



Education and Culture  
Lifelong learning programme  
LEONARDO DA VINCI



**Sustainability as a key-competence of professional cooks: status quo and qualification requirements in education and training**

**Definition of Sustainability in professional cooking and qualification standards at the operational level**

**Leonardo da Vinci Partnership Project 2010-2012**

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# DEFINITION OF SUSTAINABILITY IN PROFESSIONAL COOKING

## SUBJECT OVERVIEW

### What does sustainability mean for cooks in gastronomy, tourism and communal feeding?

The notion of "sustainable development" has been widely known since the Rio-summit in 1992. According to the Brundtland Commission, it is development which "meets the needs of the present without compromising the ability of future generations to meet their own needs".

The food system is a major topic in sustainability: eating is one of our basic needs and plays a central role in the life of a human being. To maintain our bodily functions we need a continuous supply of food, which has to be grown, processed, distributed, eaten and disposed of.

The rather abstract notion of sustainable development is normally substantiated by formulating criteria along the economic, ecological and social dimension. Since the health aspect is of immediate relevance to nutrition, "health" will be established as an independent 4th dimension.

For about 20 years there have been investigations in various scientific fields on how to realise ecological, social, economic and health oriented sustainability goals in the "daily eating habits" of citizens, also with an eye toward how to promote their uptake among the general public.

Professional gastronomy is subject to specific economic, legal, social and organisational requirements and constraints, which have to be taken into account when implementing "sustainable cuisine". Achieving sustainability in professional cooking implies a long-term commitment to continuous improvement. Goal-achievement has to be evaluated, monitored and communicated to the stakeholder community.

## DEFINITION OF SUSTAINABILITY IN PROFESSIONAL COOKING

Sustainability encompasses 4 pillars: ecological, economic, social and health aspects. Food production and consumption should cover the following aspects in these four pillars:

### Ecological dimension:

- Use products that are **environmentally beneficial or benign**
- Encourage the understanding and application of **bio-diversity**
- Minimising the ecological footprint
- Have **high animal welfare standards** in production and transport

### Economic dimension:

- Keep the **operation** economically **sustainable**
- Support and bring **economic benefits** to the local community and adjacent area

### Social dimension:

- Be **proximate**: reconnecting producers and consumers and establishing trust through full traceability – "known provenance"
- Be **fair to workers** in the food supply chain in terms of pay and conditions
- Be **accessible** by all people, in terms of geographic access and affordability
- Support the **food security** of communities
- Be based on **fair, co-operative or ethical** trading
- Encourage **knowledge & understanding of food** and food culture

### Health dimension:

- Serve **healthy food**: part of a wholesome balanced diet, with no harmful biological or chemical contaminants

## QUALIFICATION STANDARDS AT THE OPERATIONAL LEVEL

### ECOLOGICAL QUALIFICATION STANDARDS AT THE OPERATIONAL LEVEL

The information contained in the table below indicates the topics that will be covered when studying for the ecological dimension of the sustainable cooking qualification, and what the student will need to demonstrate they have learnt.

The ecological dimension forms one strand of the proposed standards in sustainable cooks'/chefs' training. The other dimensions are: economy, social and health.

#### When cooking, the following principles apply to the ecological dimension:

- Food used should be produced ethically as well as conserve and enhance terrestrial and marine ecosystems and natural resources including soil, water and air
- Food should be fresh and seasonal and produced, processed, distributed and disposed of in ways that minimise both its local and global ecological footprint

#### These principles can be achieved by covering the following:

| Focus topics                                                                                           | Learning outcomes for students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Using higher amounts of vegetables, cereals and legumes (pulses) compared to meat</b>               | <ul style="list-style-type: none"> <li>• understands the different resource requirements for the production of vegetable food products versus animal food products</li> <li>• knows the variety of vegetables, cereals (crops) and pulses</li> <li>• is able to prepare, serve, calculate and advertise nutritionally balanced, attractive dishes containing little or no meat</li> <li>• is able to communicate and argue the advantages of a higher amount of vegetables, cereals and legumes</li> </ul>                                                                                                                                                                                                                                                                                                                         |
| <b>Choosing meat from pasture management, game animals (non or little concentrated feeding stuffs)</b> | <ul style="list-style-type: none"> <li>• understands the effect on meat quality of animals reared on pasture as well as the ecological and ethical consequences</li> <li>• knows how to distinguish meat from pasture management through recognised labelling schemes</li> <li>• can recognise all assurance and welfare logos</li> <li>• knows the relevant properties (e.g., taste, cooking time) and uses for meat from different body parts of the animal</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive dishes with meat from pasture management</li> <li>• is able to communicate and argue the advantages of meat from pasture management</li> </ul> |
| <b>Choosing meat from high animal welfare standards/levels</b>                                         | <ul style="list-style-type: none"> <li>• knows the different forms of animal husbandry and their impact on meat quality, but also their ecological and ethical consequences</li> <li>• knows the different brands, producer, farm assurance and quality labels and understands the differences between them</li> <li>• can recognise all assurance and welfare logos</li> <li>• knows the relevant properties (e.g., taste, cooking time) and uses for meat from different body parts of the animal</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive dishes with meat</li> </ul>                                                                              |

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|                                                                                                                     | <p>from high animal welfare standards</p> <ul style="list-style-type: none"> <li>• is able to communicate and argue the advantages of meat from high animal welfare standards</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Using fish from sustainable fisheries</b>                                                                        | <ul style="list-style-type: none"> <li>• knows the different forms of production for fish and seafood and their impact on food quality, but also their ecological and ethical consequences</li> <li>• knows the sustainable fishing practice certification and labelling schemes and understands the differences between them</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive dishes with fish from sustainable fishery</li> <li>• is able to communicate and argue the advantages of fish from sustainable fishery</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Ensuring dishes do not contain protected or endangered species</b>                                               | <ul style="list-style-type: none"> <li>• knows the protected or endangered species</li> <li>• knows alternative ingredients</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Increasing the percentage of organic food (obligatory eco-certification)</b>                                     | <ul style="list-style-type: none"> <li>• knows the fundamentals and philosophy of organic production</li> <li>• understands the range of certifying standards between the main certifying organisations and bodies</li> <li>• is able to recognise organic labelling</li> <li>• knows the steps required to attain a certification as an organic supplier / caterer</li> <li>• is able to assess quality differences between organic and non-organic ingredients regarding the nutritional content, use and quality</li> <li>• can make informed decisions about the environmental benefits of sourcing organic ingredients</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive organic dishes with a high amount of organic ingredients, while taking into account seasonal availability and economical considerations</li> <li>• is able – based on the availability of organic ingredients – to develop an organic line of products</li> <li>• is able to communicate and argue the advantages of serving organic food</li> </ul> |
| <b>Using fruits, vegetables, salads, meat and fish according to seasonal supply</b>                                 | <ul style="list-style-type: none"> <li>• understands the different resource requirements for different types/methods of production</li> <li>• knows the difference between seasonal and local</li> <li>• understands when the seasons are and what affects production of food across these seasons</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive seasonal dishes, while taking into account seasonal availability and economic considerations</li> <li>• is able to communicate and argue the advantages of seasonal supply of fruits, vegetables, salads, meat and fish</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Using a wider variety (more types, also older species) of plants and heirloom vegetables and rare breed meat</b> | <ul style="list-style-type: none"> <li>• understands that one has to prepare and offer different varieties/cultivars in order to preserve them</li> <li>• understands the difference in taste that different varieties of vegetables and meats offer and how these can enhance menus</li> <li>• understands the benefits for keeping these heirloom and rare breeds alive – for example they were originally developed to suit distinct</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                             | <p>areas/habitats/conditions so it keeps a wider gene pool for future environmental challenges</p> <ul style="list-style-type: none"> <li>• understands that heirloom and rare breeds give distinct identity to an area and how to use this to the catering establishment's benefit</li> <li>• understands the food supply chain and knows how to find/investigate new supply sources and is thus able to build a supply network</li> <li>• is able to prepare, serve, calculate and advertise attractive dishes with "specialities" and to show creativity</li> <li>• is able to communicate and argue the advantages of heirloom and rare breed supply</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Avoiding products from artificially-heated greenhouses</b>                               | <ul style="list-style-type: none"> <li>• understands the resource and ecological impacts of using artificially heated-greenhouse-products</li> <li>• is able to prepare, serve, calculate and advertise attractive menus/meals using an alternative to artificially heated-greenhouse ingredients such as with seasonal salads, vegetables and show creativity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Using freshly produced fruits and vegetables and reducing frozen products</b>            | <ul style="list-style-type: none"> <li>• understands the resource and ecological impacts of using frozen products</li> <li>• prepare, serve, calculate and advertise attractive fresh dishes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Understanding provenance of food and using local produce, thus decreasing food miles</b> | <ul style="list-style-type: none"> <li>• understand the resource, ecological and welfare requirements for food transportation</li> <li>• understands that locality and 'local produce' is not just about where or from whom food is purchased but the transparency of the whole food supply chain</li> <li>• understands food supply chains</li> <li>• understands that transparency throughout the food supply chain results in known provenance</li> <li>• understands the ecological (as well as economic, social and health) benefits of shortening food supply chains</li> <li>• can apply the benefits of a short, transparent food supply chain to their own catering situation and as a result actively seeks out short supply chains offering food from as close to their catering establishment as possible</li> <li>• can find/investigate new more local supply sources and is thus able to build a supply network of known provenance that delivers ecological and the wider benefits to the area where the catering establishment is</li> <li>• is able to prepare, serve, calculate and advertise attractive local dishes and to show creativity</li> <li>• is able to communicate and argue the advantages of local produce and known provenance</li> </ul> |
| <b>Minimising the use of processed foods</b>                                                | <ul style="list-style-type: none"> <li>• understands the resource and ecological impacts of food processing</li> <li>• understands the benefits of freshly prepared food</li> <li>• is able to assess quality differences between fresh and processed food regarding nutritional content, use and quality</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Reducing kitchen waste</b>                                                               | <ul style="list-style-type: none"> <li>• understands the resource and ecological impact of waste</li> <li>• can demonstrate that they can carry out work in the kitchen without generating unnecessary waste</li> <li>• is able to accurately calculate the quantity of required input ingredients</li> <li>• uses effective preparation skills to avoid unnecessary waste of ingredients (e.g. when chopping, peeling)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                      | <ul style="list-style-type: none"> <li>• knows how to use leftovers safely (if permitted by country regulations)</li> </ul>                                                                                                                                      |
| <b>Separating waste (grease separator), proper disposal of waste</b> | <ul style="list-style-type: none"> <li>• collect waste according to existing regulations and voluntary arrangements of sorting/handling materials</li> </ul>                                                                                                     |
| <b>Reducing packaging use</b>                                        | <ul style="list-style-type: none"> <li>• knows how to purchase, produce and store dishes without unnecessary packaging</li> <li>• understands the benefits of reusable packaging and actively seeks to purchase and use it when packaging is required</li> </ul> |
| <b>Using tap water efficiently</b>                                   | <ul style="list-style-type: none"> <li>• practises the efficient use of tap water in the kitchen</li> <li>• actively promotes the consumption tap water over bottled water</li> </ul>                                                                            |
| <b>Storing and preparing foodstuffs energy efficiently</b>           | <ul style="list-style-type: none"> <li>• knows how to carry out work in the kitchen efficiently using electricity and gas</li> <li>• knows how to purchase reusable energy sources</li> </ul>                                                                    |
| <b>Using efficient kitchen equipment (energy and water saving)</b>   | <ul style="list-style-type: none"> <li>• knows which kitchen appliances are energy and water efficient</li> <li>• knows how to carry out work in the kitchen efficiently using water, electricity and gas</li> </ul>                                             |
| <b>Using ecological cleaning agents/disinfecting agents</b>          | <ul style="list-style-type: none"> <li>• knows how to carry out effective cleaning work in the kitchen while minimising the use of cleaning chemicals</li> <li>• knows how to purchase any environmentally friendly alternatives required</li> </ul>             |



## ECONOMIC QUALIFICATION STANDARDS AT THE OPERATIONAL LEVEL

The information contained in the table below indicates the topics that will be covered when studying for the economic dimension and what the students will need to demonstrate they have learnt.

It forms one strand of the proposed standards in cooks training in sustainability. The other dimensions are: ecology, health and social.

**When cooking, the following principles apply to the economic dimension:**

- Keep the **operation** economically **sustainable**
- Ensure **values-based** food supply chains
- Support and bring **economic benefits** to the local community and adjacent areas

**These principles can be achieved by covering the following:**

| Focus topics                                                                      | Learning outcomes for students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Economically sustainable operation</b>                                         | <ul style="list-style-type: none"> <li>• identify various strategies that make it possible to utilize available resources to best advantage</li> <li>• use and promote usage of those resources that are both efficient and responsible, and likely to provide long-term benefits, so that the business continues to function and develop over a number of years, while consistently returning a profit</li> <li>• identify areas of the operation in which resources are not being utilized in the most efficient manner, and take the steps to correct the situation</li> <li>• participate in cross-sectoral coordination, which involves identifying what impact changes in one area of the operation will have on subsequent phases of the production process</li> <li>• plan, create, implement and evaluate marketing and communication strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Values-based food supply chains</b> (adequate wages in the entire value chain) | <ul style="list-style-type: none"> <li>• distinguish organic products from conventional food (laws and labels)</li> <li>• procure organic food and ingredients</li> <li>• calculate recipes and weekly menu plans</li> <li>• understand pricing strategies: know which kind of meals have lower production costs than others and how price for a commodity is calculated on the farm level</li> <li>• describe <i>food supply chain</i> as "a network of food-related business enterprises through which food products move from production through consumption, including pre-production and post-consumption activities"</li> <li>• realize and promote business relationships among his/her business partners within value chains in win-win terms and constructed on collaborative principles that feature high levels of inter-organizational trust</li> <li>• treat farmers/ranchers and fishers as strategic partners with rights and responsibilities related to value chain information, risk-taking, governance, and decision-making</li> <li>• commit to the welfare of all strategic partners in a value chain, including fair profit margins, fair wages and business agreements of appropriate duration</li> <li>• build inter-organizational trust upon the fairness, stability and predictability of agreements among strategic partners</li> <li>• share with his/her strategic partners common values and a common vision regarding product quality, partner relationships and customer treatment</li> <li>• acknowledge that real partnership means all strategic participants benefit</li> </ul> |

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|                                                                                             | from the value chain's business and all have a say in business developments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Fair prices for consumers</b>                                                            | <ul style="list-style-type: none"> <li>• create consumer prices of served menus that are fair and sustainable: the prices should include all costs of the value chain and leave the business with adequate profit to make it economically sustainable</li> <li>• price served menus in order to demonstrate the "value" of served food and the work of all parts of the value chain</li> <li>• communicate and justify the prices and value to consumers</li> </ul>                                                                                                                                                                                                      |
| <b>Local procurement - shortening supply chains</b>                                         | <ul style="list-style-type: none"> <li>• understand the notion of "local sourcing" and advantages of buying locally</li> <li>• identify sources of local or regional producers</li> <li>• support those local stakeholders that comply best with your approach (price vs. quality)</li> <li>• create value food supply chain with local or regional producers and artisanal manufacturers (keep regional/national food-sovereignty)</li> <li>• understand the implications of long supply chains and their disadvantages</li> <li>• encourage local producers to produce new products which normally come from farther away</li> </ul>                                   |
| <b>Use fair trade products</b>                                                              | <ul style="list-style-type: none"> <li>• identify products made and traded within the international and national fair trade (FT) certification standards</li> <li>• identify sources of FT products and use them whenever available</li> <li>• understand and critically assess relation between current, conventional economic structures and social or ecological poverty at global and regional levels</li> <li>• understands significant effect of globalisation to the traditional structures of farmer's lives worldwide and their importance for the food industry in rich countries</li> <li>• understands the background of the "fair trade" concept</li> </ul> |
| <b>Reduce kitchen waste</b>                                                                 | <ul style="list-style-type: none"> <li>• have knowledge about the implications of unnecessary waste on the environment, the economy and the business bottom line</li> <li>• consciously &amp; effectively handle products (storage, preparation)</li> <li>• put into practice measures for kitchen waste reduction</li> </ul>                                                                                                                                                                                                                                                                                                                                            |
| <b>Participation of employees (cooks) in decision making:</b><br>participant based approach | <ul style="list-style-type: none"> <li>• create an environment in which employees have an impact on decisions and actions that affect their jobs</li> <li>• built team effectiveness, team communication and problem solving</li> <li>• develop reward and recognition systems</li> <li>• share gains made through employee involvement efforts</li> </ul>                                                                                                                                                                                                                                                                                                               |

## HEALTH QUALIFICATION STANDARDS AT THE OPERATIONAL LEVEL

The information contained in the table below indicates the topics that will be covered when studying for the health dimension of the sustainable cooking qualification and what the students will need to demonstrate they have learnt.

The health dimension forms one strand of the proposed standards in sustainable cooks'/chefs' training. The other dimensions are: ecology, economy and social.

### When cooking, the following principles apply to the health dimension:

- Serve healthy food: food should be part of a wholesome balanced diet. It should be fresh and seasonal and produced, processed, distributed and disposed of in ways that supports health, with no harmful biological or chemical contaminants.
- Food should have high animal welfare standards in production and transport

### These principles can be achieved by covering the following:

| Focus topics                                                                          | Learning outcomes for students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Well balanced supply according to nutritional needs of target group</b>            | <ul style="list-style-type: none"> <li>• knows the most common lifestyle diseases and their causes, including the role of diet</li> <li>• understands the importance of protecting public health and environment</li> <li>• knows the composition and nutritional value of foodstuffs</li> <li>• knows how to compose well balanced tasty meals, which meet the needs of different target groups (e.g. working people, children, elderly people)</li> <li>• knows how to produce dishes and menus according to guest requests for special meals (vegetarian, vegan, cultural/religious)</li> <li>• is able to adapt regional, traditional dishes to meet the needs of modern lifestyle (less fat, less sugar, smaller portions)</li> <li>• is able to assess nutritional labelling for single dishes and menus</li> <li>• is able to analyse menu plans and assess their nutritional, economic and sensory quality and make suggestions for improvements</li> </ul> |
| <b>High nutrient density, fresh and carefully processed</b>                           | <ul style="list-style-type: none"> <li>• knows the difference between organic and conventional farming and the corresponding quality of their produce, regarding culinary, sensory and nutritional aspects</li> <li>• is aware of and able to assess the quality of fresh and seasonal food regarding culinary, sensory and nutritional aspects</li> <li>• knows nutrient-preserving ways of preparing food</li> <li>• knows about nutrient transformation and losses during preparation and storage</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Variety/diversity</b>                                                              | <ul style="list-style-type: none"> <li>• knows the importance of consuming a variety of different foodstuffs, especially fruits and vegetables</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assist the development (or rediscovery) of "natural sense of taste"</b>            | <ul style="list-style-type: none"> <li>• understands why natural taste is better than unnatural; knows how to improve (or develop) our natural sense of taste and how to explain this to the customer</li> <li>• knows different methods of sensory analysis and their applicability in relation to improvement of culinary quality</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Minimising the use of processed food; use food prepared without any artificial</b> | <ul style="list-style-type: none"> <li>• understands the reason for using preservatives and additives in processed food</li> <li>• knows the different brand, product and quality labels for foodstuffs and the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>preservatives, colours or flavour enhancers</b> | benefits of foodstuffs that do not contain any artificial preservatives, colours or flavour enhancers <ul style="list-style-type: none"><li>• knows the relevant national and EU-wide regulations</li><li>• knows the possible harmful effects of additives on health</li><li>• knows the “additives to avoid” that have been shown to cause behavioural problems</li><li>• understands the reason for using preservatives and additives in processed food</li><li>• is able to assess the quality of the raw foods, semi manufactured and manufactured foods</li></ul> |
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## SOCIAL QUALIFICATION STANDARDS AT THE OPERATIONAL LEVEL

The information contained in the table below indicates the topics that will be covered when studying for the social dimension of the sustainable cooking qualification, and what the student will need to demonstrate they have learnt.

The social dimension forms one strand of the proposed standards in cooks'/chefs' training. The other dimensions are: ecology, economy and health.

### When cooking, the following principles apply to the social dimension:

Sustainability in the social dimension means **reconnecting** producers and consumers and establishing **trust** through full **traceability**. Ideally, restaurant customers should be able to recognize the **provenance** of the consumed meal and enjoy a meal as a **social and cultural experience**. At the same time all processes in the food supply chain should be **fair, co-operative** and **ethical** for all the people involved. Food should be **accessible** by all people, in terms of geographic access and affordability and thus support the **food security** of local communities.

### These principles can be achieved by covering the following topics:

| Focus topics                                                                               | Learning outcomes for students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Compliance with labour and social law provisions</b>                                    | <ul style="list-style-type: none"> <li>• knows and adheres to relevant laws and regulations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Consider participatory-based approach (eg. shares rewards, joining decision making)</b> | <ul style="list-style-type: none"> <li>• knows participatory management and establishes feedback groups</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Be fair to workers in the food supply chain in terms of pay and conditions</b>          | <ul style="list-style-type: none"> <li>• is able to motivate employees; to set good working atmosphere and promote the well-being of employees</li> <li>• employees in the kitchen should identify themselves with the organisation and its goals</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Participation in / support of apprenticeship training</b>                               | <ul style="list-style-type: none"> <li>• knows how to participate in / support apprenticeship training: both manager and employees cooperate with local gastronomy schools and make suggestions to improve apprenticeship training</li> <li>• manager is aware that apprenticeship is a good method of human resource management</li> </ul>                                                                                                                                                                                                                                                                                     |
| <b>Facilitate continuing education for the kitchen employees</b>                           | <ul style="list-style-type: none"> <li>• understands that progress is possible only with continuous professional development</li> <li>• is able to search for the right training course for employees in the kitchen, or develop his or her personal skills</li> <li>• is focused on learning the principles of organic farming and sustainability</li> <li>• is able to manage time well</li> <li>• is able to constantly improve his or her communication skills</li> <li>• the management accepts that learning is a life long process and that employees of all ages should be supported in personal development</li> </ul> |

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| <p><b>Provide means for participation of employees and customers</b> (e.g., facilities for receiving and managing feed-back, complaints and suggestions)</p>                                | <ul style="list-style-type: none"> <li>• knows how to use participatory management at work</li> <li>• creates good relationship with customers (participating in decision making, facilities for receiving and managing feed-back, complaints and suggestions)</li> </ul>                                                                                                                                                                                   |
| <p><b>Strengthen customer's interests</b></p>                                                                                                                                               | <ul style="list-style-type: none"> <li>• understands how to strengthen customer's interests: with high quality products, good relationships, transparency, good promotion</li> <li>• how to organise promotion activities that contribute to the recognisability of local products</li> </ul>                                                                                                                                                               |
| <p><b>Use fair trade products</b></p>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• knows how to search for fair trade products and how to use them</li> </ul>                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Use fresh, seasonal and local produce to maintain or even create new jobs in the region and to make foodstuff accessible to all</b> (geographically and in term of affordability)</p> | <ul style="list-style-type: none"> <li>• understands that use of fresh, seasonal and local products helps to maintain or even create new jobs in the region</li> <li>• knows how to find right farmers for cooperation and the way to work with them</li> <li>• understands that use of fresh, seasonal and local products is healthier, energetically more efficient and thus more affordable</li> </ul>                                                   |
| <p><b>Take into account eating habits, preferences and expectations of different social and ethnical groups</b> (includes gender aspects)</p>                                               | <ul style="list-style-type: none"> <li>• is aware of and consider seating habits, preferences and expectations of different social and ethnical groups (including gender aspects); for example: different ages and religions or different eating habits because of ethical or personal reasons (vegetarian, vegan ...), thus making the meals available to a more diverse range of guests</li> </ul>                                                        |
| <p><b>Common meal as social experience</b></p>                                                                                                                                              | <ul style="list-style-type: none"> <li>• knows how to organise a common meal in a way that it becomes a social experience: e.g. how to create a enjoyable atmosphere, how to prepare food in order for the guests to enjoy eating together</li> <li>• knows how to present the food to the guests (history - ethnological meaning, gastronomic value, perhaps tell the story connected with the food)</li> </ul>                                            |
| <p><b>Communicate sustainability topics to guests</b> (e.g. geographic origin of foods)</p>                                                                                                 | <ul style="list-style-type: none"> <li>• knows how to present sustainable cuisine to the public</li> <li>• knows how to present these topics: organic farming, sustainability in preparing and serving food (use of energy, waste management), modern approaches, local, seasonal, fresh food, authentic breeds, plants</li> <li>• understands the benefits of using local food with geographic origin and is able to explain them to the guests</li> </ul> |
| <p><b>Shortening supply chains</b></p>                                                                                                                                                      | <ul style="list-style-type: none"> <li>• knows how to shorten a supply chain and uses this knowledge at work</li> <li>• is aware that a short supply chain means lower prices to the consumer</li> </ul>                                                                                                                                                                                                                                                    |
| <p><b>Community involvement</b> (eg. farm visits, involving producers etc)</p>                                                                                                              | <ul style="list-style-type: none"> <li>• knows how to involve local communities and partners in his work</li> <li>• is able to cooperate with farmers, producers, tourism organisations, educational organisations, kindergartens, schools etc.</li> </ul>                                                                                                                                                                                                  |