



MODULE 2

The Value of Culinary, Cultural Heritage & Embedding a Learning Culture

Module Contents:

Cook it Forward (CIF) Module 2 looks at culinary heritage as the basis to reach out to the world of work, building alliances with food companies to help them connect with vocational talent.

We bring you through some interesting case studies and go into detail on the opportunities for vocational students to use their culinary heritage to build their future careers.

Finally, we empower employers to look at formalizing their role as trainers within their food business.

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01 | How to get this journey started



What is Food Heritage?

Food heritage is a prominent part of Europe's **intangible cultural heritage**, as defined by the 2003 UNESCO Convention for the Safeguarding of Intangible Cultural Heritage, namely "practices, representations, expressions, knowledge, skills...that communities...recognise as part of their cultural heritage" (UNESCO 2003).

Internationally, several food customs have since been inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity, including for instance: the Gastronomic meal of the French; the Mediterranean diet (Cyprus, Croatia, Spain, Greece, Italy, Morocco and Portugal); Beer culture in Belgium; and the Art of Neapolitan 'Pizzaiuolo'.





“There is still much to be done to bring the world of food closer to the world of culture. There must be a growing awareness that they are two worlds that are interchangeable and not incompatible. To save our endangered planet we must start again from the earth, and in particular from food. We are eating our planet. We have an important and urgent job to do.”

Piero Sardo, President of the Slow Food Foundation for Biodiversity

Relevance of food heritage:

The background image is a collage of elements related to food heritage. It features an open book with handwritten text in cursive, likely a recipe book. Scattered around the book are various dried herbs, including what appears to be saffron and other yellow flowers. There are also several glass jars, some containing white powders and others containing green olives or similar small items. The overall aesthetic is rustic and traditional.

Food heritage continuously inspires human creativity and innovation, which in turn can **drive policy change** and tackle key societal questions, such as climate change and social inclusion

The food heritage of a country, region or city provides communities with **a sense of identity** and continuity as it is passed on from generation to generation.

It is a living heritage that according to [The Berlin call to action](#) is “evolving and enriching our society and living environment” and can be celebrated and enjoyed by everyone.

Finally, heritage and traditional knowledge can **boost communities' resilience**, thus contributing to a more sustainable future in Europe.

Relevance of food heritage:

The European intangible cultural heritage of food is **an expression of our cultural identity and diversity**, and as such, is an underestimated resource.

Food and gastronomy are largely used to **promote tourism** but are rarely recognised as an asset that can reinforce both a sense of belonging to a common European space and **foster social integration**.

The diversity of food constitutes a unique and precious heritage: genetic diversity, but also cultural, social, and economic. It will be a key asset for Europe's socio-economic recovery and resilience **as it contributes to protecting biodiversity, sustainable local development, sustainable cultural tourism, social cohesion, and inc**



Employer Exercise

Read this report to gain a better understanding of why Cultural heritage is so important.

[Berlin-Call-Action-Eng.pdf](#)
([europanostra.org](#))



Understand the European Dimension

The background of the slide is a blue rectangle with twelve yellow stars arranged in a circle, representing the European Union flag. A semi-transparent green box is overlaid on the right side of the slide, containing text.

The [European Economic and Social Committee](#) (EESC)'s stresses the need to maintain a culture that values the nutritional and cultural importance of food on top of its social and environmental impacts. It calls for a [Comprehensive European food policy](#) that “should improve coherence across food-related policy areas, restore the value of food and promote a long-term shift from food productivism and consumerism to food citizenship”.

In terms of Cook it Forward, Food Heritage is key for social cohesion & inclusion

Intangible cultural food or culinary heritage, reflects our shared history, memory, and multiple identities, not only local, regional, and national, but also European. Passed on across generations and communities, it reinforces a sense of belonging to a larger European family and shared cultural identity by:

- Bringing us together, regardless of our cultural, religious, or ethnic background, across national and linguistic boundaries, thus facilitating a mutual understanding and creating a respectful dialogue between people.
- Providing us with a greater understanding of centuries of intercultural exchanges across Europe, thus adding value to the sense of place.

In terms of Cook it Forward, Food Heritage is key for social cohesion & inclusion

- The COVID-19 outbreak has been particularly detrimental, especially in rural areas. Many rituals and festivities with a great cultural value have been cancelled preventing communities from gathering and putting the transmission of knowledge, values as well as intergenerational and intercultural dialogue at risk. Isolation is having a negative impact on people's well-being and mental health, which shows the importance of the interaction among people and with places and elements of significance.
- Food heritage can be a cohesive force for the future of Europe and its citizens by helping to enhance social cohesion in communities, providing a framework for participation and engagement as well as fostering solidarity and integration of new inhabitants in Europe.

Importance of Biodiversity as part of Food heritage

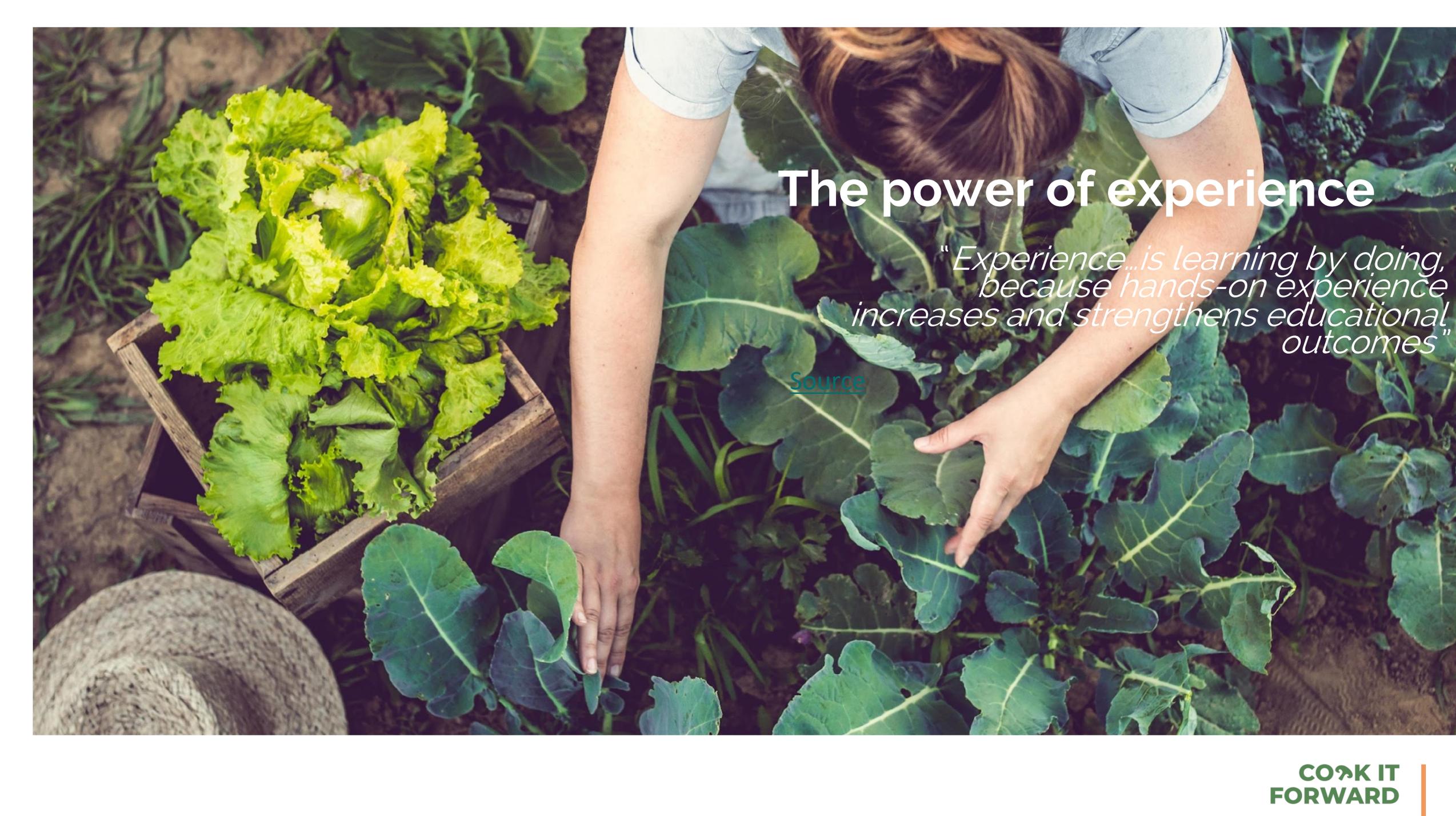
WATCH
THIS



This short video explains why [Slow Food](#) is putting in place projects to protect biodiversity around the world.

Slow Food created the [Ark of Taste](#), which collects plants, animals and food products (breads, cheeses, cured meats...) at risk of extinction that belong to the culture, history and traditions of communities around the world.

[Preserve Biodiversity, Preserve the Planet - YouTube](#)

A top-down photograph of a person with long brown hair, wearing a light blue denim shirt, working in a garden. The person's hands are visible, reaching towards green leafy plants. To the left, a wooden crate is filled with harvested, bright green lettuce. The background shows more garden plants and a straw hat in the bottom left corner.

The power of experience

*"Experience...is learning by doing,
because hands-on experience
increases and strengthens educational
outcomes"*

[Source](#)

Work-placements as a vehicle for learning & change

Being aware that education and training of the next generations can no longer be provided entirely by institutions, the Cook it Forward project would agree with the [Slow Food Movement](#) belief that we must offer a more broad-reaching educational approach, also involving other players active in the field in a cooperative manner. Namely food companies, hospitality sector employers, and their staff.

“Education is individual and collective responsibility that belongs to all but must be close to each of us. It should be adopted and applied in schools and in politics, associations, cooperatives, cultural centers, families, and any other possible contexts. It is important to recover and foster the role of the community, to ensure the passing on of all knowledge tied to material and social culture, including the culture of food.” [Slow Food Education handbook](#)

Work placements as outlined in Module 1 are an invaluable method of education especially in protecting the culture and heritage of food by passing traditions on. You and your Culinary Business can be a cog in the wheel of this journey.

02

Embedding a learning Culture - Case studies from our regions



Case Study Inspiration

As part of this module each Partner country selected and spotlighted a business in their respective region that has built/innovated their business model around food heritage.

The aim of this exercise is that Companies will learn and be inspired about Culinary Cultural Heritage across our regions and Europe and see the potential innovation opportunities it poses.



Check out our collection of Case studies on our [Cook it Forward Project website](#) to get the full story...

1

Galway Cheese, Ireland



This case study brings us on the journey of a cheesemaker in Ireland who is constantly using his cultural surroundings for inspiration and is passionate about preserving food heritage, both recipes and methods through innovative ways.

Both Larry and his wife enjoy telling the story behind their unique yet heritage products.



Check out our collection of Case studies on our [Cook it Forward Project website](#) to get the full story...

2

't Ailand Lauwersoog,
The Netherlands



This Dutch case study introduces us to Jan & Barbara and how they have worked towards restoring and developing sustainable fishing practices and how this has led to them opening their own restaurant and workshop so the message can be spread through the region's culinary heritage story.

They are innovative in their use of seaweed which is a large part of their catch.

Check out our collection of Case studies on our [Cook it Forward Project website](#) to get the full story...

3

PARADOR Nacional de Merida, Badajoz, Spain



This Spanish case study is of a large business that uses the Roman Ancestry of the Extremadura region to its benefit. They recreate Roman dishes by incorporating the originally used spices, dried fruits and preservation methods. In doing so, they are also preserving recipes, ingredients and local community dishes of that time.





PARADOR Nacional de Guadalupe, Cáceres - Spain

4

Check out our collection of Case studies on our [Cook it Forward Project website](#) to get the full story...



The Parador de Guadalupe combines history, relaxation, and good gastronomy together within the Royal monastery (a UNESCO Site). Here they believe in using as much locally produced foods as possible and putting a modern twist on them. For example, one signature dish is the local blood sausage which they incorporate into a ravioli with romesco sauce.

Check out our collection of Case studies on our [Cook it Forward Project website](#) to get the full story...



5

EURIBIJA - Taikos, Kaunas - Lithuania



This case study is an example of a family business where they aim to combine Lithuanian products with products from all over the world, which local producers and farmers cannot offer to the Lithuanian market. They also offer technological solutions to the catering sector by presenting various recipes revived from the past in the context of today.

03

The opportunities that lie within our heritage



Learning about our cultural past

It is our human nature to want to understand who we are and :

- what unites us
- what makes us different from those around us.
- What notions of differences and commonalities form our diversity?
- What knowledge and skills do we want to transmit to our future generations?





“

Food is everything we are. It's an extension of nationalist feeling, ethnic feeling, your personal history, your province, your region, your tribe, your grandma. It's inseparable from those from the get-go”

Anthony Bourdain

Opportunities

For this module we are going to focus on the social and economic value or opportunities that lie within the transmission of this culinary cultural knowledge...resulting in:

1. Culinary heritage survival
2. Food Tourism is enhanced
3. Students / businesses can reinvent or innovate dishes or methods
4. Businesses adapt & survive
5. Students gain employment



1. Our Food Culture & heritage

Food culture & heritage is an important factor in **maintaining cultural diversity in the face of growing globalisation**. Being aware of and understanding different community traditions helps with intercultural dialogue and encourages mutual respect for other ways of life.

The importance of intangible cultural heritage is in the wealth of knowledge and skills that is transmitted through it from one generation to the next.

The social and economic value of this transmission of knowledge is relevant for minority groups and for mainstream social groups as well as for the foodservice industry and tourism industry.

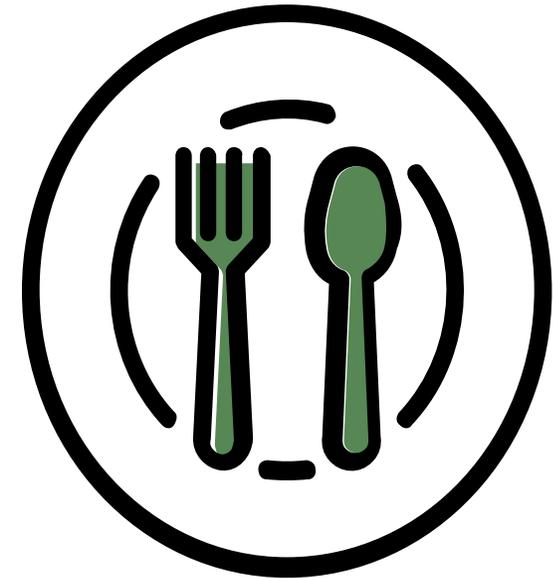
2. Food Tourism is enhanced

Cultural tourism is one of the largest and fastest growing tourism segments worldwide and accounts for 40% of all European tourism. However, tourism destinations in Europe are increasingly challenged to find the right balance between the preservation of cultural heritage, the demands of tourists and the needs of residents (e.g. loss of authenticity of local customs). Due to lockdowns, border closures and other restrictive measures to contain the spread of the COVID-19, the tourism sector, including in rural areas, has been one of the hardest hit by the pandemic crisis, putting some 13 million European jobs at risk. [Source](#)

Yet, tourism and culture contribute greatly to our economies and societies and have the potential to be key assets for **Europe's recovery** in the aftermath of the pandemic. **This crisis constitutes an opportunity to promote more sustainable, local and innovative forms of tourism, to discover hidden cultural landscapes and taste their locally produced foods, thereby creating social, environmental, and economic benefits for public and private stakeholders as well as the communities that surround them.**

2. Food Tourism is enhanced

The Covid Pandemic resulted in the promotion of more sustainable, and local forms of tourism. Thereby raising awareness of a place's uniqueness, richness, and importance, balancing properly its promotion and safeguarding. Enhancing the sense of place through food makes it more alive, enjoyable, and develops first-hand experiences by and for visitors and residents alike.

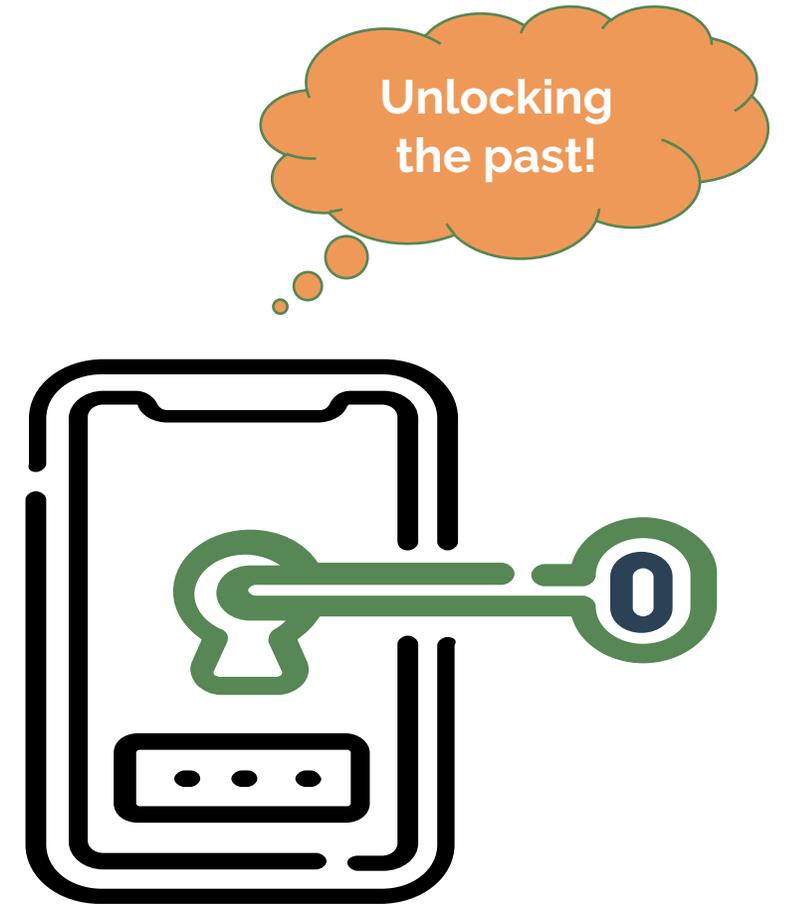


3. Culinary Heritage Survival

We know that Culinary Heritage survival occurs when the wealth of knowledge and skills are transmitted from one generation to the next.

Our work placements create the perfect scenarios for this transfer of information.

Reverse mentoring and peer mentoring can then help businesses stay up to-date with the latest techniques and can teach students about forgotten vegetables and local traditional recipes.



Being Innovative

Culinary businesses need to stand out through unique selling points. One of the best ways to do this is to continuously innovative methods, recipes, menus etc.

Students on work placements are an excellent asset to a business as they bring with them ideas and creativity.

They can re-invent traditional recipes and bring them into the present.

See Student assignments in our results section for inspiration!

<https://www.cookitforward.eu/results>



4. Adaptation & Survival

Especially now when trying to survive the effects of the Covid Pandemic Food businesses in the culinary/foodservice sector are struggling

The Irish [Bord Bia Market Insights report 2020](#) outlines how adaptation to business models is key to survival. This includes menu changes and the use of technology.

Students on work placements can be instrumental in these adaptations

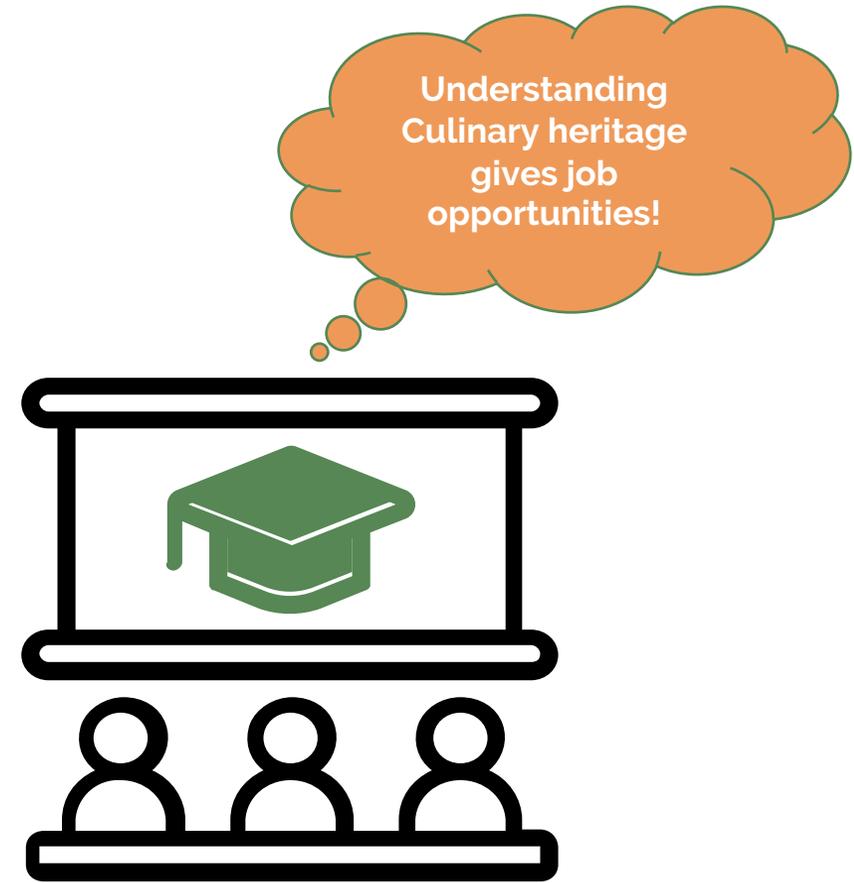
Gain Insights
Read this
report!



5. Employment Options

Gaining work experience through work placements gives students an immense advantage when applying for positions. They would have already proven their usefulness in re-inventing dishes and their understanding and use of traditional recipes and techniques that are important to that particular business or locality..

Culinary stories can inspire young student chefs to recreate old recipes or to reintroduce forgotten foods and to bring them into the 21st century as it demands.



04

How to create a learning centre within your food business



Optimum learning environment

In this section, we discuss how to create a learning centre within your food business for work placement students. One that is mutually beneficial and that reaches the expectations of all stakeholders involved; Student, Employer & Educational Organisation.

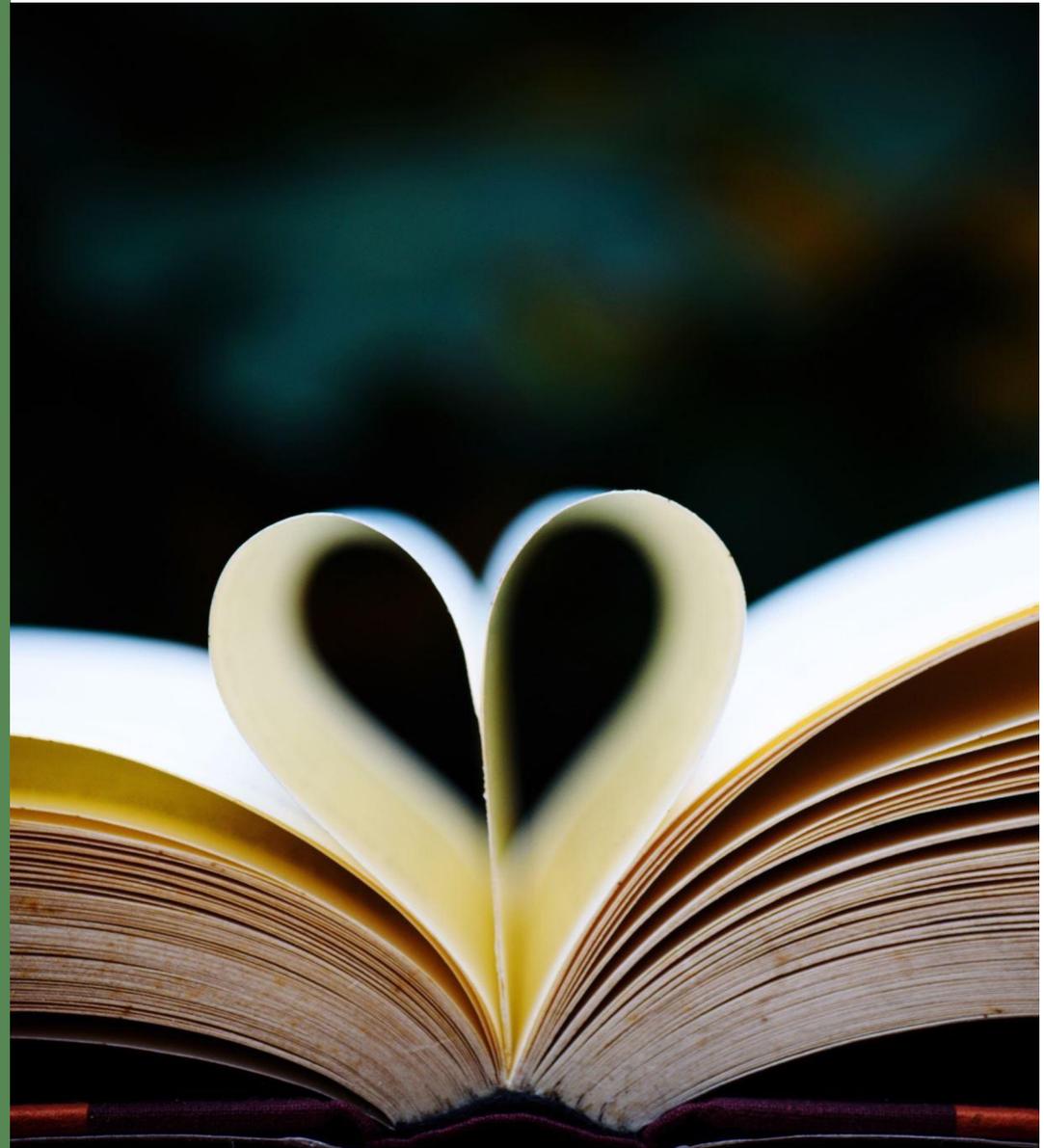


TEACH
LEARN
CREATE

Teaching and learning

“When students are motivated, they achieve better results. With living heritage, learning becomes more interesting, meaningful and motivating for students. It also stimulates innovative teaching methods, which benefit the teacher-learner relationship. It is rewarding to improve the quality of education while at the same time contribute to something larger, like safeguarding our living heritage”

A key conclusion from an 'Integrating Intangible Cultural Heritage in Education' workshop by a [UNESCO-EU pilot project](#)



Journey of a Chef...

The Master, The Student and developing a food culture and chef network. Here, Wade Murphy, renowned mentor at Irish restaurant [1826](#) and students talk about their learning experiences.



[Journey of a Chef: The Master, The Student & The Apprentice | Chef Network - YouTube](#)

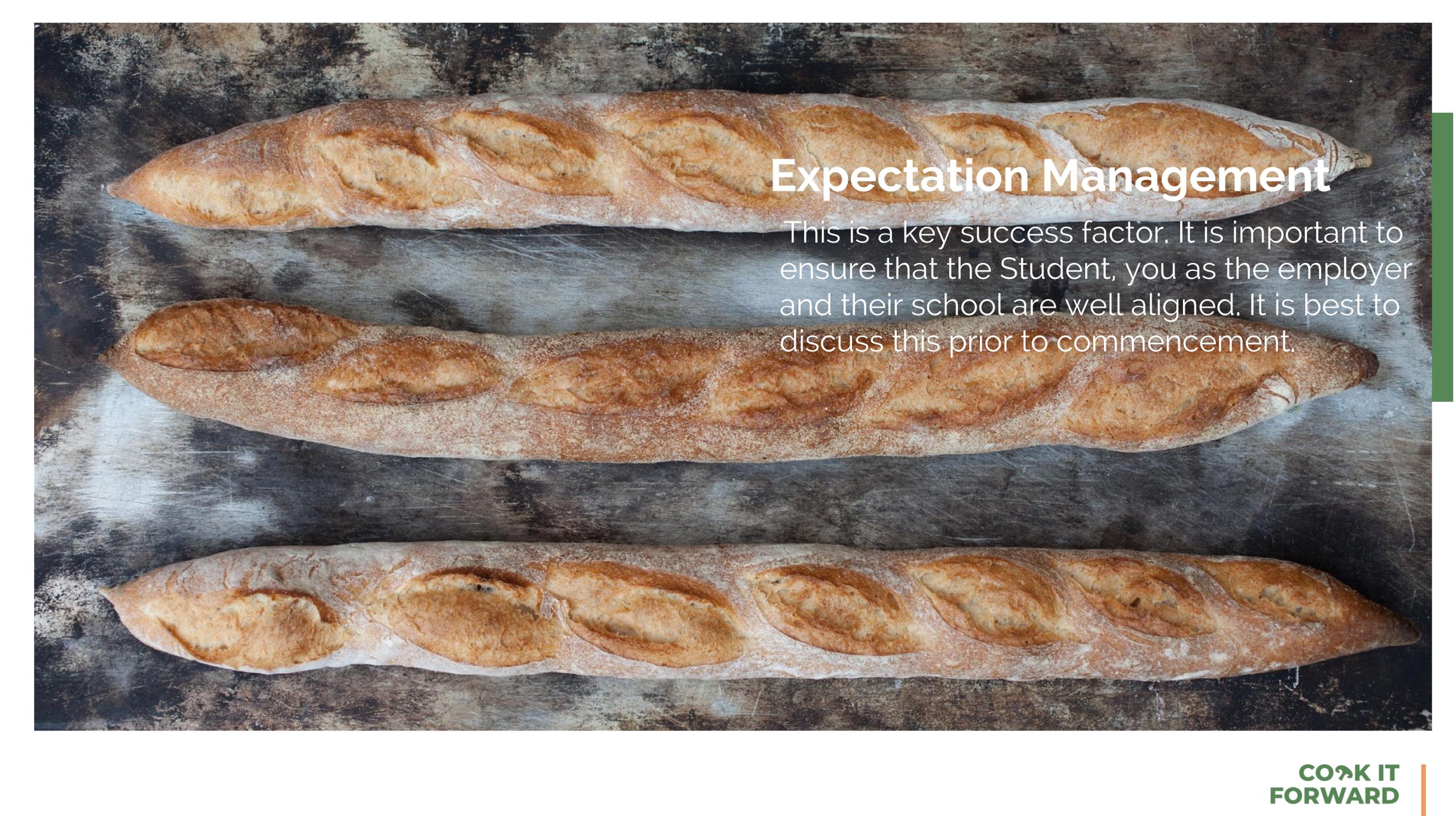
Motivation & inspiration

The Euro-Toques Young Chef of the Year Competition is Ireland's premier culinary competition. This is the competition of the year for aspiring chefs which focuses on education and nurturing the next generation of industry talent.

Continuous learning appears to be the common attitude among these ambitious chefs.



[The Euro-Toques Young Chef of the Year Competition 2017 - YouTube](#)

The background of the slide is a photograph of three baguettes lying horizontally on a dark, scratched metal surface. The baguettes are golden-brown with several diagonal slashes on their sides, revealing a soft, porous interior. The lighting is dramatic, highlighting the texture of the bread and the metal.

Expectation Management

This is a key success factor. It is important to ensure that the Student, you as the employer and their school are well aligned. It is best to discuss this prior to commencement.

Employer Expectations

It works best if the student allows the employer to share what they hope to achieve and participate during the placement:

1

What activities they have in mind for the student

2

What level they expect

3

Practical wishes (attendance, uniform, work attitude etc.)

4

How they would like to see mentoring/ supervision work

5

What guidance you can and would like to offer

Student Expectations

It works best if the employer gives the work placement student the opportunity to share:

1

What they need / want to learn

2

Their skills and what they would like to do with them

3

Practical wishes (hours of work, payment etc.)

4

How they would like to see mentoring/ supervision

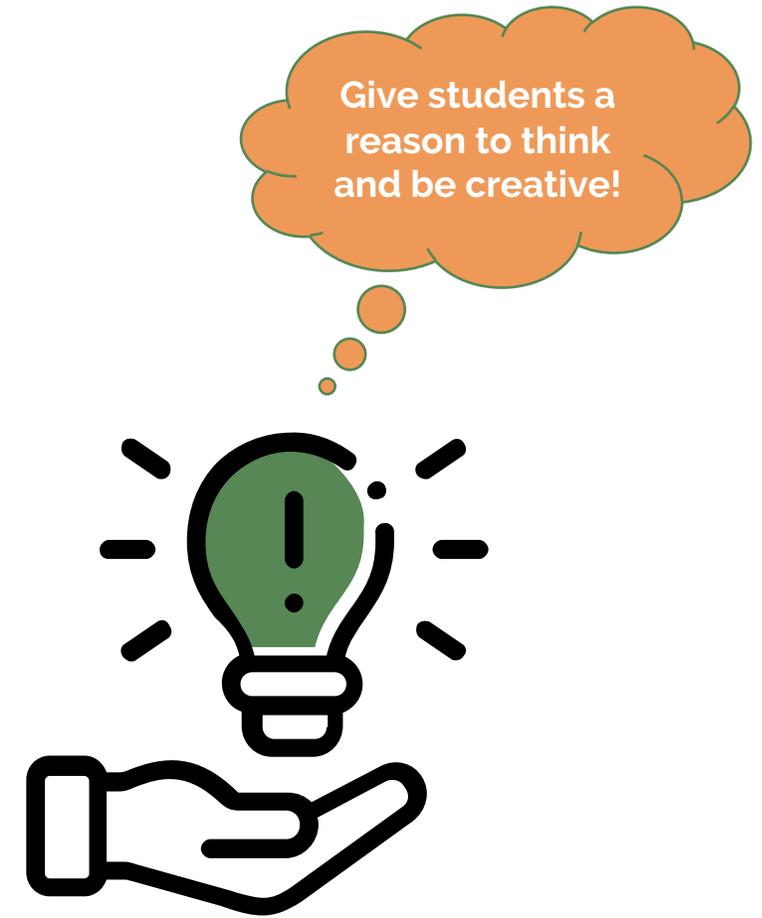
5

What they expect of the company itself

A Mentor's Role

A mentor might not exactly instruct them or provide on-the-spot training. Instead, they will challenge the student and encourage them to think through issues and approaches.

Many people attribute part of their professional growth to the guidance of a good mentor who challenged them to think differently and open their eyes and mind to different perspectives. While each of us develops at our own pace, this type of influence can have many positive and lasting effects.



Aspects a mentor needs to consider

The most important aspect of mentoring is that a skilled person feels responsible for the development of a less experienced person, this helps to build a great learning environment in any industry.

Other important aspects are:

1. Communicate what you know in a clear manner so you both understand each other
2. Be prepared for sessions with mentees and have a plan ready
3. Be approachable, available, and have the ability to listen with an open & inquisitive mind.
4. Be honest with your feedback so that they learn to improve continuously, but compassion and genuineness also helps.

Mentoring and Reverse mentoring

Mentoring contributes to the growth and success of a person. Through mentoring or reverse mentoring (as discussed in Module 1) the student or older/more experienced staff member is being recognised and acknowledged. **This then provides motivation, attention, and role modelling to the participants.** The mentees will succeed faster when they have encouragement and support from someone with experience and they can share strategies and techniques both ways.

Mentoring is very powerful, and all parties benefit from it. The student (whether that is the student or the workplace representative) gains knowledge and confidence in something they had little or no prior experience in. The mentor acquires skills in leadership, teaching and becomes a role model in their own right. This relationship promotes motivation to keep developing themselves and lessens the likelihood of either party giving up on their goals.

The Importance of mentors- an example...

3 Michelin star Spanish chef Martín Berasategui talks about the people who influenced him in his career, his admiration for the young generation of chefs he trains and how they all contribute to building the 'Martín Berasategui brand.'



[3 Michelin star chef Martín Berasategui talks about his mentors and the meaning of success - YouTube](#)

Employer exercise:





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