

InnoGastro

Innovative Approach to Gastronomy in Vocational Schools



Erasmus+

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1. Analysis of the catering industry in Poland (Spain or Lithuania). The supply of professionals in the catering industry

► Conclusions:

Gastronomy in Poland in the period of 1999 - 2010 rapidly developed, with the dynamics of development accelerating after the entry of Poland into the European Union. The structure of Polish gastronomy has changed. The number of gastronomic establishments and restaurants has increased, while the number of cafeterias has decreased. The spatial arrangement of catering facilities has also changed. The greatest development of gastronomy took place in the Mazowieckie, Łódź and Lubuskie voivodships. On the other hand, an increase in the number

2. Assessment of the expected demand for specific skills

► **Conclusions:**

Both hard and soft skills affect the quality of the work performed as well as its effectiveness. Our suitability is determined by the possession of qualities from both groups. Key competences are different for each workplace in the catering industry.

The situation on the labour market in the catering industry means that the development of the employee should be carried out throughout all his professional life. A working man of the 21st century must be flexible, he should make the most of the time and opportunities to build his position.

3. The scope of international cooperation in the catering industry

Conclusions:

- ▶ Polish vocational education system should be developed on the basis of the long-term experience and incorporate these elements of the dual systems existing in other countries, which can be expected to be appropriate in Polish economic, social and educational conditions;
- ▶ qualifications of employees should be adapted to the needs of employers and the quality of education ought to be improved by increasing the engagement of employers in cooperation with foreign partners;
- ▶ international internships done by students will enable them to improve their professional qualifications through practice, which will in turn increase their competitiveness and chances to take unemployment on the domestic and international labour market;
- ▶ participation in the internship will enable the students to expand their knowledge and polish their professional qualifications.

4. The objective, expected results, methodology, methods of evaluation of the course

Conclusions:

After accomplishment of the training within InnoGastro project at the beneficiaries and institutions they work for, achievement of the following aims is planned:

- ▶ motivating teachers and students to continuous self-education and broadening their horizons and as a consequence increasing occupational mobility
- ▶ getting confirmation of acquiring new skills and permissions – Europass Certificate
- ▶ gaining abilities of preparing dishes of Lithuanian and Spanish regional cuisine and ways of serving them
- ▶ gaining abilities of preparing dishes of typical “fuzjon” types especially composed of combining citrus fruit with seafood and meat
- ▶ gaining knowledge of preparation techniques of local dishes i.e. monkfish in lemon juice and white wine – rape al limon, chicken breast in orange – pechuga de pollo a la naranja/pato a la naranja, paella in various forms.

4. The objective, expected results, methodology, methods of evaluation of the course

Conclusions:

After accomplishment of the training within InnoGastro project at the beneficiaries and institutions they work for, achievement of the following aims is planned:

- ▶ using spices and oriental herbs in Spanish cuisine for producing aliola sauce and other characteristic Spanish cuisine additives
- ▶ getting to know techniques and ways of seafood dressing especially - lobster, crawfish, shellfish, shrimp
- ▶ getting to know the application of untypical, unique and original ingredients: various types of rice, citrus fruit, squid ink
- ▶ getting to know local desserts and sweets e.g. figs bread, turrón (popular in different countries nougat)
- ▶ getting to know the character of working with ingredients used in Mediterranean and Lithuanian cuisine
- ▶ obtaining the certificate Spanish or Lithuanian cuisine knowledge (selected issues)

4. The objective, expected results, methodology, methods of evaluation of the course

Conclusions:

After accomplishment of the training within InnoGastro project at the beneficiaries and institutions they work for, achievement of the following aims is planned:

- ▶ getting to know eating habits of the Spanish and the Lithuanian, especially meals schedule during the day, their size, the way of serving dishes, the serving order, table decoration
- ▶ various dishes of vegetarian cuisine: salads, vegetable and fruit drinks, cocktails,
- ▶ getting to know the characteristic of Spanish wine production and their application in production of sauces, soups and marinade
- ▶ getting to know of machinery park – appliances, special equipment, unique dishes
- ▶ improving the quality of foreign language communication skills
- ▶ getting to know of foreign cultures and habits
- ▶ the growth of interpersonal skills, breaking the distance and cultural barriers among the project participants

4. The objective, expected results, methodology, methods of evaluation of the course

Conclusions: Methodology

The accomplishment of the project will consist of three stages:

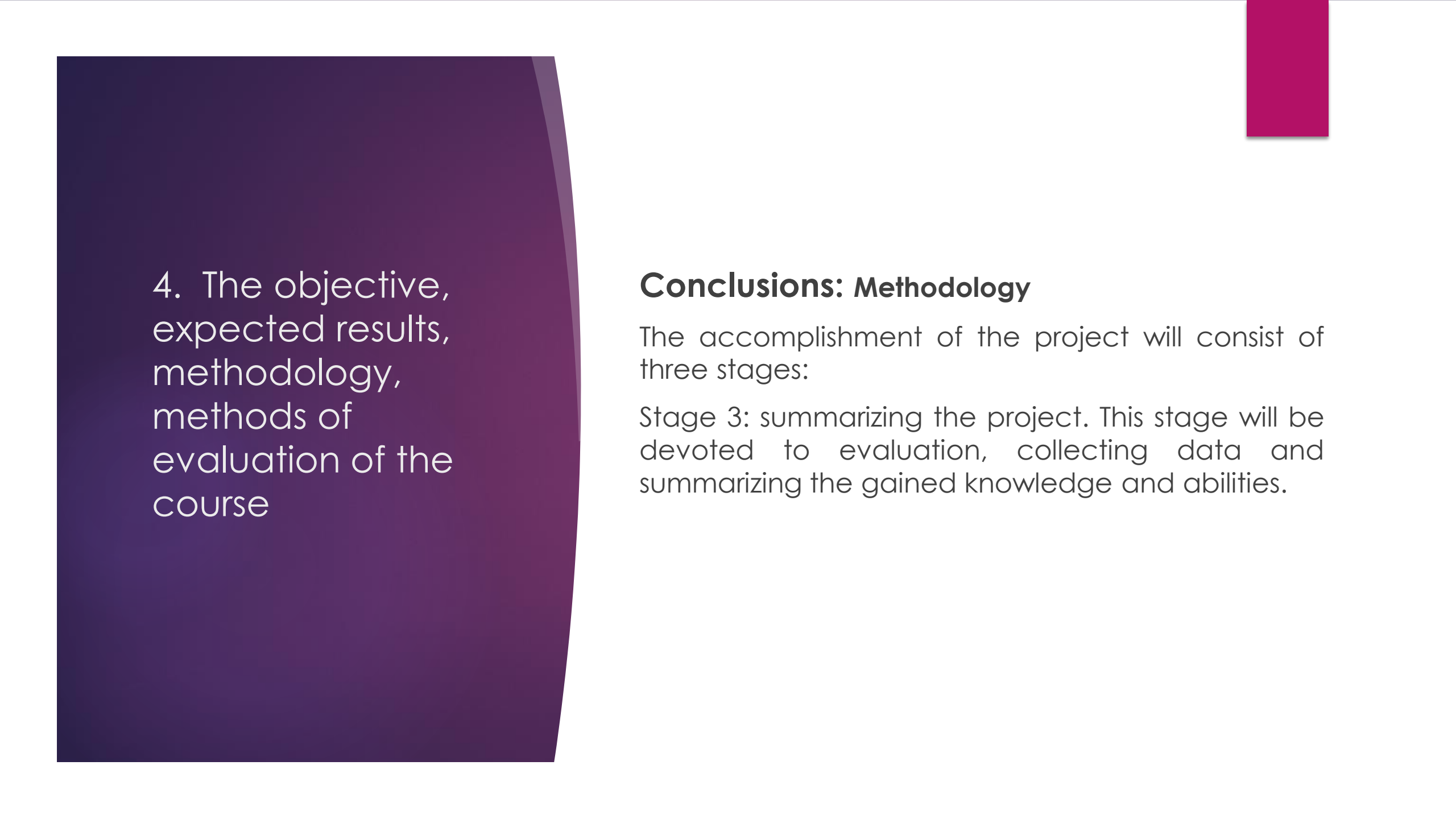
Stage1: It will be carried out in Poland, where three meetings with project partners, trainers and organizers will take place. They will be aimed at preparing for the educational trip to Spain. There will be theoretical training in e-learning system. During the training the participants will acquire theoretical knowledge of characteristic features of Mediterranean cuisine, applied ingredients, standard dishes and culinary techniques. They will gain knowledge of typical dishes of Valency i.e. monkfish in lemon juice and white wine – rape al limon, chicken breast in orange – pechuga de pollo a la naranja/pato a la naranja, paella in various forms. Appropriate techniques of lying the table of this region, the size of portions, dinnerware, décor of consumers' room will be presented. Technical equipment of cold and hot dishes will be taught as well. The ways of storing and keeping feedstock and processed products will be shown as well. The participants will learn about customs and culture of Spain which will be visited during the second stage.

4. The objective, expected results, methodology, methods of evaluation of the course

Conclusions: Methodology

The accomplishment of the project will consist of three stages:

Stage 2: training trip to one of foreign partners in order to familiarize the participants with nuances of catering industry in practice and comparing them to Polish conditions. We would like to analyze the possibilities of good practice assimilation. The methods of training should include seminars allowing teachers, organizers and foreign partners to exchange the knowledge and experience. There should be study visit in foreign partner country in local restaurants, cafes and bodegas. While doing the traineeship and practical activities in partner's country students will have a closer look at technology and technical equipment.



4. The objective,
expected results,
methodology,
methods of
evaluation of the
course

Conclusions: Methodology

The accomplishment of the project will consist of three stages:

Stage 3: summarizing the project. This stage will be devoted to evaluation, collecting data and summarizing the gained knowledge and abilities.

5. Skills acquired after completing the course

Conclusions:

- ▶ The training will allow to establish international cooperation of entities working in catering industry
- ▶ The teachers coming back from training will relay required knowledge to their students, which will result in improving the quality of teaching
- ▶ The prestige of schools in Podlasie region will increase. Consequently they will gain international dimension

5. Skills acquired after completing the course

Conclusions:

Theoretical skills

- ▶ knowledge of culture and customs of visited country, especially its inhabitants' dietary habit
- ▶ acquiring knowledge of characteristics of Mediterranean cuisine, techniques of feedstock processing

Practical skills

- ▶ Abilities of preparing selected Mediterranean dishes, especially Spanish cuisine
- ▶ Gaining knowledge of the kitchen facilities operation
- ▶ Improving the quality of foreign language communication

6. The nature of internship programs which take into account the experimental cuisine

Conclusions:

Implementation of experimental cuisine for theoretical, practical and apprenticeship programs

- ▶ The content of experimental cuisine is not included in the curriculum for the cook profession. Therefore, a pilot program implementing the experimental kitchen for vocational education at the school level should be established.
- ▶ They should be found in learning outcomes T.6.2 (4), T.6.2 (5) and T.6.2 (6) on methods and techniques for preparing food and beverages, the selection of products and the preparation of ingredients, dishes and beverages. Essential equipment and devices used in the experimental cuisine should be implemented with the effects of T.6.2 (9) and T.6.2 (10) on the distinction and use of equipment and appliances for the food and beverages preparation and serving.

6. The nature of internship programs which take into account the experimental cuisine

Conclusions:

Practical use of experimental cuisine and dissemination

We will be able to train students in experimental cuisine by organizing training and workshops for other courses' students, graduates, teachers and local employers. The target group of the training will be students and adults who want to acquire the knowledge and skills of applying modern culinary techniques in the gastronomy.

6. The nature of internship programs which take into account the experimental cuisine

Conclusions:

Practical use of experimental cuisine and dissemination

- ▶ The knowledge gained through this will be disseminated:
- ▶ on the school website,
- ▶ Electronic Platform for Adult Learning in Europe,
- ▶ on the Regional Competence Center website, which co-operates with other schools therefore gives the opportunity to disseminate,
- ▶ sharing knowledge with the National Teacher Education Center in Brwinowie,
- ▶ dissemination among students and teachers of schools of the Ministry of Agriculture and Rural Development,
- ▶ posting information on the website of the Ministry of Agriculture and Rural Development,
- ▶ exchanging of experience among employers who offer apprenticeship training.