

Workshop 3

EducLocalFOOD pedagogical kit



The EducLocalFOOD project

- Erasmus +, co-funded by European Union
- KA2: Cooperation partnership
- VET: Vocational Education and Training
- 3 years: 2018 – 2021
- Objective : To professionalize and assist teachers and trainers working in agricultural schools in order to teaching local and sustainable food systems (LSFS)
- 5 partners, 7 pilot schools, 12 testing schools
- <https://www.educlocalfood.eu/>



Co-funded by the
Erasmus+ Programme
of the European Union



Teaching local and sustainable
food systems



Project partners



Bergerie Nationale
(CEZ-BN)



University of Natural
Resources and Life Sciences,
Vienna (BOKU)



University of Natural Resources
and Life Sciences, Vienna
Department of Sustainable
Agricultural Systems



University of Maribor
(UM)



University of Maribor

Faculty of Arts



European Landscape
Observatory of Latin Arc
(OEP)



University of Lisbon (UL)

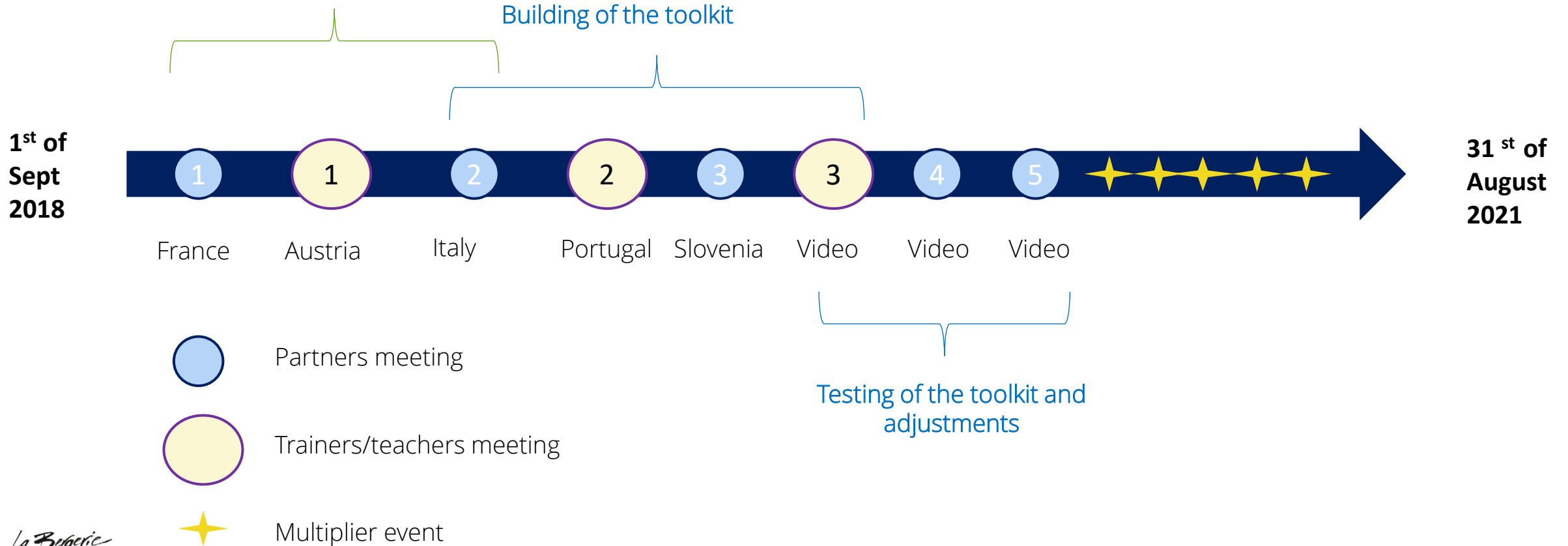


UNIVERSIDADE
DE LISBOA



Project organisation

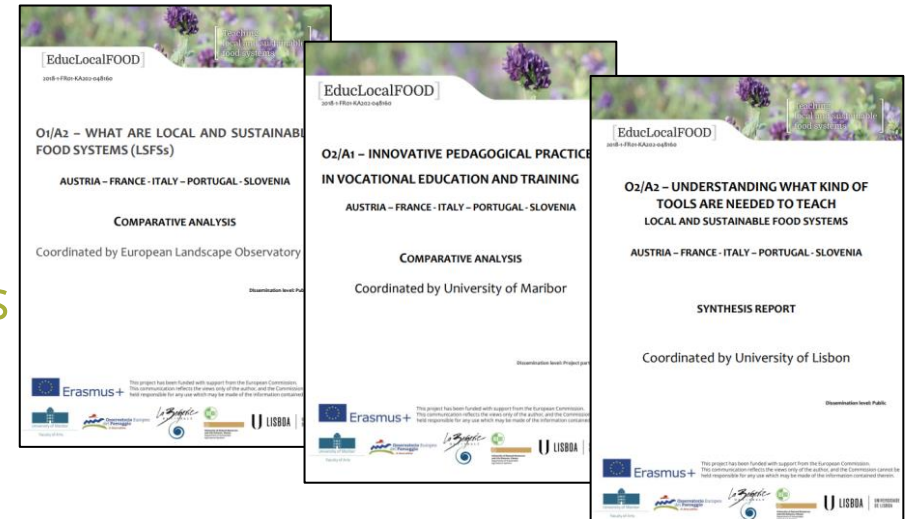
Comparative analysis (LSFS, pedagogical practices)
Tools needed to teach



Project results

- 3 previous reports:
 - Comparative analysis about LSFS
 - Comparative analysis about pedagogical paractices
 - Tools needed to teach

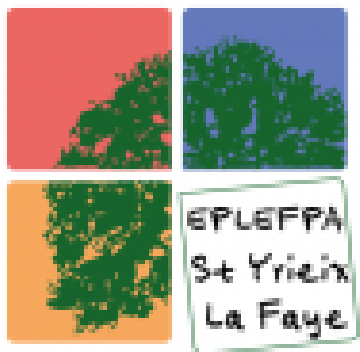
In English, pdf format



- A pedagogical kit to teach LSFS
 - Module 1: From human health to a healthy planet
 - Module 2: Analysis and management of a food processing unit for a local and sustainable food system
 - Module 3: Shape your environment! Eat fair food!
- Focus 1: A transformative potential evaluation interview guide
- Focus 2: Playing the food system
- Focus 3: Debating a food system

In English, French, German, Slovenian, Portuguese and Italian
2 formats : interactive genially et pdf





[Educ
Local
FOOD]

Module 1

Focus 2 & 3

Animal sciences course



Biology course



Iltud MADEC
Agricultural school – Saint Yrieix La Perche





Toulouse

Algeria

Haïti

US

Cameroon

Madagascar

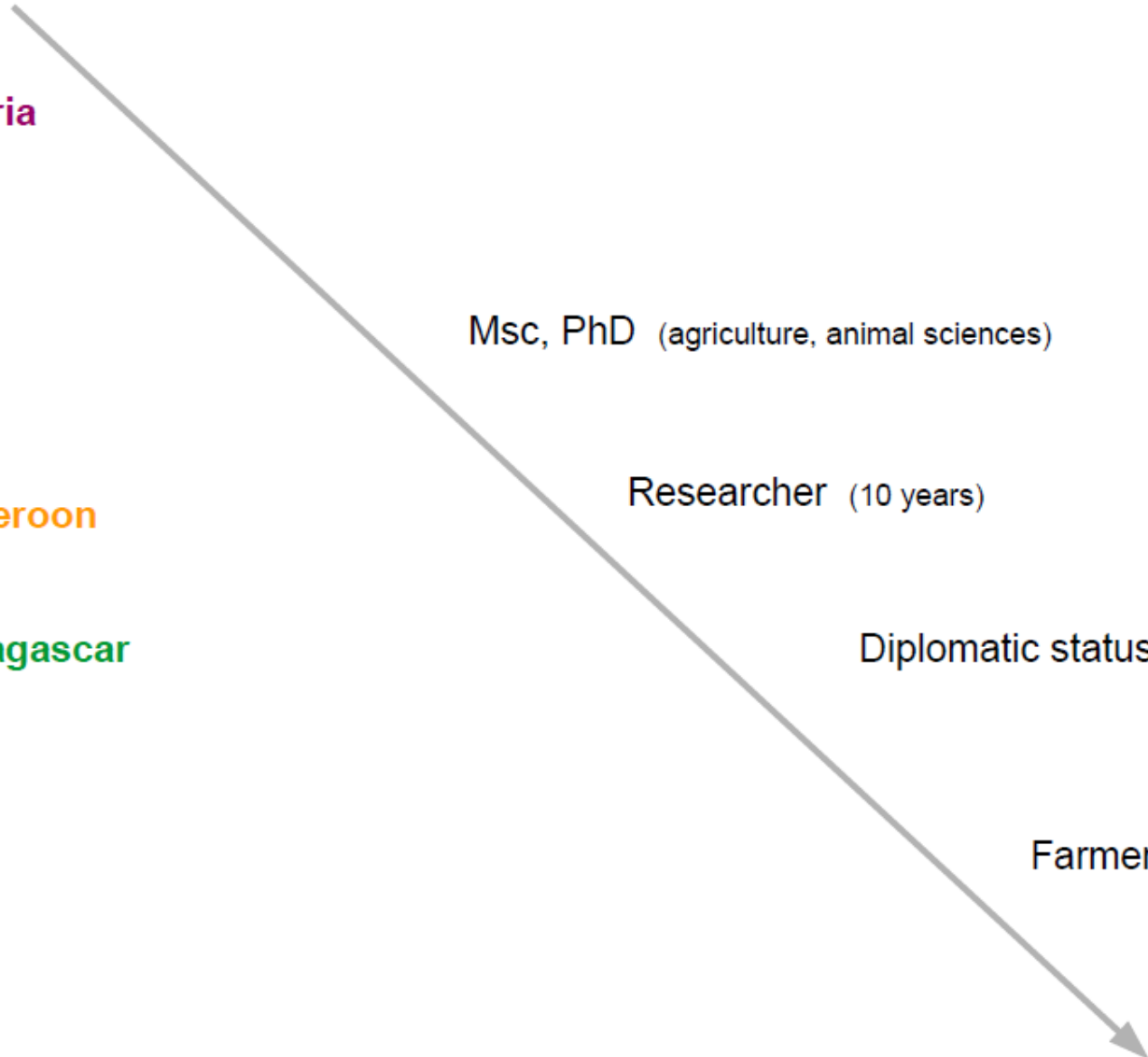


Msc, PhD (agriculture, animal sciences)

Researcher (10 years)

Diplomatic status (4 years)

Farmer / Teacher (8 years)



La Faye



MODULE 1

Objective: To inform learners about the impacts of food systems on our health and the environment and on how this is linked to eating habits.

Guidelines

Chapter => nutrition and health

Block => our food choices consequences



Module 1

[Educ
Local
FOOD]

1st attempt : 1st semester 2020

Course : biology

Classes : bac pro (ie 17-19, prior to French professional baccalauréat – NVQ level 4A level)

Case : (1) 16 pupils – (2) 27 pupils

MODULE 1

Reached targeted capacities 😊 😐 😞

Analyse food chains, their actors and interrelations 😊

Understand what a food system is 😊

Be able to define and describe what a balanced diet is 😊

Analyse the economic, social, and environmental issues of a food system 😊

Examine the consequences of our food choices : habits; ecological, ethic 😐

Share and leverage knowledge (family, friends, etc.) 😞 😐

Timing

3 sessions

5 to 6 hours

Homework

Facts

Covid : remote work and in the classroom

Personnal adjustments : ex questionnaire, food chain

Exam : build a menu (¼ total of the grade)

Usefull
flexible

MODULE 1

Objective: To inform learners about the impacts of food systems on our health and the environment and on how this is linked to eating habits.

From farm to fork

Personnal guidelines

Chapter => the food chain

Block => X



Module 1



2nd attempt : 1st semester 2022

Course : animal sciences

Classe : 2ndes (ie 15-16, prior to *bac pro*)

Case : 21 pupils

MODULE 1

Reached targeted capacities 😊 😐 😞

Analyse food chains, their actors and interrelations 😊

Understand what a food system is 😊

Be able to define and describe what a balanced diet is 😐

Analyse the economic, social, and environmental issues of a food system 😊

Examine the consequences of our food choices : habits; ecological, ethic 😐

Share and leverage knowledge (family, friends, etc.) 😐

Timing

6 sessions

9 hours

No homework (almost)

Facts

100% on site

Personnal adjustments : ex food chain, questionnaire, exams

Exams (working groups) : (1) build a menu & (2) analyze questionnaire

Chapter base
Adjustments needed

MODULE 1

Usefull for different levels of students

A part of or as a full chapter

My favourite : flashcards

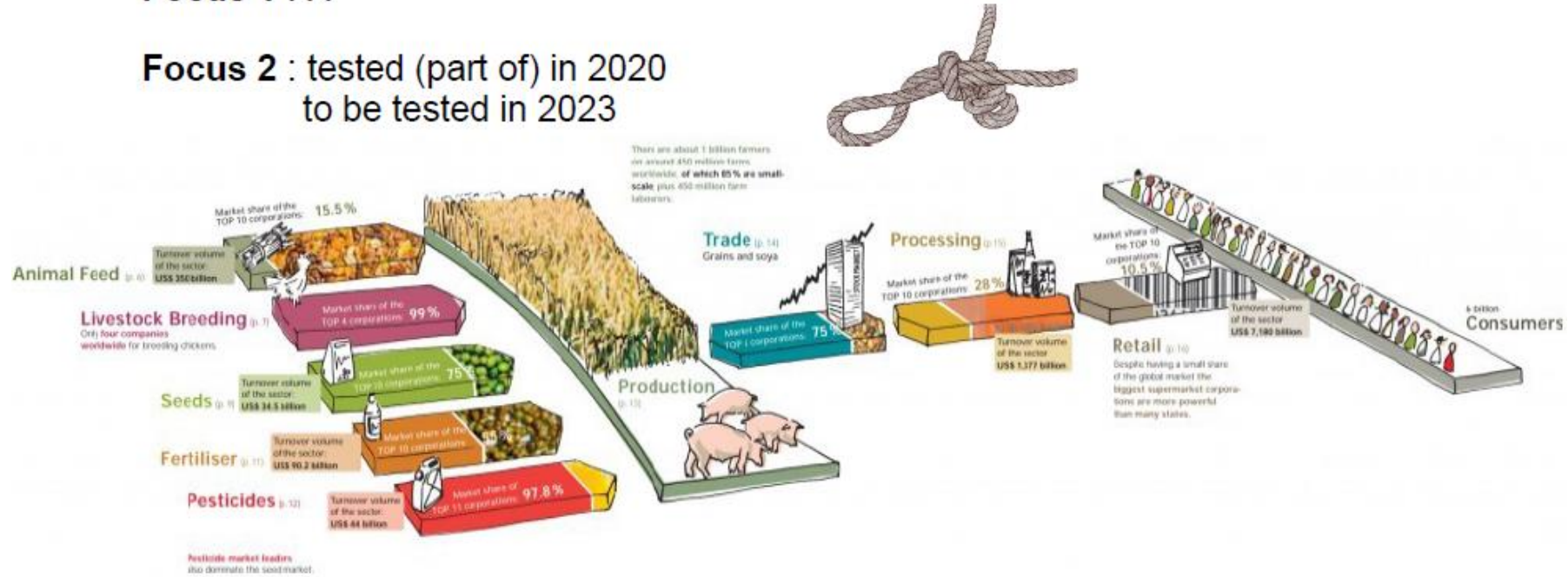
Very Adaptable



A focus on... focuses

Focus 1 : X

Focus 2 : tested (part of) in 2020
to be tested in 2023



Focus 3 : to be tested in 2023

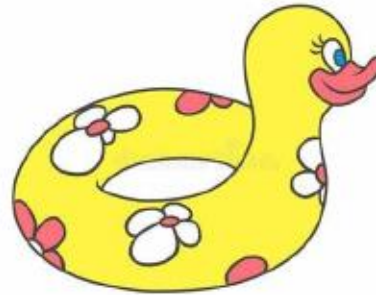


FOCUSES

Complement / appendix

Inclusion in a chapter

Use as a first trial





Very good experience

meetings (video & real)

raws material for teaching

chain link



AgriCampus Laval EducLocalFood project



Teachers :
Catherine Capitaine Guillaume Vareille

Educ Local FOOD

Module 2

- Type: professionalisation
- Estimated preparation time: 6 hours
- Estimated duration: 13 to 15 hours
- 16 to 22 year-olds
- LSFS, management, FPU, sustainability, indicators, SWOT analysis

bac STAV

Students : 16-17 years old

**Food Process Unit
in a farm**



BTS Food Process

Students : 19-20 years old

**Food Process
industrial Unit**





Preparation

Choose the Food Process Unit



Good knowledge of the FPU

Selection of indicators



Activities schedule



Overview and
FLASHCARD



Module 2



Sequence 1

Teachers (or manager of the FPU) present the FPU, the request, the schedule of activities and homework to do for next sequence.



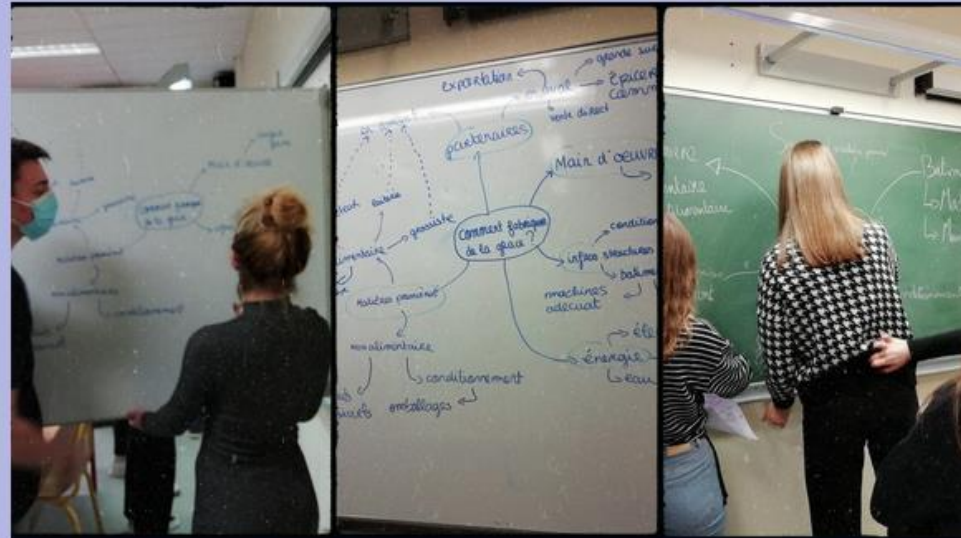
How to improve the sustainability of the activities of the "ice cream" branch?

What actions should be taken and for what objective(s)?

Sequence 2

Each group presents their home work (*assessment*)

Each group proposes a scheme of FPU running



sequence 3

Preparation of the FPU visit

Indicators SAFA : presentation and sharing out/group

Each group identifies questions related to each indicator

INDICATOR NAME	RENEWABLE AND RECYCLED MATERIALS (E 5.1.3)
DIMENSION	ENVIRONMENTAL INTEGRITY
THEME	MATERIALS AND ENERGY (E 5)
SUB-THEME	MATERIAL USE (E 5.1)

★ Rating

- **Dark Green score:**
The operation is completely independent from virgin non-renewable materials.
- **Red score:**
Less than 20% of material inputs are procured from renewable and recycled sources, although it would be technically and economically feasible to achieve higher shares.

Sequence 4

Visit of the FPU



sequence 5

Assessment of sustainability for each indicator : each group presents their assessment and justifies it

Work to do : what proposals to improve sustainability related to each indicator (in class and homework)

Emballages cartons :

Pourquoi utiliser du carton :

- Pour réduire la pollution
- Pour un recyclage plus facile

Une idée de produits :



sequence 6

Les points positifs de l'entreprise LINAY POTTIER



Plan :

1. C. 212 => Les différentes sortes de glaces.
2. C. 421 => Approvisionnement matière première.
3. C. 222 => Stabilité des fournisseurs.
4. C. 223 => Dépendance aux fournisseurs.
5. S. 431 => Personne en situation de handicap.
6. C. 223 => Les clients dans le chiffre d'affaire.
7. E. 534 => La durée de vie des produits et le temps de processus.
8. C. 231 => L'intérêt des consommations/ démarches de prospection.

Proposals of each group

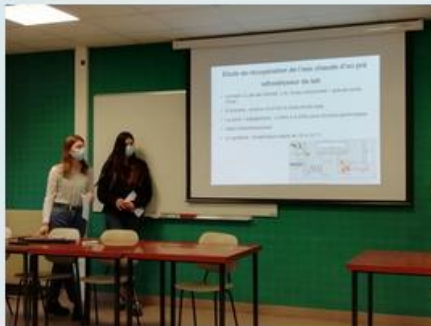
Compteurs eau

- Établir la consommation d'eau de l'atelier glaces
Déduire le coût de production
- Compteurs **Iléo**
Prix entre 20 et 300 euros
Relevé manuel



sequence 6

Presentation of proposals to the FPU manager
and ice cream tasting test



BTS STA

The same approach

Duration : 1 week

1st step : module 1 for more awareness about sustainability

Additional SWOT analysis



indicateur visé	question :	Interlocuteur? A
C421	Quelle est la part des appro de matières premières qui se font en local et l'évolution ? Les contraintes pour l'augmenter ?	
C222	Travaillez vous toujours avec les mêmes fournisseurs pour les MP et pour quelles raisons ?	
C223	Que représente le principal fournisseur dans chaque catégorie d'appro (MP, emballages..)	
C221	comment faites vous face aux ruptures d'appro de certains fournisseurs ?	
E621	Le bien-être animal est-il pris en compte dans les critères d'achat des MP animales ?	
E211	Suivez-vous vos consommations d'énergie, eau et y-at-il un plan d'action visant à réduire les conso	
E524	Utilisez vous des énergies renouvelables ou prenez vous en compte ce critère dans la sélection des fournisseurs ?	
E513 /E511	Quels sont les critères de choix des emballages et des produits lessiviels ? Origine france UE, autre ?	
G511	Y-a-t-il une procédure de référencement des fournisseurs ? Si oui ? Laquelle ? Si non pourquoi ?	
S211	politique de prix prix en matière d'achat de viande de porc ? Accord pour un prix uminimum ?	

2023 : New curriculum including sustainability in food processing

Production et analyse d'indicateurs

En s'appuyant sur une visite, une étude de cas, un atelier, l'enseignant amène les apprenants à déterminer des indicateurs adaptés ou s'appuie sur des supports existants (grille, ...) pour mener une analyse de ces

Document d'accompagnement - Inspection de l'Enseignement Agricole

5

Diplôme : Qualité, alimentation, innovation et maîtrise sanitaire

Module : M8 Politique qualité et stratégie RSE de l'entreprise agroalimentaire

Date : Avril 2022

indicateurs. Le lien est fait entre le choix des indicateurs et leur suivi.

L'enseignant propose quelques exemples d'indicateurs de durabilité économique et environnementale. Il peut se référer au Kit pédagogique produit dans le cadre du projet EduclocalFOOF (<https://www.educlocalfood.eu/fr/>).

Diagnostic global de l'atelier dans son environnement

Teaching Local and Sustainable Food system

Another way of learning
for students



For teachers :

- A pedagogical support for teamwork and multidisciplinary
- Flascard: a reassuring guideline
- Leeway in implementation
- Various capacities at stake
- A rewarding project



THANK YOU FOR YOUR ATTENTION

