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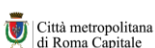
**SSPICE IT!**

Sustainability Skills Program for International Catering  
operators and Entrepreneurs through Integrated Training

## **SSPICE IT! – Sustainability Skills Program for International Catering operators and Entrepreneurs through Integrated Training**

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CIPFP CAMINO DE SANTIAGO  
ESCUOLA DE HOSTELERÍA & TURISMO DE LA RIQUA



Escola Profissional AMAR TERRA VERDE



## Module n° 0

### Introduction to the SSPICE IT! training

Welcome to the SSPICE IT! project. This module serves as the introduction to the "Teacher's manual" of our training, a technical manual for teachers that complements the "Student's Manual," which, in turn, presents the content of the SSPICE IT! training.

In this chapter, you will find an overview of the general structure of the training as well as the format of the final exam. In the following chapters, you will find, module by module, proposed in-person exercises (as the exercises in the Student's Manual are designed to be completed independently by the student) along with various pedagogical suggestions.

We wish you an enjoyable reading (and teaching) experience!

## STRUCTURE OF THE SSPICE IT! TRAINING

### 1.1. A training program adaptable to your needs

The **SSPICE IT!** training program has been designed to be used in two different ways, depending on your educational needs. The first approach is to teach the full training program, which is divided into seven modules covering the entire subject matter and concluding with a final exercise for students. The second approach allows you to select a specific sub-chapter you wish to teach, in the form of individual lessons lasting between 3 and 5 hours.

The full training program consists of the following components:

- The "**Student's Manual**", a handbook for students divided into seven modules. It is designed to be used autonomously by students.
- The "**Teacher's Manual**", a handbook for teachers offering suggestions on how to adapt the content of the "Student's Manual" for in-person lessons.
- The **SSPICE IT! application**, which allows students to assess their acquired skills in an engaging and interactive way.
- The **Final Exercise**, which provides a series of activities to evaluate students' skills and serves as a guiding thread for the training program.

The sub-chapters (referred to as "**sub-modules**" in this training) are individual lessons derived from the "**Student's Manual**". There are 24 sub-modules in total. These ready-to-use lessons, lasting 3 to 5 hours, are designed for teachers who wish to teach only specific content from the **SSPICE IT!** training. Since they are taken from the "**Student's Manual**", teachers can also rely on the "**Teacher's Manual**" to facilitate their implementation in the classroom.

## 1.2. The sub-areas of reference

You will see that this training program is divided into three main parts: **sustainability in the food sector, entrepreneurial skills, and digital and soft skills**. At the end of this training, we hope your students will feel better equipped to adopt sustainable practices in their everyday work, and that some of them will be inspired to open their own sustainable business!

## 1.3. The different chapters

In this training, the different chapters are referred to as "modules." In total, there are seven modules in this program, distributed across the three sub-areas of reference mentioned above. Let's quickly review the different modules:

- **Module 1:** *Relationships between food, people, and the environment.* In this module, your students will receive an introduction to the major issues related to climate change and its impact on the food system.
- **Module 2:** *How to implement circular practices in one's business.* In this module, your students will learn about circular economy and different ways to implement sustainable practices in their daily work.
- **Module 3:** *How to create a sustainable supply chain.* This module focuses on a specific aspect of the circular economy, namely sustainable supply chains. Your students will learn how to choose their suppliers wisely to select socially just and environmentally friendly products.
- **Module 4:** *Researching innovative and sustainable practices.* Sustainable practices are often at the forefront of technology, and it's essential to be able to conduct your own researches to discover the best sustainable practices. Additionally, collaboration is a crucial aspect of any successful business. Fortunately, that's exactly what this module will teach to your students!
- **Module 5:** *A sustainable business model.* Through this chapter, your students will learn how to define a sustainable business model idea that considers the needs of the population and is suitable for the economic market conditions.
- **Module 6:** *How to set up a sustainable business model.* After learning how to define their business model idea, in this chapter, your students will learn how to

implement sustainable good practices in their business, as well as management techniques adapted to their ethical goals.

- **Module 7: *Economic Resilience and Adaptation in the Food Sector***. In this final chapter, we will present the main recipes for creating a robust and resilient business capable of adapting to changing economic conditions.

#### 1.4. The final exercise and the final task of each module

To best prepare your students for sustainable entrepreneurship, we have designed a guiding thread throughout the entire training: **learning how to develop the business model of a sustainable and ethical company in the food and catering sector**. This will be the subject of the proposed final exercise of the SSPICE IT! training.

In order to train your students for this final exercise, at the end of each module of this manual you will find a **"final task"**, to be completed individually or in groups by your students, teaching them one aspect of business management (studying competition, budgeting, imagining innovative products or services, etc.). It is strongly recommended to have your students complete as many final tasks as possible, as it will facilitate their preparation for the final exam.

The final exam for the SSPICE IT! training will require them **to prepare and present, in groups, the business model of a fictional sustainable company**. This presentation, which must be accompanied by a "Powerpoint"-like support, should follow a template provided to them in advance. Indeed, for each of the different modules in this training, we ask them to produce one to two "slides" presenting their fictional business model from a particular perspective. For example, for Module 1 ("*Relationships between food, people, and the environment*"), the two requested slides will be "*Create a 'sustainable map' of the sustainable actors in your region*" and "*Conduct a SWOT analysis of your fictional business.*" You'll notice that this is the same exercise as the final task proposed at the end of Module 1!

You will find these different slides at the end of this chapter.

#### 1.5. The 24 submodules

After testing the first version of the training at five VET centers over an entire semester, one of the main pieces of feedback from the VET teachers was that the training would benefit from being more modular. Indeed, since the teaching programs at some VET centers lack flexibility—making it difficult to implement large sections of a new training program into the existing curriculum—many teachers requested that we create smaller modules that would be easier to incorporate into their day-to-day lessons. Following their advice, we divided the original training into 24 submodules. These submodules

cover the same content as the main training but can also function as standalone units. In some cases, we combined content from various modules to create more coherent teaching units. The list of the different submodules can be found below:

- **SUBMODULE 1:** *Humans and the Environment*
- **SUBMODULE 2:** *The Complexity of the Food System*
- **SUBMODULE 3:** *Food Rights*
- **SUBMODULE 4:** *Investigating the Intersections of Food and the Environment*
- **SUBMODULE 5:** *The Sustainable Diet*
- **SUBMODULE 6:** *Less Energy-Intensive Cooking Processes*
- **SUBMODULE 7:** *Managing Food Waste and Using a Technical Recipe Sheet*
- **SUBMODULE 8:** *Packaging Reduction*
- **SUBMODULE 9:** *Life Cycle Assessment*
- **SUBMODULE 10:** *Sustainable Technologies in the Kitchen*
- **SUBMODULE 11:** *The Selection of Sustainable Production Systems*
- **SUBMODULE 12:** *How to Measure the Climate Impact of Your Food*
- **SUBMODULE 13:** *Building a Network with Local Producers*
- **SUBMODULE 14:** *Introduction to Sustainable Business Models*
- **SUBMODULE 15:** *How to Plan a Long-Term Sustainable Business Model*
- **SUBMODULE 16:** *The Mindset of the Sustainable Food Entrepreneur*
- **SUBMODULE 17:** *Researching Innovative and Sustainable Practices*
- **SUBMODULE 18:** *Collaboration in the Food and Catering Sector*
- **SUBMODULE 19:** *Prioritizing and Organizing*
- **SUBMODULE 20:** *Using Digital Technologies*
- **SUBMODULE 21:** *Economic Resilience Fundamentals*
- **SUBMODULE 22:** *Risk and Adaptation*
- **SUBMODULE 23:** *Strategies for Sustainable Resilience*
- **SUBMODULE 24:** *Using a Financial Sheet*

The content of these sub-modules has been taken from the Student’s Manual. Each sub-module originates from one or more main modules of this manual. The following table will help you identify which modules of the Student’s Manual or Teacher’s Manual to refer to if you need more information.

### Table of Submodules

SUBMODULE NUMBER	NAME	STUDENT’S AND TEACHER’S MANUAL
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		<b>CORRESPONDING MODULES</b>
<b>#1</b>	<b>Humans and the Environment</b>	<b>Module 1</b>
<b>#2</b>	<b>The Complexity of the Food System</b>	<b>Module 1</b>
<b>#3</b>	<b>Food Rights</b>	<b>Module 1</b>
<b>#4</b>	<b>Investigating the Intersections of Food and the Environment</b>	<b>Module 1</b>
<b>#5</b>	<b>The Sustainable Diet</b>	<b>Module 1</b>
<b>#6</b>	<b>Less Energy-Intensive Cooking Processes</b>	<b>Module 2</b>
<b>#7</b>	<b>Managing Food Waste and Using a Technical Recipe Sheet</b>	<b>Module 2</b>
<b>#8</b>	<b>Packaging Reduction</b>	<b>Module 2</b>
<b>#9</b>	<b>Life Cycle Assessment</b>	<b>Module 2</b>
<b>#10</b>	<b>Sustainable Technologies in the Kitchen</b>	<b>Module 2</b>
<b>#11</b>	<b>The Selection of Sustainable Production Systems</b>	<b>Module 3</b>
<b>#12</b>	<b>How to Measure the Climate Impact of Your Food</b>	<b>Module 3</b>
<b>#13</b>	<b>Building a Network with Local Producers</b>	<b>Module 3</b>
<b>#14</b>	<b>Introduction to Sustainable Business Models</b>	<b>Modules 5 &amp; 6</b>
<b>#15</b>	<b>How to Plan a Long-Term Sustainable Business Model</b>	<b>Module 5</b>
<b>#16</b>	<b>The Mindset of the Sustainable Food Entrepreneur</b>	<b>Module 5</b>
<b>#17</b>	<b>Researching Innovative and Sustainable Practices</b>	<b>Module 4</b>
<b>#18</b>	<b>Collaboration in the Food and Catering Sector</b>	<b>Module 4</b>

#19	<b>Prioritizing and Organizing</b>	<b>Modules 4 &amp; 6</b>
#20	<b>Using Digital Technologies</b>	<b>Modules 4 &amp; 6</b>
#21	<b>Economic Resilience Fundamentals</b>	<b>Module 7</b>
#22	<b>Risk and Adaptation</b>	<b>Module 7</b>
#23	<b>Strategies for Sustainable Resilience</b>	<b>Module 7</b>
#24	<b>Using a Financial Sheet</b>	<b>Module 7</b>

## 1.6. The app

To add some variety, we have also prepared a series of playful scenarios that will allow your students to test their knowledge at the end of each module, and to gain Open badges certifying their acquired skills. Putting themselves in the shoes of various characters, they will have to answer quizzes and solve puzzles to progress in the adventure.

## 1.7. Recap

The SSPICE IT! training is composed of three parts:

- **The seven modules**, which can be taught either in person or asynchronously at a distance (students studying the modules independently).
- **The final tasks**, end-of-module exercises that students must complete at the end of each module to prepare for the final exam. They can complete these exercises either remotely and independently (refer to the instructions for final tasks in the student manual) or in person, possibly in groups (refer to the instructions in this teacher's manual).
- **The application**, which will allow them to validate the various knowledge and skills acquired at the end of each module.

Finally, after completing and validating the seven modules, students will have to complete:

- **The final exercise of the SSPICE IT! training**, a group presentation of the business model of a fictional sustainable company.

If needed, all of the modules, final tasks and exercises from the application can be worked on autonomously by the students, with minimum inputs from the teachers. You can also organize this training in a mixed fashion, with some modules taught face-to-

face and other asynchronously. The only part of the training requiring physical presence is the final exercise.

## SKILLS TAUGHT DURING THE SSPICE IT! TRAINING

During the design phase of our training, we conducted a survey to determine which skills would be most relevant to teach in the context of sustainability in the food and catering sector.

We surveyed 76 industry stakeholders, primarily business owners (62 out of 76), with the remainder consisting of teachers and trainers specialized in this field. We asked them to rate the importance of various skills from European reference frameworks (GreenComp for sustainability skills, DigComp for digital skills, EntreComp for entrepreneurial skills). This allowed us to obtain an initial ranking of the different skills considered for our training.

We then weighted this ranking based on the degree of presence and absence of these skills within the curriculum of the VET centers partnering in the project. In other words, the more a skill was deemed important by industry professionals and the less it was already taught by VET centers, the more importance we assigned it within our SSPICE IT! training.

Below, you will find a table summarizing the skills selected for our training and the modules in which they are taught.

If you would like more information on the study we conducted, feel free to consult it online and free of charge through the following link: [https://europrojectsspiceit.eu/wp-content/uploads/2023/07/SSPICE-IT\\_WP2\\_Skills-mapping-report.pdf](https://europrojectsspiceit.eu/wp-content/uploads/2023/07/SSPICE-IT_WP2_Skills-mapping-report.pdf)

### Table of Skills

SKILL NUMBER	NAME	MODULES	SUBMODULES
#1	<b>Recognize the principal relations and problems between humans and the environment</b>	<b>Module 1</b>	<b>Submodules 1, 2 &amp; 4</b>
#2	<b>Understand the environmental impact of food</b>	<b>Module 1</b>	<b>Submodules 1, 2 &amp; 4</b>



<b>#3</b>	<b>Understand the correlation between health and sustainable food</b>	<b>Module 1</b>	<b>Submodules 2 &amp; 3</b>
<b>#4</b>	<b>Adopt sustainable practices in one's job</b>	<b>Modules 2 &amp; 5</b>	<b>Submodules 6, 7, 8, 9, 10, 14 &amp; 16</b>
<b>#5</b>	<b>Know which ingredients have the highest environmental impact</b>	<b>Module 3</b>	<b>Submodules 5, 11 &amp; 12</b>
<b>#6</b>	<b>Identify and implement practices coherent with sustainable waste management</b>	<b>Modules 2 &amp; 5 &amp; 6</b>	<b>Submodules 7, 9 &amp; 14</b>
<b>#7</b>	<b>Develop a menu focused on seasonal ingredients, produced locally, using smaller amounts of animal products in dishes, and expanding plant-based dishes</b>	<b>Modules 2 &amp; 6</b>	<b>Submodules 12 &amp; 14</b>
<b>#8</b>	<b>Select sustainable production systems for all food and consumables</b>	<b>Modules 3 &amp; 6</b>	<b>Submodules 11, 13 &amp; 14</b>
<b>#9</b>	<b>Communicate Sustainable Ambitions</b>	<b>Module 6</b>	<b>Submodule 15</b>
<b>#10</b>	<b>Build a network with local producers</b>	<b>Module 3</b>	<b>Submodule 13</b>
<b>#11</b>	<b>Explore and experiment with innovative approaches</b>	<b>Modules 4 &amp; 5</b>	<b>Submodules 15, 17 &amp; 20</b>
<b>#12</b>	<b>Visualize future scenarios to help guide effort and action</b>	<b>Modules 5 &amp; 7</b>	<b>Submodules 15, 21, 22, 23 &amp; 24</b>
<b>#13</b>	<b>Reflect on how sustainable long-term social, cultural, and economic goals and actions are</b>	<b>Module 5</b>	<b>Submodules 15 &amp; 16</b>
<b>#14</b>	<b>Find and assess individual and group strengths and weaknesses</b>	<b>Module 5</b>	<b>Submodule 16</b>
<b>#15</b>	<b>Get the support needed to achieve valuable outcomes</b>	<b>Module 4</b>	<b>Submodules 17, 18, 19 &amp; 20</b>

<b>#16</b>	<b>Develop several ideas and opportunities to create value</b>	<b>Module 5</b>	<b>Submodules 14 &amp; 15</b>
<b>#17</b>	<b>Define Priorities and Action Plans</b>	<b>Module 6</b>	<b>Submodule 19</b>
<b>#18</b>	<b>Make Decisions in Uncertain Situations</b>	<b>Modules 6 &amp; 7</b>	<b>Submodules 21 &amp; 23</b>
<b>#19</b>	<b>Handle Fast-Moving Situations and Conflicts</b>	<b>Modules 6 &amp; 7</b>	<b>Submodules 22 &amp; 23</b>
<b>#20</b>	<b>Find needs and challenges that need to be met</b>	<b>Module 5</b>	<b>Submodules 14 &amp; 15</b>
<b>#21</b>	<b>Act responsibly</b>	<b>Module 5</b>	<b>Submodules 14 &amp; 16</b>
<b>#22</b>	<b>Cooperate with Others for Action</b>	<b>Module 6</b>	<b>Submodule 18</b>
<b>#23</b>	<b>Learn from Success and Failure</b>	<b>Module 6</b>	<b>Submodule 16</b>

## TEMPLATE OF THE FINAL EXERCISE

Here are the various parts of the presentation that the students will have to present during their final exercise. Note that even if this list follows the order of the different modules of the training, the student's final presentation can present these slides in a different order for the sake of clarity.

### MODULE 1

Thematic: Business Environment

#### Slideshow 1

*Create a "sustainable map" of your region with:*

- Local sustainable businesses;
- Local groups / non-profit organisations active in sustainability thematics;
- Local public bodies related to sustainability;
- Other businesses (sustainable or not) related to your activity (potential partners or competitors)

## Slideshow 2

*Conduct a SWOT analysis of your business:*

- What are the **strengths** of your company?
  - E.g. highly in demand products, innovative products or services, original marketing strategies, etc.
- What are the **weaknesses** of your company?
  - E.g. initial investment, time needed before reaching economic viability, etc.
- What are the **opportunities** for your company?
  - E.g. market size and growth, new emerging sustainable trends, etc.
- What are the **threats** to your company?
  - E.g. market size and growth, geopolitical issues, competitors, etc.

## MODULE 2

Thematic: Key food-related Activities

## Slideshow 3

*Design a sustainable food offering which would be included in your business, attending to:*

- Sustainability;
- Waste reduction practices;
- Innovative technologies and cooking processes;
- Technique recipe sheets (see Module 2 for this particular aspect).

*Bonus point if it includes sustainable and healthy ingredients from the Mediterranean diet, like :*

- Cereals;
- Vegetables;
- Dry fruits;

- Olive oil;
- Vegetal proteins;
- Etc.

#### **Slideshow 4**

*Explain what are the HR resources of your fictional business, including your staff and the distribution of the tasks in your business.*

### **MODULE 3**

Thematic: Resources/channels

#### **Slideshow 5**

*Map the sustainable suppliers/producers with which you will collaborate. For each supplier, indicate:*

- their geographical situation,
- their production/processing/transport/innovation/communication characteristics
- the reasons why they were selected

### **MODULE 4**

Thematic: Added value (sustainability aspects)

#### **Slideshow 6**

*Show us in which way your business is sustainable! Explain what are the main activities of your business (both food- and non-food-related) and how they are sustainable and innovative. You can cite things like:*

- Use products with low impact on carbon prints;
- Smart packaging solutions;
- Sustainable practices;
- Seasonal and local ingredients;

- Community garden initiatives;
- Educational workshops;
- Etc.

## MODULE 5

Thematic: Marketing area / Customers

### Slideshow 7

*Define what is your target audience and create your customer profiles. Include the following elements:*

- Key customer segments targeted by your business;
- Illustrations of the customer personas, for instance in the forms of fictional stereotypical characters;
- Graphs representing customer preferences.

### Slideshow 8

*Present your fidelization strategies and sustainable marketing campaign:*

- What are your strategies to create customer loyalty? You can add graphical illustrations of your loyalty program concepts.
- What are the main points of your marketing campaign? You can add examples of successful marketing campaigns to inspire you.
- How are you integrating sustainability practices into your promotional efforts?

## MODULE 6

Thematic: Long-term projection

### Slideshow 9

*Highlight the interconnection of long-term projection, development opportunities and social impact in your sustainable business design, by presenting the following elements:*

- **Long-term visibility:** Define which strategies could be used to ensure the long-term visibility of your sustainable business;
- **Growth opportunities:** Explore growth opportunities within the business model, taking into account market trends, innovation and scalability;
- **Social impact:** Highlight the role of your business in making a positive social impact and how you can contribute to a positive contribution to society.

## MODULE 7

Thematic: Finances

### Slideshow 10

*Present to us a basic financial sheet for your business idea containing the following elements:*

- **Initial Investments:** Include costs related to equipment, technology, inventory, licenses, and any other upfront expenses.
- **Staff Costs:** Estimate the costs associated with hiring staff, including salaries, benefits, and training expenses. If applicable, consider part-time or full-time positions and any seasonal variations.
- **Rates and Pricing:** Determine the rates or pricing structure for your products or services.
- **Operating Expenses:** Identify and list the ongoing operating expenses for your business. This may include rent, utilities, insurance, marketing, and any other regular costs. Provide estimates for each expense category.
- **Sales Revenues:** Project your sales revenues based on your pricing and sales forecasts.
- **Profit and Loss statement:** Create a simple profit and loss statement that outlines your projected revenue, costs, and profit over a specified timeframe (e.g., monthly or annually).
- **Economic viability:** Assess the economic viability of your business by calculating key financial ratios, such as the break-even point and return on investment (ROI).

## MORE INFO ON THE SSPICE IT! PROJECT

We have crafted this training program with a lot of love, and we hope you will come out of it with a head full of new ideas to contribute to creating a better world.

SSPICE IT! is a project conceived and carried out by seven partners in six European countries (Belgium, Greece, Italy, Portugal, Romania, and Spain). This consortium represents the worlds of vocational education, research, and entrepreneurship:



- **Akmi Anonimi Ekpaideftiki Etairia (Greece):** AKMI is the largest VET provider in Greece and one of the seven largest in Europe. AKMI International is the International Department of AKMI Group of Companies, having implemented more than 100 European projects and established a wide network of more than 1000 collaborating organizations from Europe and beyond.
- **Amar Terra Verde Lda (Portugal):** Another VET center from Portugal, recognized for more than 10 years as an Eco-School for actions related to food sustainability, such as maintaining a composting point and participating in an annual eco-menu competition.
- **Centro Intergrado Público de Formación Profesional Camino de Santiago (Spain):** Integrated Academic and Professional Reference Center for Companies and Professionals in the Food Sector, one of the VET centers of the project.

- **Città Metropolitana Di Roma Capitale** (Italy): Public institute of the City of Rome. They are the project leaders and manage the VET centers of Marino and Castel Fusano.
- **Institute of Entrepreneurship Development** (Greece): The iED is a Greek research organization dedicated to promoting innovation and entrepreneurship.
- **Pour La Solidarité** (Belgium): An independent European think & do tank committed to a united and sustainable Europe, advocating for and consolidating the European social model, a delicate balance between economic development and social justice.
- **Work's Quality** (Romania): Work's Quality is a Romanian consulting company providing training and technical assistance services to businesses in various sectors, including food and catering.

To achieve these goals, SSPICE IT! will:

- Develop a training program on sustainability to develop the green skills of future entrepreneurs in the catering sector.
- Develop a game-based tool to assess the acquisition of these skills.
- Create a community involving different stakeholders in the food sector.

If you want to receive regular news about our project, follow us on social media and visit our website:

- Facebook: <https://www.facebook.com/profile.php?id=100089163792433>
- LinkedIn: <https://www.linkedin.com/company/sspice-it/>
- Website: <https://europrojectsspiceit.eu/>

Stay tuned for our next adventures, and don't forget to keep it spicy!