



SUSPRO PROTOCOL

2023-1-ES01-KA210-VET-000150556



**MEDI
TERRA
NEO**
Culinary Center



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01. FOREWORD

OBJECTIVES OF SUSPRO

In the face of the current health crisis with the COVID-19 pandemic, sustainable gastronomy demands new forms of production and consumption. To educate society, institutions and schools must redefine an educational strategy that addresses sustainability issues, in the culinary and gastronomic sector, as well as in the other educational sectors.

The concept of sustainability provides an umbrella under which schools can link a wide range of actions and/or projects, giving them added value and achieving greater efficiency. Therefore, a sustainable education strategy is not possible without:

- An institutional document that sets out a set of commitments, rules, standards, and procedures. By producing this written institutional commitment, schools bear witness to what is enacted, the strategy can be known by all, it provides certainty, clarity, and accessibility.
- Transmitting this document that establishes the new culture for the school.
- In addition, as a place of learning, schools can help students to understand their impact on the planet, to evaluate the evidence for themselves and to give them the knowledge and skills they need to be active members of society.



The SUSPRO project will generate a series of outcomes that will tackle the previously mentioned needs. Through the Sustainability Protocol, and the Digital and Face-to-Face workshops, it is expected that the project will achieve the following objectives:

- To acknowledge the importance of education to achieve sustainable development.
- To promote Education for Sustainable Development (ESD) as a key element for quality education.
- To ensure that all generations understand the impact of climate change and are better equipped to act.
- To collaborate internationally to adopt common guidelines and actions for the inclusion of sustainability as part of the culture of education centres.
- To achieve the necessary momentum and take a first step towards changing the current model of our educational centres and adopt a model based on environmental sustainability.
- To transmit this new sustainable culture adopted by the institution to students and staff, especially to those from the culinary and gastronomy, sector, by translating the institutional protocol into interactive activities.



THE CONSORTIUM

The consortium of SUSPRO is made by three organisations:

Mediterraneo Culinary Center

Mediterráneo Culinary Center (MCC) is a VET school specialised in Cooking, Gastronomy, Dietetics and Nutrition, with more than 20 years of experience and a clear international vocation, recognised by the Ministry of Education and Culture of the Valencian Community. The main activities undertaken in the centre are the training of students, experts and companies in the Hospitality, Gastronomic and Nutrition sector. The centre offers a wide range of educational programmes and official qualifications (from EQF level 3 to level 5, and EQF level 7) concerning Intermediate and Higher Education Vocational Training, and also master's degrees and postgraduate courses. MCC also issues diplomas, monographs and certificates of professionalism.

INNOVED

INNOVED is an educational organization which focuses on knowledge and innovation transfer in the fields of education, lifelong learning, and training; entrepreneurship and employment aspects; non formal learning and training methods with the usage of modern technologies also emphasizing green and ecological practices. The main mission of INNOVED is the promotion of knowledge, educational practices, and opportunities to the cultural and economic development of the local community and the wider society. In order to accomplish its mission.



, INNOVED is operating in order to achieve to encourage, support and promote the innovative spirit in various areas such as:

- Education and Training
- Social inclusion and intercultural dialogue
- Innovative methodologies and practices around the entrepreneurial mindset
- Disabilities and empowerment
- Non formal practices in education and training provision.

INNOVED also supports the social inclusion of disadvantaged and/or marginalized groups.

LULA Consulting

Lula Consulting provides support to Schools/Institutes/Educational centres in participating and organising Erasmus+ mobilities and training opportunities. Lula Consulting supports its partners by providing tutoring and monitoring, communication, and digital tools in order to facilitating access to learners' mobility experiences, including recent graduates both short-term and long-term (Erasmus Pro). The aim is to ensure the widest participation in mobilities through a personalised support designed to meet the individual needs of each learner. These activities are strongly based on sustainability and social inclusion. This is very important with reference to learners in disadvantaged or vulnerable conditions.

Lula Consulting supports Rete DEURE in internationalization activities related to the Erasmus+ KA1. Rete DEURE is a network of about 60 Italian VET Schools offering their students access to Erasmus+ mobilities with particular attention to young people at risk of social exclusion.



02. WHAT DOES SUSTAINABILITY MEAN TO THE CONSORTIUM?

SUSTAINABILITY AND MCC

Environmental sustainability is integrated in the DNA of MCC; it is a priority among the school management, teachers, and students.

Each year, teachers evaluate the curriculum designed by the government to find ways to introduce sustainability, even in the subjects and activities which do not require it by law. This is especially relevant at practical level, where topics such as food waste, energy efficiency and recycling are prioritised.

Initiatives carried out in MCC include:

- The coordination of menus among teachers: they evaluate the ingredients each class will use, to avoid food waste. For example, if one class is using vegetables and useful leftovers are available, the following class will make the most out of them.
- Teaching about culinary techniques that promote sustainability, such as conserving ingredients, diminishing the energy use in cooking, or fermentation.
- The creation of a garden inside the school to educate students about sustainable cultivation.
- Using remaining ingredients from previous classes for exams, to help students learn about “trash cooking”.
- Collaboration with local providers that commit to our sustainable aims.



Furthermore, our school has a policy of light efficiency, with big windows in all classrooms to avoid the use of electricity. There are also water fountains available for teachers and students to fight the use of single-use bottles. There is no one-use cutlery available in the centre; all cutlery and bottles used are reusable.

All in all, MCC is deeply committed to sustainability, though it is lacking a formal protocol that will put all these actions together and help find which gaps are still missing and could be improved at organisational level.

SUSTAINABILITY AND INNOVED

Sustainability is a key focus for InnovED, reflecting its significance for the environment, economy, and society. Our primary aim is to decrease our carbon footprint and greenhouse gas emissions. We achieve this by fully embracing teleworking and limiting physical travel to essential events like multipliers, workshops, TPMs, and LTTAs.

When travel is necessary, we prioritize green options or offset carbon emissions through airline programs (namely small money amounts). Additionally, we foster collaborations with other NGOs, governments, businesses, and community groups to pursue shared sustainability objectives. We aim to expand our involvement in projects aligned with sustainability goals.

During the meetings or events, we host, we prioritize fresh snacks sourced from local producers in Volos, supporting our community and reducing food miles.



SUSTAINABILITY AND LULA CONSULTING

Environmental sustainability stands as a core commitment for our company, serving as a guiding principle that shapes all our present and future initiatives. For us, sustainability involves moving beyond the present, considering future generations, and taking responsible actions to protect their welfare and safeguard the planet for their inheritance.

To honor this commitment, we pledge to avoid actions that could jeopardize the future prosperity of generations to come, responsibly preserving our limited resources, and consistently operating with an eye towards the future. We actively involve young people in our projects, acknowledging them as the core of our target audience and the potential caretakers of our planet.

We firmly believe that daily actions can make the difference, therefore, within our offices, we promote recycling practices, minimize unnecessary travel, and advocate for smart working to reduce our environmental footprint.

Dematerialization is one of our main objectives: in this light, we have implemented a digital project management system to minimize the use of paper and optimize the use of time and resources effectively. Sustainability for us goes beyond the borders of our territory. Inspired by the Agenda 2030, we actively engage in projects and initiatives at the European level to promote sustainable practices and actively work to integrate them into every aspect of our business.

For us, sustainability is not just a buzzword, but a concrete and tangible commitment that permeates every aspect of our business, helping to build a greener and more sustainable future for all.



03. TRAINING FOR THE FUTURE

EMPOWER STUDENTS TO TAKE RESPONSIBILITY FOR THEIR OWN FUTURE.

Sustainability is a key element in student's education. The current environmental situation of our planet makes necessary for all citizens to understand the consequences of their actions in the environment. However, this need of a deep understanding of one's actions cannot be tackled without implementing effective training methods that integrate sustainability in the knowledge and daily routines of citizens.

When talking about sustainability education, we do not refer solely to formal education (e.g., understanding the meaning of the word "sustainability"). It should also be integrated in the activities, materials and procedures introduced in educational centres.

Looking at VET education, there is currently a lack of common, structured methods to introduce sustainability in the VET centres activities. While in many EU countries sustainability is briefly taught in some subjects (dependent on the VET curricula), VET centres still need formal routes to integrate sustainability in their actions. Only by introducing sustainability as a regular topic in the students' daily life, it is possible to ensure they will effectively consider if their actions are sustainable in their daily life.

It is necessary to empower students to take responsibility. By helping them understand the consequences of their actions in the environment, they will also discern the importance of changing certain behaviours that may not be sustainable.

How can we empower students? Below you can find some ideas that can be integrated into your VET centre:



Create a Sustainability Group.

Creating a Sustainability Group with students' representatives will increase the students' involvement, as they will feel responsible. This group can promote sustainability among their peers, search for alternative activities to the ones initially planned in the protocol and help incorporate sustainability in the VET centre.

Set recycling points.

It is not possible for students to get used to recycling if they do not have a clear recycling point where they can learn about it. Set in your centre a recycling point with clear explanations on how to recycle each type of waste.

Create an urban garden.

An urban garden is a great method for students to:

- Learn about cultivation of plants and vegetables.
- Understand the importance of using seasonal products.
- Understand the difference between sustainable production and local production.
- Learn about sustainable consumption of raw materials.

Although it is many times difficult to find enough space (or adequate lightning) to create an urban garden, there are always options! If you do not have a lot of space, try out building a little indoor garden with aromatic herbs or easy to grow vegetables. The most important thing is students will understand there are always options to be sustainable.



Energy saving campaign.

Saving energy is a key element in sustainability, both at educational level and in the daily life of students.

An effective energy saving campaign is not only positive from a sustainable point of view; it can be cost effective. Saving energy means consuming less and, therefore, spending less.

Some ideas for the campaign include:

- Add posters in all relevant spaces to generate visual reminders.
- Provide motivation for students to remember to save energy: contests, rules of behaviour, sharing their experiences with others, making them search of alternative energy saving activities...
- Involve students as much as possible. Providing a theoretical presentation will not generate as much awareness among them as involving them with the topic (for example, through field trips, the visit of experts, games, activities...)



Waste management campaign.

Organising a waste management campaign is essential, especially in culinary VET centres where there is a lot of food waste to comply with sanitary regulations.

For this reason, organising campaigns with students to reduce that waste is a great method to empower them. Make them aware of the real consequences of their waste and involve them in searching for alternatives.

Waste management contest.

Organising a contest among classes or groups can be an interesting idea to empower students, especially in the culinary department, where there is a lot of food waste. They will need to find alternative recipes or uses for the raw materials to avoid wasting too much food. It can also be used in other VET courses, for example with the amount of wasted paper in class.

Field trips to relevant institutions.

Organising field trips with students to relevant institutions (such as energy source points, waste management organisations, recycling points at local level, sustainability associations, environmental associations...) can help students understand the impact of their activities.

The explanation by a professional of the environmental reality we are facing may have a bigger impact on the student than hearing it from a teacher, increasing their interest.



04. REVIEWING TEACHING AND LEARNING STYLES

DEVELOPING A SCHOOL CULTURE IN LINE WITH VALUES RELATED TO SUSTAINABILITY.

Sustainability can be introduced in all areas of a VET centre: the centre itself, the work with students, the curriculum...

Looking specifically at the teaching and learning styles, and how they relate to sustainability, it is important to understand that sustainability can be implemented in class at two levels:

- Formally incorporating it in the curriculum
- Informally incorporating it in the class activities

Introducing sustainability in the curriculum is a complex task, as many times it does not solely depend on the centre; it is a combined job with public institutions and the education government in charge of developing curricula. Sometimes, VET curricula leaves some room for centres to add content they consider necessary, and sustainability can be an option for those additional learning points.

However, incorporating sustainability in the class activities can be a lot easier, as it can be adapted to the needs and possibilities of the class. To so, it is necessary to review the teaching and learning style programmed in the centre. Teachers need to be aware of how they can incorporate sustainability in their daily routines; students need to be aware that the point discussed in those actions is sustainability. Some actions that can be incorporated in the classroom are:



Organisation of ingredients.

Practical classes in culinary VET centres are an obvious source of food waste, but also a great place to introduce sustainability. An interesting idea is to organise the ingredients used to introduce them in different elaborations; this will reduce the food waste.

Another interesting idea is to organise the ingredients used by different classes to avoid food waste. For example, if one class has leftovers, the following one can introduce them in their elaborations.



Use leftovers to practice.

Another interesting teaching technique is carrying out “leftover practices”. During these activities, students need to cook using leftovers, which decreases the waste of the centre while teaching students about sustainability.

Carry out energy saving culinary techniques.

Some culinary techniques are specifically designed to save energy. Introducing those in the classroom will provide learners with options to decrease their energy consumption.

Avoid using paper in class.

Some teaching styles rely on using print outs; however, this leads to an important waste of paper.

Organising the use of paper in class can lead to reducing the waste of theoretical classes. If it is compulsory to use paper in certain moments, another option is searching for alternative activities that will extend the life of said paper. Or, alternatively, ensuring there is an adequate recycling process carried out.

Introduce active learning approaches.

While sustainability can be introduced as part of other topics, it should also be formally introduced as a topic to be discussed with students. When doing so, introducing learning approaches where students are involved and need to actively contribute is a way of ensuring they are more invested in sustainability.

Introduce a Sustainability Teaching Methodology.

Sustainability cannot be individually used by one teacher; it should be a common effort of the centre related to the centre's culture. At the same time, organising common teaching styles can help involve the students and increase their interest.

This can be achieved organising a planning of sustainability learning for each course. The planning allows to introduce among students more complex sustainability content each year, based on the pillars previously established.



05.DEVELOPING SKILLS FOR ACTION

DEVELOPING EMOTIONALLY STIMULATING ENVIRONMENTS, IN WHICH INDIVIDUALS FIND IT ADVANTAGEOUS TO ACT

Introducing activities and theoretical learning is not enough to integrate sustainability in the students' mindset. It is necessary to ensure they feel comfortable trying out practices and approaches that help them learn; developing an environment where they feel it will be positive and useful for them to act.

In this line, VET centres can work to develop emotionally stimulating environments where individuals are interested in learning more and acting on their acquired competences regarding sustainability. Below are some examples of skills for action.



Coordinating the work among teachers.

Ensuring all teachers are presenting a unified front with regards to a topic (for example, ensuring none of the teachers are dismissing the importance of the topic) is essential to ensure there is a common environment.

Organising seminars with relevant organisations.

Organising visits is interesting; but it is also very productive to invite relevant organisations to come to the centre and talk to the students. They can even point out on the spot which things are done well in the centre and among the students. This will increase the students' knowledge but also their pride, as they will feel that the prize is also for them.

Create a space for students to give their opinion.

Having a space for students to give their opinion is essential to generate an environment of stimulation and interest. This can be a mailbox of suggestions, organised groups with representatives of each class...

However, it is necessary to monitor how these suggestions are managed. If there is nothing done about it, this type of activity can have very negative impact on the student and the environment, as they will feel not listened. So, if a space for suggestions is created, it is necessary to create a protocol to react to those suggestions.

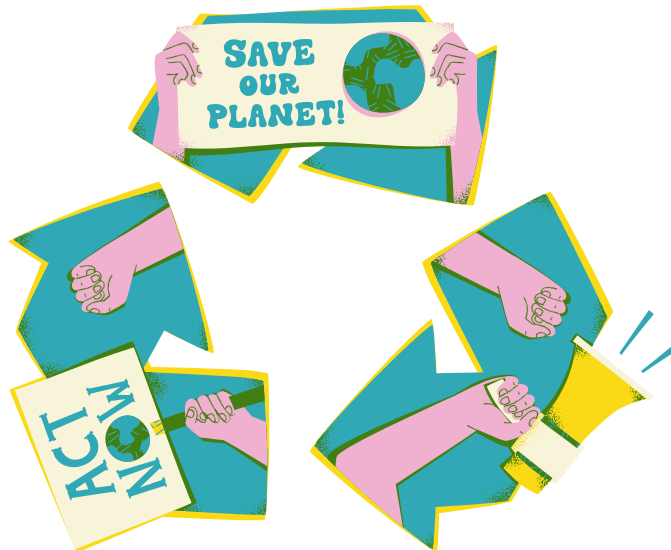
Organise school awards to sustainability.

Some schools organise awards for classes to compete with regards to sustainability. This stimulates the student through their competitive side, while promoting team spirit as the class needs to work together.



06. ADOPTING A COMPREHENSIVE AND INTEGRATED APPROACH

Throughout this document, we have discussed how sustainability can be integrated in the VET centre using the different actors available in it.



Still, the combination of said actors will not be effective unless there is an integrated approach agreed by the entire VET institution. Organising a common path can help to tackle sustainability from a more comprehensive perspective, avoiding possible gaps and overlapping of content and ideas. At the same time, it helps synchronise approaches and techniques, which can help some actors benefit from the work of others.

The approach towards sustainability should be adopted among the following areas:

Curriculum and teaching-learning processes	• Organise the content of the curriculum to avoid overlapping. • Use teaching process as method to compensate the gaps in the curriculum. • Organise the learning processes among teachers to complement their teaching.
Centre resources	• Provide the necessary resources for teachers to effectively train students. • Benefit from the opportunities in the centre at structural level.
Facilities	• Introduce sustainability in the centre by investing in necessary actions (such as recycling points). • Benefit from the facilities (e.g. if possible, create an urban garden).
Community and networks	• Collaborate with relevant organisations to promote sustainability. • Collaborate with your network in sustainability activities (e.g. sustainability contest among centres). • Organise visits to relevant organisations.

07. THE CULINARY SECTOR: TIPS TO BE MORE SUSTAINABLE.

A compilation of success stories from culinary companies and educational centres that integrate sustainability into their daily work has been brought together. These stories are a perfect example of how sustainability can be easily added to an organisation routine, and how it can many times lead to a series of benefits to the centre implementing it.



THE IMPORTANCE OF RECYCLING



HOW TO TACKLE FOOD WASTE



ENERGY CONSUMPTION IN THE KITCHEN



THE IMPORTANCE OF RECYCLING:

Recycling and reusing in thematic park's restaurants: Port Aventura

Port Aventura is one of the most famous thematic parks in Spain. It has three parks with around 20 food areas, including traditional restaurants, fast food restaurants, takeaway areas and other food services.

Since its creation, Port Aventura has worked to engage in sustainable actions all over their parks. Since 2017, the park has worked in the valorisation of waste, treating around 90% to obtain a benefit (this means, recycling most of it!). This includes the food area, which has some interesting best practices related to recycling and reusing.

For example, the restaurants recycle the oil they use, by hiring an external company that takes care of its manipulation. This company separates the different parts of the used oil, offering the cleaned, final product to biofuel companies. Part of that oil ends up being car biodiesel fuel!

Another relevant initiative is the incorporation of reusable glasses. In 2022, Port Aventura integrated reusable glasses in all their food locations. Prior to this, most of the bars and fast-food restaurants had one-use glasses. With this change, now consumers have the option of returning the glass, which can be reused by the restaurant. Up to now, 42% of the glasses have been returned, with the consequent reduction of plastic waste.

For more information about Port Aventura's sustainability procedures, you can check their [website](#).



THE IMPORTANCE OF RECYCLING:

The “Around” circular model

Around is a circular and digital food packaging system, created to eliminate waste in a smart way and accessible to all. Around wants to revolutionize the world of disposable food packaging through the diffusion of smart, reusable packaging for takeaway and delivery.

The model is based on the practice of digitized "returnable packaging", through the use of an App the user can request the reusable Around food container from the restaurateur instead of the disposable one, and rent it for free through the mobile application. Once the meal is finished, the customer has seven days to return the container to one of the venues that are part of the Around network. If the container is not returned, a fee will be applied to the end customer for failure to return it (debited to the credit card registered when registering in the app).

In this way, the use of disposable packaging in takeaway and delivery services is significantly reduced, as well as net savings in terms of CO2 emissions for the development of new production cycles.

The food containers are made of polypropylene plastic, easily recyclable. They are BPA free, leak proof, insulating and heat retaining. They can be used in the microwave, freezer and are dishwasher safe. Each container can be used at least 200 times and has a positive ecological balance after the tenth use, exceeding the performance of disposable containers.

To date, it has around has 28 active venues, 500 APP downloads, 200 active users. The goal is to involve more and more venues and users in the zero waste lifestyle.

Contact information: <https://www.aroundrs.it/>



THE IMPORTANCE OF RECYCLING:

Collection, processing, and disposal of used cooking oils for industrial use: Revive

Revive company specializes in collecting used cooking oils and ensuring their safe and legal disposal for industrial purposes, such as producing biofuels and biofertilizers. Instead of letting these oils become waste, which we all know has negative environmental impacts, they gather them to fulfill energy and lubrication needs.

By properly processing these oils, they create biodiesel that is more environmentally friendly, biodegradable, and non-toxic, with minimal sulfur content, improved lubrication properties, and reduced emissions of soot and carbon dioxide. This helps mitigate the greenhouse effect, making their process a sustainable choice.

For more information about the work of Revive, you can check their [website](#).



HOW TO TACKLE FOOD WASTE:

Apps to fight food waste

Food waste is a crucial problem of the culinary sector. Although there are many tips to reduce it (organising the menus, reducing the size of the plates if they are too big, reducing the primary ingredients bought...), there is always a percentage of food that ends up being thrown.

An increasingly popular way of reducing food waste in the culinary sector are food waste apps. The best known one is the Danish app "Too Good To Go", although there are other options, such as the Spanish "Encantado de Comer".

These apps work with different kinds of food services, from supermarkets to restaurants, facilitating the commercialisation of food in their last moments of use while offering consumer cheaper options. For example, a bakery with leftover cakes can use these apps to sell them at a lower price at the end of the day. This is beneficial both for the consumer, who accesses the food at a more competitive price, and for the bakery, as it reduces the food waste.

Thanks to these apps, there has been an approximate 20% reduction in the food waste in Europe. And any food business interested can participate!



HOW TO TACKLE FOOD WASTE:

Bella Dentro (Beautiful inside)

Every year in Italy farmers leave around 4% of total fruit and vegetable production in the fields. We are talking about approximately 1.4 million tonnes of food discarded due to purely aesthetic criteria imposed by large-scale retail trade and completely independent of the actual quality of the harvest in terms of taste and nutritional properties.

Bella Dentro aims to restore dignity to products classified as "waste" - because they are aesthetically imperfect but "beautiful inside" - by promoting a distribution chain that is alternative to the traditional one, more ethical and sustainable.

Specifically, BELLA DENTRO purchases excellent quality fruit and vegetable products directly from farmers, which are usually not accepted by large-scale retailers; subsequently promotes their sale - to private individuals, companies and restaurants - through events and communication activities created to raise consumer awareness of the naturalness, quality, taste and nutritional properties of foods.

In order to save more and more fruit and vegetables, overcoming the limits imposed by the perishability of fresh fruit and vegetables, the start-up ALSO began to create a line of processed products, again under the Bella Dentro brand, made starting from the saved products, and opened in Milan then first sustainable and zero-waste "fast food", where fruit, vegetables, cereals, legumes, eggs considered imperfect by some, are cooked and transformed into tasty recipes with which you can compose bowls, soups, fruit salads and much more, for a lunch break healthy and beautiful inside.



In the case of online orders, Bella inside Kitchen delivers strictly by electric means throughout the city. The objective is therefore to trigger a virtuous circle that links the choices of consumers and producers, allowing the former to make convenient and common-sense purchases and the latter to obtain the right compensation also for the part of production that would otherwise not be valorized.

Contact information:

<https://www.belladentro.org/> info@belladentro.org

HOW TO TACKLE FOOD WASTE:

A collaborative initiative to decrease food waste and enhance food donations: Boroume

Boroume is a non-profit organization dedicated to cutting food waste and addressing malnutrition in Greece. Their goal is to spark a social movement that reduces food waste and boosts nutritional assistance for those in need, driven by volunteer support.

Through their various programs like Saving & Offering Food, the Awareness Program "Every Meal Matters," Boroume at School, Boroume at the Farmers' Market, Boroume Gleaning, Boroume in the Neighbourhood, We Are Family, and the Certification Scheme "No Food Waste", their team takes a comprehensive approach to tackling food waste and fighting food insecurity.

For more information about the work of Boroume, you can check their [website](#).



ENERGY CONSUMPTION IN THE KITCHEN:

Controlling light and water consumption

Sometimes, a small investment can mean a big save, monetary and energy speaking. An example can be seen in the UDON chain in Spain; they implemented a series of devices that help them the unnecessary light and water consumption all around their restaurants.

This is helpful, of course, in the kitchen, but also in the restaurants' restrooms, bars, or gardens if they have outdoor facilities. The reduction of water consumption means a reduction of the restaurant's expenses and, at the same time, a more responsible use of a limited and necessary resource.

As for the responsible use of light, the restaurants have integrated light sensors and led lights, which diminish the energy consumption. This avoids any accidental mistake of "leaving the lights on".

UDON also carries out other interesting activities related to sustainability. If you want to learn more about it, check their [website](#).



ENERGY CONSUMPTION IN THE KITCHEN:

Casa Format, a Self-Sufficiency culinary project

Casa Format is a starred restaurant in the province of Turin, Italy, eco-compatible and self-sufficient from an energy point of view.

The Casa Format building is a prefabricated building made entirely of wood, built in class A with Casa Clima Certification and, therefore, zero impact. It is positioned to make the most of solar radiation throughout the day and electricity is produced thanks to the photovoltaic system and solar panels. The air conditioning system uses the principles of geothermal energy: in summer the air is brought 9 meters underground where it cools before returning to the room. A cistern collects rainwater which is used to irrigate the vegetable garden, while water purification and recycling systems reduce water waste. LED lighting, as well as the home automation management systems of all kitchen appliances, contribute to making Casa Format self-sufficient from an energy point of view. The interiors, light, linear and bright, are furnished with natural materials and colors, while many of the furnishings were made by environmentally conscious craftsmen.

Next to the building there is a 2000 m² natural vegetable garden, which dictates the menu and allows the chef to offer many vegetarian dishes. Casa Format was one of the first 12 restaurants to receive the Michelin Green Star in 2020 (also reconfirmed in 2023). The Michelin Green Star is a prestigious recognition that rewards restaurants that make the best commitment to sustainability. The parameters taken into consideration range from the use of local and seasonal ingredients to the disposal, reuse and recycling of waste.

Contact information: <https://credenzagroup.it/locali/casa-format/>



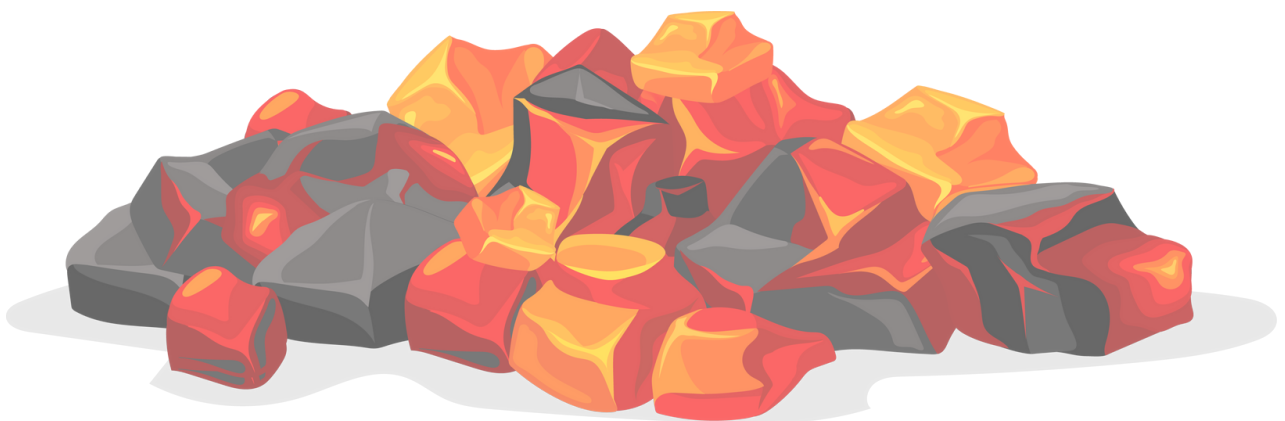
ENERGY CONSUMPTION IN THE KITCHEN:

Cooking exclusively on wood and charcoal: Fish house - Ouzeri Karakatsanis 1969

At Fish house - Ouzeri Karakatsanis, cooking is done solely over charcoal, wood, open flames, and in a traditional wood-fired oven. Their menu features steamed and grilled dishes, completely avoiding frying.

Each day, their menu is crafted based on the freshest market finds. They prioritize sourcing fish from nearby Trikeri and collaborate mainly with local producers. For instance, their feta cheese is supplied by local cheesemaker Panagiotis Karakanas, and their vegetables are sourced from Agria

For more information about the Fish house - Ouzeri Karakatsanis, you can check their [Facebook](#) and this [YouTube video](#).



08. ANNEX: INVITATION

Dear sir/madam,

We are pleased to introduce you the SUSPRO Sustainability Protocol, a document aiming to introduce sustainability procedures in VET institutions.

This protocol is part of the SUSPRO project, a project financed by the Erasmus+ program of the European Union. The main objectives of SUSPRO are:

- To acknowledge the importance of education to achieve sustainable development.
- To promote Education for Sustainable Development (ESD) as a key element for quality education.
- To ensure that all generations understand the impact of climate change and are better equipped to act.
- To collaborate internationally to adopt common guidelines and actions for the inclusion of sustainability as part of the culture of education centres.
- To achieve the necessary momentum and take a first step towards changing the current model of our educational centres and adopt a model based on environmental sustainability.
- To transmit this new sustainable culture adopted by the institution to students and staff, especially to those from the culinary and gastronomy, sector, by translating the institutional protocol into interactive activities.

In this document, you will find tips and advice on how sustainability can be integrated in the daily education routines of VET centres. It also includes a template to create a Protocol customised to the needs of your organisation.

For any questions regarding the project and the document, please contact the coordinator:

Mediterraneo Culinary Center

(internationalmanager@mediterraneoculinary.com).



08. ANNEX: PROTOCOL TEMPLATE

The Protocol Template is available in Word Format to facilitate the use by VET centres interested in developing a Sustainability Protocol in their centres.

