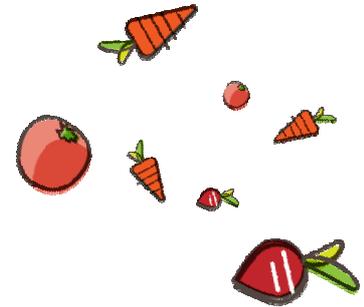
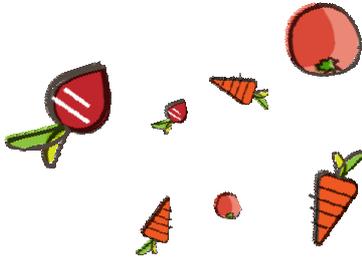
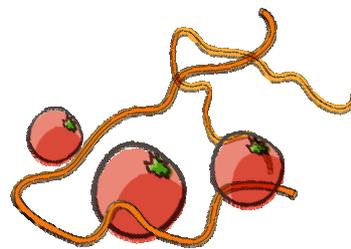


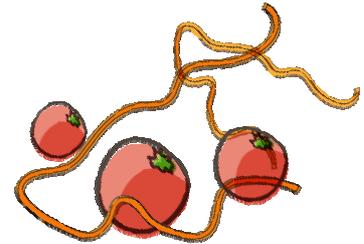
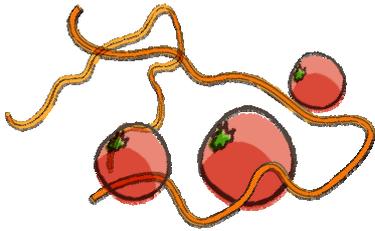


Erasmus+



Green Apron guide for trainers





Summary:

- 1- Issues addressed by Green Apron learning toolkit
- 2- Content of Green Apron Toolkit
- 3- The curriculum
- 4- Educational approach
- 5- Possible learning delivery
- 6- ECVET connection



1- Issues addressed by Green Apron learning toolkit

Professionals of the hospitality trade have to address the requirements of the growing niche of plant-based food. In a customer-wise approach VET stakeholders have to understand the deep motivations of these customers which appear to be twofold: a strong concern for healthier food since they consider that plant-based dishes are much better quality, this being often combined with another concern for animal welfare versus cruelty to animals. Green Apron partners think that the aspirations of these customers and their ethical side cannot be ignored. Our purpose is not to take side as professionals of VET or hospitality trade but guarantee that all customers, are equally treated in an economically profitable approach for hospitality businesses. For that, the answer is not only technical by providing quality plant-based dishes but also ethical to better understand why our trade has to evolve. Hospitality businesses must have a quality offer of vegetarian/ vegan menus to satisfy these customers together with conventional menus from mass catering to gastronomy, not to mention exclusive vegetarian and vegan catering. Today numerous chefs uncompromisingly and successfully demonstrate that meat is not a prerequisite for outstanding cuisine. Therefore GA provides teaching teams with a series of tools which can be used in a very flexible approach which is exposed hereby.

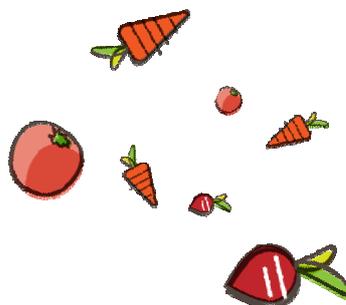
2- Content of Green Apron Toolkit

The toolkit is composed of:

- A learning curriculum for a maximum of 100h course
- Recipe videos in five languages, subtitled
- Recipe sheets
- Exercise sets in the shape of quizzes
- An animated sketch presenting various current issues about what is at the basis of vegetarianism (ethos , health, economic issues)
- A template for certificates of attendance to the course to be delivered to learners

The toolkit is accessible from the project website :

<http://www.greenapron.eu/wordpress/>



3- The curriculum

This curriculum preferably targets mainly hospitality VET students and also adult learners and employees who require upskilling in vegetarian cooking.

The cook will be capable of conceiving and producing balanced menus with plant-based ingredients respecting nutritional basic rules, food hygiene and security, cost effectiveness and profitability, striving to use healthy ingredients. He/she will organize his/her workplace, take part in products supply chain and storage. He /she will also be able to support customers' choices having a clear view of their expectations and demands. This framework is the guideline for a specific module architecture. Additionally 10 videos of two-course menus and exercise sets based on the videos are available.

NOTICE :

The number of training hours required to cover this curriculum amount 100 hours maximum, not including work experience placements (possible internships) which could be introduced in the pathways. Part of the curriculum according to the specific requirements of learners, can also be used in mainstream pathways as a complement to the conventional VET curriculum.

It is important to notice that the curriculum does not provide a learning chronology. It is up to the teaching team to use it according to the requirement of their own syllabi and curricula.

This curriculum is also meant to provide material to inspire teaching teams into including meatless plant based cooking in their educational program by using any parts of it which appear to be relevant to the learners' pathways.

WORKING CONTEXT

Being trained and assessed through the course, the cook can apply for employment in vegan and vegetarian restaurants and all kinds of catering or restaurants which supply plant-based food, including businesses having a mixed offer.

FUNCTIONS

The curriculum is broken down into 4 specific functions. These functions (blocks of skills, competencies, knowledge to undertake activities required by the job) of vegetarian cooking are undertaken according to the specificities of the businesses and cook's skill level needed.

Organisation and supply function

- Planning and control of supply
Notice: this function is also part of other catering, nevertheless requires specificities with regards to plant-based products and suppliers.

Menu-conception function

- Conception of menus with plant-based products taking into account basic nutritional rules for a healthy cuisine

Production-and-delivery function

- preliminary vegetarian preparations
- classical or original cold starters
- classical or original warm starters
- main course vegetarian dishes
- conception of local supply original dishes

Marketing function :

- Enhancement of dishes for customers
- Providing guidance to customers taking into account their nutritious claims and expectations.

4- Educational approach

The GREEN APRON video resource and animated sketch can be used in the classroom as an easily accessible and accurate representation of professional culinary production of meatless plant based food. The toolkit is to provide examples of various cooking techniques as well as presentation of the deep motivations of these customers.

Learners can gain their own knowledge freely through the use of exercise sets in the shape of multiple choice quizzes which help point out to the main issues of vegetarian cooking. These tools can be used either at home or as part of the classroom process. They can also be used in a reversed learning approach where the learners are asked to undertake research before the delivery of the course in which the teacher is a facilitator, and can help to organize the knowledge gained prior to the course.

Working individually, each student attributes educational attainment to personal achievements and increased learning intensity in the environment which is designed in such a way that educator's intervention in the learning process, even if indispensable, can become sideline. The focus of the process is on the learner, and the immediate usefulness of knowledge gained makes the process very flexible.

The approach we advocate is, in any case, typically inductive insofar as we think that the learning process is to be based on the observation of the implementation of recipes in a professional environment and on the understanding of the culinary concepts upon which they are based as well as satisfaction of customers' expectations.

5- Possible learning delivery

Phase 1: video browsing by learners in autonomy prior to lesson.

Learners are asked to spot the various phases and operating modes and browse through the animated sketch.

Phase 2: implementation of recipe (duration 2h30)

1. Lesson kick-off by collecting feedback from learners and checking what has been retained from the sketch (the sketch is very visual and straightforward, yet it is in English which is an indispensable language in the trade. Therefore crucial misunderstanding should be avoided if it is not the native language of the learners)

2. Cooking the dish with the video and recipe sheet left at the disposal of learners.
 - As much autonomy as possible is left to learners.
 - Work in groups of two.
 - All products and utensils are available.
 - Snapshots of dish once plated
 - Evaluation of production by tasting
 - Conclusion connecting the technique with the overall issue of plant based dishes and customers expectations

Phase 3: assessment and remediation (1h00)

- Quizz testing by learners, correction/ remediation by teachers (formative assessment to provide immediate feedback to learners)

Specific Green Apron certificates of attendance to the course will be delivered to the trainees when the course is completed according to the requirement of the pathways.

6- ECVET connection

In Green Apron, partners worked on the preparation of transfer, recognition and accumulation of individuals' learning outcomes in Hospitality with regards to professional meatless plant-based cooking. In that phase, which is prior to the implementation of ECVET partners developed cross boarder cooperation whose goals were:

- To study the ways GA curriculum can be embedded in mainstream VET system of Scotland, Romania, Italy , France, Spain
- To study the ways a mobility scheme for beneficiaries could take advantage of the comparison of learning outcomes to facilitate the recognition of competence gained through placements abroad in the near future in reference to EQF.
- To work on transparency and trust between partners to possibly anticipate the delivery of the variety of VET diplomas during learning experiences abroad with a specific focus on vegetarian cooking.

The diploma comparison chart provided in the document entitled “*ECVET in progress in green Apron*” is to facilitate potential mobility of hospitality students and preparation of ECVET.

