on food packaging.
3. Bring all the answers together and compare them to the 10 points that have to be listed on food packaging in the European Union (see the brochure).
4. Explain in a more detailed way the ten items of information found on European food packaging.

Hints - tips – variations:

- To ensure that the trainees are not overwhelmed with too much information, make sure the presentation is succinct and to the point.
- Various types of information can be given a specific explanation: (e.g. "being able to recognise the different organic certification labels", "working out the traceability of a product").

Sources:

The European brochure "how to read a label" http://www.belgium.be/fr/publications/pub_hoe_lees_ik_een_etiket

Chapter 4 "certification and components of labels and products"

Training Sheet n°6

KNOWING ABOUT ALLERGENS

Training profile:

- Eco-kitchen assistant
- Head waiter

Skills drawn upon:

- Knowledge of allergens

Duration:

1 hour

Prerequisites:

have awareness of Eco-catering

Contents (key words):

Allergen, intolerance...

Requirements in terms of materials:

- 5 different restaurant menus. They will differ as to how precise the indications are that they give on allergens.
- Post-it notes

Conduct of the session:

1. Present the framework and the aims of the session.
2. Form groups of five.
3. Give some explanation of what an allergen is, without going into too many details.
4. Present five restaurant menus and ask the trainees to pick out all the elements relating to allergens (the menus will differ in terms of how precise the indications relating to allergens are).
5. Ask the trainees to write these elements down on post-it notes.
6. Each group presents its Post-it notes, they are stuck on the board.
7. The trainer asks the trainees to find the links between the different elements and draw out, through group participation, the categories of allergens. This enables the trainer to introduce more theoretical elements relating to allergens (see the sources below)

Main allergens encountered in the catering sector

Here is the list of the most common allergens found in catering. Since 13 December 2014, the European Union has made it obligatory for restaurants and other food businesses to inform their clients on the 14 common allergens that are present in their non-packaged food. This information has to be communicated in writing (through the menu) or, in certain circumstances, orally.

- **Crustaceans** (prawns, shrimps, crab, lobster, scampi) and crustacean-based products
- **Eggs** and egg-based products (purée, pasta, quiche, mayonnaise, etc.)
- **Fish** and fish-based products (fish-based gelatine, caviar, surimi, etc.)
- **Peanuts** and peanut-based products such as mixed nuts as appetizer, chilli con carne, breakfast cereals, etc.
- **Cereals** that contain **gluten**, such as wheat, rye, barley and oats.
- **Soya** and all sorts of derived products (stock cubes, chocolate, ice creams, mayonnaise, breakfast cereals, seitan, snacks, tofu, meat substitutes, etc.)
- **Lupin** (often used as a soya substitute) and lupin-based products (especially bakery products)
- **Milk** (including lactose)
- **Nuts**: almonds, walnuts, cashew nuts, pecan nuts, Brazil nuts, macadamia nuts, etc.
- **Celery** (celery stalks, ribbed celery, celeriac) and celery-based products
- **Mustard** and mustard-based products
- **Sesame seeds** and sesame seed-based products (falafels, hummus, energy bars, bread, etc.)
- **Sulphur dioxide** or **sulphite**, which is found in mushrooms, grapes, additives, etc. must be mentioned only if the content is above 10 mg per kilo or per litre.
- **Molluscs**: shells such as mussels, oysters, scallops, clams, etc.

Chapter 4 "certification and components of labels and products"

Training Sheet n°7

FOOD AND NUTRITION : A HEALTHY AND BALANCED DISH?

<p>Training profile:</p> <ul style="list-style-type: none"> ● Eco-kitchen assistant 	<p>Skills drawn upon:</p> <ul style="list-style-type: none"> ● Being able to propose a sustainable alternative to "standard" food. ● Knowledge of allergens
<p>Duration:</p> <p>3 hours</p>	<p>Prerequisites:</p> <p>knowing the basic principles of nutrition (fats, carbohydrates, proteins, the main allergens and diets)</p>
<p>Contents (key words):</p> <p>nutrition, balance, food allergies</p>	
<p>Equipment requirements:</p> <p>Materials to the discretion of the training centre and its means; it may be food item sheets that show a picture of a portion of food, possibly alongside explanations about it, or fresh products or plastic food items.</p>	
<p>Conduct of the session:</p> <ol style="list-style-type: none"> 1. Present the framework and the aims of the session. 2. Brainstorming : ask the participants what a balanced dish means to them, whether they know about allergens, what is a vegetarian, a flexitarian or a vegan? (in sub-groups of 2 or 3). 3. Bringing the main group back together and debriefing: make notes on the board and ask the other sub-groups whether they agree and explain why. This exercise helps identify what the trainees know. 4. Based on the materials, e.g. the ingredient factsheets indicating their specificities, ask the trainees to devise (by putting factsheets together): <ol style="list-style-type: none"> a. A balanced "standard", b. A gluten-free dish, c. A vegan dish. 	
<p>Hints - tips - variations:</p> <ul style="list-style-type: none"> ● The content of the lesson will have to be adapted to the country and region. ● Depending on the trainees' level and the training centre's equipment, the training materials will differ. An example of a teaching aid from the book by Thierry Souccar and Angélique Houllbert, La meilleure façon de manger (The best way to eat), Thierry Souccar, p. 227-237. 	
<p>Sources::</p> <p>(FR) "Gargouilli", educational dossier from the Christian mutualities. https://www.mc.be/binaries/gargouilli_dossier_peda_tcm377-109348.pdf</p> <p>Brochure "j'aime pas les chicons" (I don't like endives), short guide to eating local, easy and cheaply as a family, http://www.ecoconso.be/fr/J-aime-pas-les-chicons</p> <p>"La meilleure façon de manger" (The best way to eat), Thierry Souccar. Ed. Nouvelle Edition, 2015, 336 p. http://lameilleurefacondemanger.fr/</p> <p>"Cuisine de la terre" (Cooking from the earth), Valérie Mostert, living recipes for your 5 senses, Ed. Racine, 192p.</p> <p>Brochure « Guide pratique cantine durable, une alimentation durable en restauration collective ». (Practical guide to a sustainable canteen, sustainable eating in collective catering), 416 pages, in PDF http://simplyfood.be/onewebmedia/GIDS-100214-GuideCantinD-FR.pdf</p>	



Eco-Restaurateur
local biologique
saine responsable durable



CHAPTER 5

REDUCING THE ENERGY FOOTPRINT IN THE KITCHEN



Chapter 5 "Reducing the energy footprint in the kitchen"

Training sheet n°1

**TYPES OF ENERGY AND METHODS FOR SAVING THEM
THE SUSTAINABLE PURCHASES GRID**

Training profile:

- Eco-kitchen assistant
- Eco-assistant waiter
- Head Chef

Skills drawn upon

- Adopting the actions, principles and techniques for good use of energy

Duration:

1 hour (put trainees in groups of three)

Prerequisites:

Have an awareness of eco-catering

Contents (key words):

Conventional energies, renewable energies, saving energy

Requirements in terms of materials:

- Table, chairs, board
- Photos, images showing different kinds of energy
- Sustainable purchases grid (see Annex)

Conduct of the session

1. Presentation of the sustainable purchases grid. This makes it possible to analyse a product on the basis of a series of sustainability criteria and, from several equivalent products, to choose the one that is the most sustainable. It can be used in the purchase of any fittings, raw materials, kitchen equipment or foodstuffs.
2. Each group of learners (round 3 people) chooses an item of kitchen equipment, finds out information about this item through technical data sheets, the manufacturer on internet...
3. The group completes the answers to the questions on the "sustainable purchases grid".
4. Debriefing of the results as a group, to, on the one hand initiate a reflection on access to information on the sustainability of the equipment in the kitchen and, on the other, to make a critical analysis of the choice of equipment.

Hints - tips - variations:

- Suggested instruction: to refer to this list before any equipment purchase.
- Possibility of using this grid to analyse other kitchen purchases (fittings, etc.). Be aware, there is another grid for foodstuffs that uses different criteria..

Sources:

((FR) "Les cahiers du développement durable, devenir un consommateur responsable" (becoming a responsible consumer)-(PDF only available in French) <http://les.cahiers-developpement-durable.be/vivre/t1-p1-cha3-agir-dans-la-vie-quotidienne>

Chapter 5 "Reducing the energy footprint in the kitchen"

Training sheet n°2

**TYPES OF ENERGY AND METHODS FOR SAVING THEM
ENERGY-HUNGRY APPLIANCES**
Training profile:

- Eco-kitchen assistant
- Eco-assistant waiter
- Head Chef

Skills drawn upon

- Adopting the actions, principles and techniques for good use of energy

Duration:

2 hours

Prerequisites:

The trainer needs prior knowledge of the venue and what is possible in terms of making energy savings

Contents (key words):

Conventional energies, renewable energies, saving energy

Equipment requirements

- Table, chairs, board
- A restaurant with a front of house and kitchen

Conduct of the session:

1. Initial "theoretical" introduction: explain to the trainees the principle of an energy audit. What is it for? What is the use of it? What are the target objects? (15-20mins)
2. Ask the trainees to assess the overall energy consumption of the restaurant's dining room and kitchen.
To carry out this "mini audit", the team is divided into groups of three or four trainees. Each group visits-explores one part of the kitchen or dining room and makes a note of any item that may consume electricity. (20-30mins)
For each item, the group must ask itself the following questions:
 - a. What kind of energy is used to make this object work?
 - b. How energy-hungry is this item?
 - c. Is there a way I can control this energy consumption?
 - d. Is there a possible alternative (another system, a less energy-hungry solution,...) ?
3. The groups all get back together and pool their investigations. The trainees answer what they are able to. The trainer provides further information as the results are pooled.

Hints - tips - variations

This activity presupposes that the trainer is able to respond to the trainees' questions and provide solutions. S/he must have a good knowledge of the place that is being inspected and made a prior list of simple and easy to implement solutions.

- The idea is to draw the trainees' attention to the simple actions they can apply in their daily work in the catering sector (put a lid on a saucepan whenever it is possible, preheat ovens only when necessary, turn off the dining room lights,...).
- Information on energy savings that the trainee has no control over will be explained briefly and for information purposes only (e.g. choosing a A+++ rated appliance when making capital expenditure).
- Point of attention: Be mindful of the nutritional qualities of foodstuffs, even if their mode of cooking may be a bit more energy consuming, and remain consistent. Cooking leftovers should not be too energy consuming.

Sources:

(FR) the trainer can use the brochure by non-profit organisation Revert "120 gestes malins" (120 Smart moves): http://www.revert.be/site/FCK_STOCK/File/120gestes.pdf
But there are many more learning aids in various languages.

Chapter 5 "Reducing the energy footprint in the kitchen"

Training sheet n°3

CLEANING TECHNIQUES AND PRODUCTS THAT ARE MORE ENVIRONMENT-FRIENDLY

Training profile:

- Eco-kitchen assistant
- Eco-assistant waiter

Skills drawn upon:

- Knowing alternatives to chemicals for cleaning, cleansing and maintenance, that are more benign to the environment
- Reducing one's environmental footprint in the kitchen

Duration:

1 hour

Prerequisite:

none

Contents (key words):

Ecological cleaning products

Equipment requirements

- Table, chairs, board
- Ecocert-labelled cleaning products

Conduct of the session:

1. List natural cleaning products
2. List non-natural cleaning products and their impact on the environment
3. make a household cleaning product yourself

Why use environmentally friendly cleaning products?

- They encourage the use of renewable resources
- They are respectful of the natural ecosystems and water
- They foster research into safer products
- They are often cheaper as you can make them yourself



Focus on the Ecocert label

This certification label attests that a product conforms to the set of recommendations laid out by ECOCERT and facilitates the identification of environment-friendly cleaning products. Ecocert products range from detergents to technical degreasers, passing through disinfection, lime-scale removal, insect control and odour control, and are specially designed for professional use. The label guarantees:

- That the product's components will re-enter the lifecycle through natural decomposition: complete and rapid biodegradation.
- Respect for humans and the environment throughout the lifecycle of the product (origin of the raw materials, manufacturing stages...).
- Total absence of petrochemical surfactants...

Hints - tips - variations

The session could end by viewing a video on the effectiveness of natural cleaning ingredients and/or their benefits.

Sources:

Videos on the subject

(FR) "les produits d'entretien naturels sont-ils aussi efficace que les industriels?" (are natural cleaning products as effective as industrial ones?) www.youtube.com/watch?v=pdcpjHFjOD8&feature=youtu.be

Making your own household cleaning products for the home

(FR) Nos recettes pour fabriquer ses produits ménagers (Our recipes for making household products) www.femmeactuelle.fr/deco/maison-pratique/nos-recettes-pour-fabriquer-ses-produits-menagers-00557
www.cfaitmaison.com/divers/menage.html
www.montremoicomment.com/beaute-sante/comment-faire-soi-meme-ses-produits-d-entretien.html





CHAPTER 6

WORKING IN A WAY THAT IS RESPECTFUL AND VALUES THE FOOD IN A SUSTAINABLE KITCHEN



Chapter 6 “Working in a way that is respectful and values the food in a sustainable kitchen”

Training sheet n°1

FOOD WASTE IN THE KITCHEN

Training profile:

- Eco-kitchen assistant

Skills drawn upon

- Fighting food waste
- Recovering food waste

Duration:

2 hours

Prerequisites:

Knowing the products used in the kitchen

Contents (key words):

Plastic, cardboard, glass, peelings, husks, tops, stalks, skin, bones

Equipment requirements

Board, marker pens, paper

Conduct of the session:

1. Define what “food waste” is. Using the suggested words (plastic, cardboard, glass, peelings, husks, tops, stalks, skin, bones...), the trainees, with help from the trainer, try to reach a definition. Examples of definitions :
 - a. Any item that its owner is getting rid of
 - b. An amount lost in the use of a product, what is left after its use
 - c. The best waste is that which we don't produce..
2. Reflection: How to reduce and, especially, reuse food waste?
3. Cooking leftovers. Invent a recipe or take inspiration from an existing recipe (see sources).

Practical advice in the supermarket

- Make a shopping list after taking stock of what is in your fridge and reserves
- Buy according to your habits and the make-up of your household
- Make a list of the week's meals and buy according to the number of meals to prepare; Choose the dishes taking into account the amount of time available to prepare each meal. Prepare slightly larger quantities or make dishes earlier to bring to work for lunch.
- Keep the cold chain going by buying you frozen foods last and placing them in the freezer as quickly as possible
- Try to buy loose food: by bringing your own containers and bags to the shop or market (cloth bags for dry foodstuffs, jars for the rest
- Choose to buy in bulk when it is a product that will keep
- Reduce ready-made foods, make them yourself (e.g. biscuits and cakes for tea)

Practical tips at home

- Keep your fridge tidy bearing in mind the 4 main cold areas inside it. Check the fridge's instructions to identify them
- Check the dates on the product labels and store them with the closest expiry dates towards the front of the fridge
- Keep to the principle of “first in, first out”

Practical tips before and after mealtime

- Wait 2 hours before placing the leftovers from a hot meal in the fridge. Do not keep these in the pan they were cooked in, but use sealed boxes or vacuum packing
- Avoid the leftovers coming into contact with other foodstuffs in your fridge
- Use your leftovers. there are a thousand and one recipes for making the leftovers of one day's meal the next day's meal... (see sources)

Hints - tips - variations

Find and choose the most relevant illustration video for the group or the trainer. There are many people who have shared their experiences and advice on those matters on the internet (some examples can be found under sources), potential search words are:

- my minimalist kitchen
- zero waste cooking
- ideas/recipes for cooking with leftovers

Sources::

(FR) Press article "Le gaspillage alimentaire, un coup dur pour votre budget" (Food waste: hitting your pocket hard) www.ibw.be/wp-content/uploads/2015/09/Brochure_Gaspi-RW-Low.pdf

Book "Menus anti-gaspi, n'en perdons pas une miette" (Anti-waste-menus, let's not lose a crumb) Advice, anti-waste menus with starter, main course, dessert and tasty and easy recipes for using up leftovers https://issuu.com/intradel/docs/fost_w7_1405_livre_fr_-_batbassedef

(EN) Website article: <http://lifehacker.com/the-best-ways-to-reuse-your-most-common-kitchen-left-ove-1578427170>

Website/recipes for cooking leftovers www.lovefoodhatewaste.com/recipes

Chapter 6 “Working in a way that is respectful and values the food in a sustainable kitchen”

Training sheet n°2

THE COLD CHAIN TO REDUCE WASTE

Training profile:

- Eco-kitchen assistant

Skills drawn upon

- Understanding the importance of the cold chain to make best use of food and avoid waste
- Store food in a rational way (taking into account the temperature in different parts of the refrigerator...)

Duration:

1 hour

Prerequisites:

None

Contents (key words):

Catena del freddo, prodotti della catena del freddo (merce fredda), temperatura, prevenzione dei rifiuti

Equipment requirements

Board, marker pens, food products

Conduct of the session

1. Present the framework and the aims of the session
2. Define the notion of “cold chain”: using the key words suggested by the trainer, the trainees try to come to a definition.
Definition: the cold chain is an uninterrupted series of storage and distribution activities that take place in a controlled temperature environment. The purpose of the cold chain is to prolong the shelf life of fresh products, such as fruit and vegetables, frozen foods and sea food. since these products are perishable, they have to be moved to their final destination while being kept at a constant temperature.
3. place different food items in the middle of the group OR use images of different food items (from all food groups)
4. Classify the products according to the temperature at which they should be stored: room temperature, cold (refrigerator), or very cold (deep freezer)
5. Distribute the product groups into different food storage installations (deep freezer, dry storage, oils and grease storage)
6. For refrigerated foods, place them in the different parts of the refrigerator
7. Identify and explain any mistakes

Sources::

(EN) Video “The Cool Factor, Cold Chain Management”
<https://www.youtube.com/watch?v=MkL26PvrnwU>

Chapter 6 "Working in a way that is respectful and values the food in a sustainable kitchen"

Training sheet n°3

WASTE RECYCLING AND SORTING**Training profile:**

- Eco-kitchen assistant

Skills drawn upon

- Knowing the laws, directives and principles relating to waste management in the country and region (trainer)
- Carry out recycling according to those principles
- How to sort and dispose of waste
- The importance of sorting/recycling to give waste a second life
- Environmental, social and economic benefits of waste recycling

Duration:

1 hour

Prerequisites:

None

Contents (key words):

PMC, packaging, glass, paper, cardboard, recycling, waste

Equipment requirements

board - marker pen - paper - table - chairs - various items of waste

Conduct of the session

1. Present the framework and the aims of the session
2. Place the various items of waste (PMC, glass, cardboard, plastic...) at the centre of the group
3. The trainees identify the items of waste,
4. Create and classify groups of waste,
5. Identify what can be sorted or not, what is recycled or not.
6. Identify and explain any errors,
7. demonstrate the importance and benefits of waste sorting and recycling (environmental, social, economic) using examples, newspaper articles, video.
8. Identify and explain any errors

Hints - tips - variations

- Find the list of everything that can be sorted or recycled in your region/country (e.g. in Belgium: www.fostplus.be)
- Carry out a fun activity first (e.g. quiz) to determine the trainees' level of knowledge regarding waste sorting. there are many games and animations in all languages about waste sorting! See regional collection bodies that often provide such teaching tools free on their websites (e.g. see the questions in the game of happy waste families in French: <http://www.hygea.be/uploads/docs/jeu-de-carte-tri-dechets.pdf>)
- To demonstrate the importance and benefits of waste sorting and recycling, find examples, news articles, videos. There are many such tools, in all languages.

Sources::

(FR) Video "C'est pas sorcier : une seconde vie pour nos poubelles" (It's not rocket science: a second life for our waste bins) (25'49")

<https://www.youtube.com/watch?v=MECmgIz36nU>

Press dossier "des huiles et des graisses usagées en Bio diesel" (oils and greases into biodiesel)

http://www.hygea.be/uploads/actions/2013/VA_JDE_VALORFRIT_06D_BL_def.pdf

(ENG-) Video "Why Should We Reduce, Reuse and Recycle?" (4'13")

www.youtube.com/watch?v=SzPA1G5zr9Q

Article "Why Is Recycling So Important?", Alex Schenker

<https://www.earthsfriends.com/why-recycling-important>





ANNEXE 1

ECO-CATERING "KITCHEN ASSISTANT" JOB PROFILE

The project rested on the standard methodology to develop the job profile for eco-catering kitchen assistant (identifying further complementary skills to those of the classic kitchen assistant). It is made of two key activities, in which are listed several competencies, presented in skills, knowledge and levels of responsibility and autonomy.

Key activity n°1: Formulate the general knowledge relating to sustainable catering

Skills	Aptitudes	
	Know-how	Behavioural know-how
1. Understanding the general concepts and overarching knowledge relating to sustainable catering	Identifying responsible and ethical consumption	<ul style="list-style-type: none"> ● Get to know what's on labels before using the products ● Developing automatisms ● Respecting specific requirements in diets linked to allergies and illnesses
	Understanding labels and identifying the various components	
	Being able to link diet—health—nutrition	
	Working with as little salt, sugars and sweeteners as possible	
	Being able to make a dish that is vegetarian vegan, local, gluten-free...	
	Have an overall understanding of sustainable catering and its implications	
2. Incorporating the sustainability aspect	Identify the produce according its mode of production (local, organic, sustainable, conventional)	Be aware of the impact of human consumption on preserving biodiversity, reducing pollution and CO2 emissions etc.
	Make systematic use of seasonal, ethical produce (produce sustainably)	
	Use of resources: produce and producers	
3. Communicating and transmitting one's knowledge about sustainable catering	Explain to customers the organisation's journey to «sustainability»	<ul style="list-style-type: none"> ● Show intellectual curiosity regarding the organisation's drive towards sustainability ● Pay attention to the origins and characteristics of products (see above)
	Present the produce on offer to customers by identifying the producers and their products	

Knowledge	Level of responsibility and autonomy
<ul style="list-style-type: none"> ● Knowing current certifications and labels ● How the label works ● Terms and vocabulary frequently used on labels ● Most common types of sugar and sweeteners ● The food pyramid ● The concept of allergens and intolerance ● The most common food allergens ● Basic information on coeliac disease, cardiovascular diseases, diabetes... ● Main categories of ingredients containing gluten and those that are gluten-free ● Knowing alternatives to a «classical» diet (concepts of vegetarianism, sustainable and local catering, etc.) ● Knowing the main currents linked to sustainable cooking (slow food, etc.) 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>
<ul style="list-style-type: none"> ● Knowing the local and natural heritage (terroir). ● Knowing local and traditional recipes that are specific to the region ● Environmental and carbon footprints of different categories of foodstuffs ● Agricultural production methods: conventional, sustainable, protected area, organic etc. ● Methods of production: rearing, fishing and fish farms ● Sanitary and environmental characteristics of foodstuffs depending on their method of production ● Seasonality of produce ● Concept and value of biodiversity ● Concept and principles of the traceability of food 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>
<ul style="list-style-type: none"> ● Knowing the producers ● Knowing the principles of sustainable catering (see above) ● Knowing the produce (producer, origin...) that make up the dish presented to the customer 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>

Key activity n°2: Respect the environment, manage resources and waste

Skills	Aptitudes	
	Know-how	Behavioural know-how
1. Managing the resources (water, gas and electricity) in a responsible, reasonable and sparing manner	Using equipment correctly and optimising their use, in particular lighting, electrical and/or gas appliances	<ul style="list-style-type: none"> ● Follow the organisation's procedures, notices and technical instructions ● Adopt the necessary habits to economise energy ● Develop automatisms
	Only use the amount of water required	
	Store food in a rational manner (taking account, if relevant, of the temperatures in different areas of the refrigerator...)	
	Making sure everything is turned/switched off at the end of the shift	
2. Working on economies/ minimising waste	Minimising the loss of foodstuffs	<ul style="list-style-type: none"> ● Pay attention to expiry dates ● Systematise the recovery of leftovers ● Check for products that have been opened before resorting to stock ● Develop automatisms
	Cost the loss of foodstuffs	
	Clean and/or peel, cut and slice food (fruits, vegetables, meat...) properly (no more than necessary)	
	Use as few single-use items as possible (rubbish bags, kitchen roll, wipes, disposable cutlery and plates, etc.), rather, wherever possible, use multi-use equivalents (washable dishes)	
	Choose products made from renewable materials and, wherever possible, that are biodegradable and compostable, according to the EN 13432 standard (if use of disposable objects cannot be avoided)	
	Use food preparation and preserving techniques that minimise waste (vacuum packing of ingredients and semi-prepared matters)	
3. Managing waste in a suitable manner	Sort selectively according to the applicable rules	<ul style="list-style-type: none"> ● Develop automatisms ● Pay attention to detail
	Make the selection of types of waste automatic	
	When possible, reuse organic waste in bio-methanisation processes, or private composting processes	
	Apply the HACCP standards	
	Use waste storage areas	
	Monitor the waste collection schedule	
4. Respecting the «eco» rules and recommendations for cleaning and hygiene	Use products that have a low environmental impact, except in areas where regulations forbid this	
	Use concentrated products and dispensers	
	Use the recommended quantities of cleaning products	
	Avoid contaminations	
	Store organic, gluten-free, etc. foodstuffs in separate areas of the storage space	

Knowledge	Level of responsibility and autonomy
<p>The principles and techniques relating to energy expenditure and savings Technical factsheets of various items of equipment</p>	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>
<ul style="list-style-type: none"> ● Food recovery techniques ● The economic value of produce ● Cutting and cleaning techniques ● National legislation/European directives on the fight against food waste ● Preservation characteristics of foodstuffs and preparations 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>
<p>The principles of selective sorting and the categories of waste (green waste, plastic bottles, glass, oil, paper, compostable waste...)</p> <ul style="list-style-type: none"> ● Basic HACCP standards ● Official regulations (national, European) 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>
<ul style="list-style-type: none"> ● Chemicals and ecological detergents ● Quantities required for effective and rational use of chemicals for cleaning ● Regulation regarding the storage of foodstuffs according to requirements: allergies, coeliac disease, organic certification... ● Sound general knowledge of hygiene practices 	<p>Autonomy: 2 (chef's proximity to the kitchen assistant: the chef can be consulted if required)</p> <p>Complexity and context of the work: 1 (simple situations that are similar each time)</p> <p>Responsibility: 1 (carry out the activity under the supervision of a line supervisor)</p>





ANNEXE 2

TRAINING STANDARD FOR THE ECO-CATERING "KITCHEN ASSISTANT"

This involves translating the job profile into units of learning outcomes and training modules for the partners to be able to implement them. The aim is to provide local operators with the tools they require in order to put the training courses into practice. These tools enable the partners to take ownership of the courses and adapt them to the specificities of national training methods.

Key activity n°1: Formulate the general knowledge relating to sustainable catering

Training unit 1: on completion of the training unit, the trainee will be able to: understand the sustainable alternatives to a 'classical' diet, recognise certifications and labels, understand the importance of consuming seasonal and local produce.

Sequence n°1: The principles of eco-catering.

Specific aim: Knowledge of the principles linked to sustainable catering

Learning objectives:

- Identify what is ethical and responsible consumption;
- Knowing the available sustainable alternatives to a 'classical' diet;
- Make the link between diet, health and nutrition;
- Put into practice principles linked to sustainable catering;
- Understand the principles of the environmental footprint in the kitchen;
- Understand preserving techniques.

Sequence n°2: The local and natural heritage.

Specific aim: Knowing the local heritage of the region where one works and integrating the local dimension into one's daily work practices.

Learning objectives:

- Have a grasp of the local territory, identify the region's particularities
- Knowing the resources of the local heritage; identify the region's specificities (typical dishes and recipes, local products)
- Identify the producers, know their produce and be able to present the local produce on offer to the customers
- Be able to use a local product in the kitchen

Sequence n°3: The calendar of produce and its principles.

Specific aim: Knowing and using the calendar of produce (fruit, vegetables, fishes, meats, ...) and its principles in one's daily professional practices in order to be in keeping with a sustainable diet

Learning objectives:

- Know the available sustainable alternatives to a 'classical' diet;
- Knowing the principles of sustainable catering;
- Know and recognise the seasons and their cycles, vary the produce worked with according to the seasons (cooking, recipes, ...)
- Knowing the preserving techniques
- Be aware of the advantages of using products that are in season in cooking

Sequence n°4: Certification and components of labels and products.

Specific aim: knowing certifications and the components of labelling and products.

Learning objectives:

- Make sense of labelling and its components, the nutritional quality of products (content in sugars, salts, fats, ...)
- Knowing current certifications and labels (organic, local, national, European, ...)
- Knowing the available sustainable alternatives to a 'classical' diet;
- Know about allergens and be able to suggest alternatives; about additives and colourings, particularly those that apply to organic foods.

Key activity n°2:

Respect the environment, manage resources and waste

TU2: on completion of the training unit, the trainee will be able to: manage energies in a responsible manner, work on making savings, reduce and recover waste.

Sequence n°1: energy

Specific aim: Work with foodstuffs in a way that is respectful and gives them value as part of sustainable cooking, and manage energy use in a responsible, reasonable and sparing.

Learning objectives:

- Adopt the gestures, principles and techniques relating to proper energy use;
- Know alternatives to cleaning, cleansing and maintenance chemicals that are less harmful to the environment;
- Reduce one's environmental footprint in the kitchen.

Sequence n°2: waste

Specific aim: Work with foodstuffs in a way that is respectful and gives them value as part of sustainable cooking.

Learning objectives:

- Fight against the wasting of food;
- Know the value of food waste;
- Know the laws and directives relating to waste management that are in force in one's country and region...
- Practice recycling in accordance with those laws and directives (PVC, glass, oil,...)
- Sort and dispose of waste





ANNEXE 3

ASSESSMENT STANDARD AND MODALITIES FOR THE ECO-CATERING "KITCHEN ASSISTANT"

In order to verify the trainees' knowledge and learning outcomes on all of the subjects covered during the ec0-kitchen assistant training module, we suggest carrying out a comprehensive and integrated examination that enables verification that all the identified skills have been acquired.

The advantage in this is to create linkages and strongly integrate all of the learnings covered. This examination is consistent with complementary timings and tasks. It is flexible and easier for the various European partners to implement and take ownership of. All aspects of this real-life work situation are covered.

Key activity n°1:

Formulate the general knowledge relating to sustainable catering

TU1: on completion of the training unit, the trainee will be able to: understand the sustainable alternatives to a 'classical' diet, recognise certifications and labels, understand the importance of consuming seasonal and local produce.

Sequence 1: the principles of eco-catering

Sequence 2: the local and cultural heritage

Sequence 3: the calendar of produce and its principles

Sequence 4: knowing certifications and the components of labelling and products

Key activity n°2:

Respect the environment, manage resources and waste

TU2: on completion of the training unit, the trainee will be able to: manage energies in a responsible manner, work on making savings, reduce and recover waste.

Sequence 1: energy

Sequence 2: waste

EVALUATION METHOD:

- The examination will take place in a professional kitchen
- The examination will be carried out as a real-life situation in which the trainee will have to present his/her work to the customer (WBL framework).

MODALITY OF THE EXAMINATION:

1. Tasks to be carried out

The trainee will have to prepare a 4-person menu (starter, main course, dessert and accompanying drinks) based on a recipe they have devised themselves and where they will have to be able to do the following:

- The trainee will have to explain to the examiners, in a simple way and without going into detail, why his/her menu and drink selection may be considered as a sustainable catering dish, providing 3 relevant reasons (cf KA1 S1)
- The trainee will have to offer dishes that are nutritionally balanced (cf KA1 S1).
- The trainee will have to provide a menu that comes from short distribution circuits and that can represent the region's cultural heritage (cf KA1 S2)
- The trainee will have to be able to present the producer(s) that enable him/her to create the menu (cf KA1 S2).
- The trainee will have to ensure that the produce used in his/her menu are in season (cf KA1 S3).
- The trainee will have to ensure that the produce used is sustainable (cf KA1 S4).
- The trainee will have to be able to offer an alternative to his/her dish in case of allergy or intolerance (cf KA1 S4).
- The trainee will have to prepare his/her menu using actions and techniques that are energy efficient (cf KA2 S1).
- The trainee will have to prepare his/her menu in a manner that reduces waste as much as possible and that fully utilises the chosen (cf KA2 S2).

2. Examination conditions (the stages will be determined according to the training centre and the examiners)

- The trainee will have 3hrs to compose the menu and drinks as requested.
- The trainee will have 2hrs to draw up the list of orders.
- The trainee will have 4hrs to prepare the dishes in his menu in the kitchen.
- The trainee will have 1hr to present and plate his dishes to the customers. S/he will not have to serve the dishes her/himself, a waiter will do this. However, S/he will have to present the overall menu at the beginning of the meal and present each element (starter, main dish, dessert) and each drink after they have been served.
- The trainee may have the assistance of a helper in the 4hrs preparing the dishes in the kitchen and the hour during which s/he will present and plate the dishes.
- The trainee may receive support from a trainer to calculate the quantities of produce on his/her order list.
- The trainee may use the internet and/or the trainer's contacts to source the local, organic, fair trade producers s/he needs.
- The budget for the menu will be determined by the training centre that is carrying out the examination.

ASSESSMENT MODALITY:

1. Criteria (see the table below)
2. Indicators (see the table below)
3. Level for success



Criteria	Indicators	Levels for success	OK	KO
The conditions for carrying out the examination are met	The execution deadlines were met	The indicator must be met		
	The basic instructions for the work were carried out (creation of a 4-person menu: starter, main course, dessert)	Margin of 1 error		
The explanation given by the trainee as to why his/her dish is sustainable is relevant (three arguments)	The trainee gave three reasons to justify that his/her menu is sustainable	At least two reasons were given		
	The explanations are correct, clear and simple	The indicator must be met		
The design and preparation of the menu is autonomous (taking account of the support and assistance provided for in the preparation conditions)	The trainee draws on his/her research and or knowledge, s/he uses course materials, has carried out prior research, etc.	The trainee draws at least once on a training resource or a research		
	The trainers/examiners were solicited for valid reasons (curiosity, particular difficulty, ...) in the preparation of the menu.	No more than three invalid requests.		
	If applicable, the trainee calls on the trainer to deal with a hazard.	This indicator must be met		
The preparation of the menu is sustainable (limit waste, do not use too much energy...).	The trainee has used 3 eco-catering techniques/actions in the preparation of the menu.	At least 2 techniques/actions were used		
	The trainee used the ingredient waste reduction techniques (re-use of peelings, use of all consumable parts, FIFO...).	At least one technique was used		
	The trainee ensured s/he did not use too much energy or demonstrated a particular attention to this issue	This indicator must be met		
The explanation about the origins of the produce and its added-value is relevant	The trainee provided two explanations of a nutritional nature on the produce used	At least one element was given		
	The trainee can make sense of the main elements on the labels (breakdown by fats, sugar/protein, identify harmful products and non-natural additives, calories)	This indicator must be met		
	The trainee can explain the various designation labels on the selected products.	At least one designation label was correctly identified and explained		
	The trainee can say whether one of the main known allergens is present in his/her recipe (gluten, lactose, nuts).	This indicator must be met		

Pass level = 2/3, or 9 "OK" /14

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