



Time to Teach Sustainability and Entrepreneurship in Catering together.

Introduction to ERASMUS+ KA2 project GreenPopUp4All

and how to benefit from this

Teachers' manual - Introduction of GreenPopUp4All project

ENJOY THE JOURNEY TO
SUSTAINABLE
GASTRONOMY BUSINESS

- 4 VET COLLEGES
- 30 PARTICIPATING TEACHERS AND STAFF
- 500+ LEARNERS WHO WILL BENEFIT INDIRECTLY
- 16 POP UP RESTAURANTS
- 1 ONLINE MODULE FOR BLENDED LEARNING
- ONLINE Teacher's Manual
- 4 COUNTRIES
- 64 PARTICIPATING LEARNERS
- 4 WORKSHOPS FOR STUDENTS
- 2 WORKSHOPS FOR TEACHERS

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Introduction

Sustainability, green transition, climate disaster are difficult concepts to understand and relate to, but they are concepts we often hear. Therefore, it is important that the concept "GreenPopUp4all" is introduced to the students in such a way that they understand that the earth is not about to collapse, but that there are serious problems that we can and must contribute to solve all of us, all over the world.

With the Global Goals for Sustainable Development and entrepreneurship, all our schools must work together and agree on how we can contribute to solving some of the problems.

It's fortunate that we can all help to make a positive difference in a sustainable direction with locally produced ingredients. Both with our choice of food, but also in many other daily activities. In this teaching material, we work with the SDG directly in meals planning and through the whole popup restaurant concept. By participating in this project, the students from the countries must get the good ideas and put them into practice, as well as make the ideas visible to others.

About GreenPopUp4All project

Background of the project

The Erasmus+ KA2 project GreenPopUp4all is a Covid-19 period "baby". Back then we had no clue for how long the travel restrictions last and if the things turn back fully to normal in a year or two or ever. There was clear understanding that vocational schools still need to cooperate with their international partners, and we can't cut off our students from the rest of the world.

Our idea of teaching entrepreneurship and sustainability based on pop-up restaurants concept using the blended learning method got approved by Erasmus+ program and the project started in autumn 2021. Covid-19 was still affected our everyday life and some activities were delayed or took virtual form.

It was clear, that all sectors, including education and the tourism and hospitality sector, must be part of taking responsibility for developing recovery plans that build a more sustainable future.

The European Council recommendation emphasizes the role of "green and digital transition" and "accessibility" to create "a modern, attractive and flexible vocational training". We were so ready for that!





Objectives

The aim of the project was to create opportunities and develop a model for teaching and learning green and sustainable entrepreneurial skills that are needed in today's hospitality and catering business. With the project we wanted to increase interest in vocational education, create motivation and attractiveness to the industry. To give students besides the sustainability and entrepreneurial skills also a broad and stable foundation to stand on with good digital knowledge, increased international experience and an understanding of cultural similarities and differences.

Method – blended learning - online lessons and face to face workshops

The partnership developed the blended learning module for teaching entrepreneurship and sustainability in catering and hosted in the Moodle platform. During the training module students had 4 online lessons, between those they worked on different assignments in international teams and finally they met each other at the pop-up restaurant week. During this week they had different workshops and study visits to local companies. On last day they implemented sustainable pop-up restaurants which was opened for customers.

We arranged those learning and training activities which were essential for testing and piloting the blended learning model in practice. Workshops for teachers and students provided a good environment to get feedback to develop the blended learning module for students and the manual for the teachers for sustainable entrepreneurial skills. Testing a blended learning module and having virtual meetings, for instance, offered a possibility to involve participants with fewer opportunities to take part in transnational activities.

Teachers' workshops (2) in partner countries offered possibilities to share new ideas and gain knowledge, which supports their teaching and developing the new blended learning module for sustainability and entrepreneurship.

Student workshops (4) helped to encourage youth and adult students to act as global citizens. Essential was to increase their understanding about sustainability in the catering industry.

The project aimed to support sustainable entrepreneurship and entrepreneurial mindset, cooking, customer service, travelling, and improving participants' key skills. Students improved their digital skills during the project and in LTA activities, they developed their language skills and especially their teamwork skills in a multicultural team.

Outcomes

The project used blended learning method, where both online lessons using digital skills and physical mobility were included in the model. Students got to develop their communication skills in foreign language and the social and civic skills in the various virtual and physical encounters between schools.

For the staff, the project contributed to the development of digital methods and training tools, which supports teachers in their professional development to increased digital preparedness.

Entrepreneurial learning is the development of attitudes, skills and knowledge that enable the individual to turn creative ideas into action. Entrepreneurship is not only related to economic activities and business creation, but





in today's VET education an entrepreneurial mindset is seen as another core professional competence for creating value in all areas of work, with or without a commercial objective. Entrepreneurial learning stimulates innovation and the capacity to deal with exponential change such as the climate and biodiversity crisis. It engages and motivates through relevant learning experiences for education, life and work and empowers students to create value for society and deal with societal challenges.

Teachers and students benefitted in different areas:

SUSTAINABILITY

- Teachers implemented the concepts of sustainable development and green values in everyday teaching as part of curricula.
- Students developed a better understanding of sustainability and green values in theory and practice.

ENTREPRENEURIAL LEARNING

- Students have embraced an entrepreneurial mindset.
- Students used versatile methods for studying, prepared for lifelong learning.

DIGITAL SKILLS AND COMPETENCES

- Students and teachers have improved their digital skills by using blended learning.
- Teachers have a more versatile usage of online platforms.
- Teachers shared their knowledge with colleagues within their own organisation.

Inclusion

In education, inclusion typically refer to the practice of including students with diverse abilities, such as students with disabilities, in regular or mainstream classrooms alongside their peers without disabilities. This approach promotes an inclusive educational environment where students of all abilities learn together, participate in the same curriculum, and receive appropriate support and accommodations to meet their individual needs.

This concept allows to also involve those students who don't want or can't participate in different reasons as they can be involved in online lessons, but also during the pop-up restaurant week if their home institutions host international students.

Individuals with fewer opportunities were encouraged to participate in international collaboration.

At our project also several students with disabilities participated. These students had a teacher with them as support throughout the week.



Project partnership

In the project we worked in the partnership of four vocational institutions from 4 Nordic countries.

Jyväskylän Educational Consortium Gradia is a multidisciplinary education provider on the upper secondary education level. The Consortium is owned by several Central Finnish municipalities, and it carries out regional development schemes in accordance with the education policy of Central Finland. It provides general academic and vocational education for the needs of trade and industry and public sector and is also an active player in the world of work. Gradia is the largest upper secondary education provider in the region and catches around 80 to 90 % of all the age cohort (ca. 3000 young people). IVET (EQF4) and CVET (EQF 4 and 5) are provided in the consortium by Gradia Jyväskylä and Gradia Jämsä. We provide VET education for more than 16 000 people annually, preparing them for around 100 different IVET and CVET qualifications. All VET qualifications are competence (outcome) based.

Kuussaare Ametikool (KRTC) is a regional training centre of vocational education with 147 staff members (incl. 86 teachers). KRTC provides initial and additional vocational (EQF Level 3-5) training and retraining in 18 different vocational areas, the biggest among these are Tourism, catering and design. There are ca 850 regular students on upper and post-secondary level, but also ca 1000 adult students during a year on different adult training courses. They provide also courses for people with special needs.

Vuxenutbildningen Borås has about 5500 students every year and 180 employees. We are even a part of a regional cooperation with seven municipalities in the surrounding area mainly in the field of VET. Vuxenutbildningen Borås (Adult Education Borås) is a municipal adult education for students, age 20 or older, who need to study courses at the elementary (SeQF 2/EQF 2) or upper secondary level (SeQF 4/EQF4) but are too old to study in elementary school or upper secondary school. We provide Swedish for immigrants (CEFR A1-C2) and education for adults with cognitive or mental impairments (SeQF 2/EQF2) as well. Higher Vocational Education (SeQF 5/EQF5) is a post-secondary form of education that combines theoretical and practical studies in close cooperation with employers and industry.

Zealand Business Collage (ZBC) is a leading college for secondary education in the Zealand region with campuses in many cities. ZBC offers a broad range of vocational programs together with business and technical high schools, course activities, summer schools, master classes ect. ZBC covers more than 40 different educations such as health care, building and industry, business high school, food and beverage to smaller divisions like watchmaker, security guard and butcher. ZBC has approx. 6000 full-time and 20.000 part-time students on an annual basis. ZBC carries out a wide range of collaborative partnerships with companies, organizations and communities in Denmark and abroad.

External partners - the beauty of VET schools and Businesses cooperation

Already in the preparation phase of writing the project application we understood that we can't manage without involving local companies. During the project they helped us in organizing the study visits during the face-to-face meetings and participated as members of jury in assessment process. And they also supported us as sponsors during our pop-up restaurant week.

During the study visits our external partners helped both teachers and students in finding new food products, as well as helping to give the students a better understanding of the start-up of PopUp and innovation.



Involving the local companies has been transformative. It's not just about theory; it's about real-world application. Our students, through collaborative projects, seamlessly connect their knowledge gained at school to practical skills, thanks to the insights shared by industry experts.

These partnerships ensured our project remain relevant, keeping pace with ever-evolving industry needs and trends. During company visits, students not only gained knowledge but also built connections, opening doors to potential internships or job opportunities.

Working together with companies, our students developed important skills—communication, teamwork, and problem-solving—essential for success in the professional arena. The feedback provided by companies is invaluable. It helps us refine our course, ensuring it stays effective and aligned with industry standards.

The motivation and engagement among our students soar when their projects are evaluated by company professionals. This real-world validation is motivating. Moreover, the collaboration fosters an entrepreneurial spirit, nurturing creativity and innovation among our students.

Beyond academic benefits, these partnerships contribute to the corporate social responsibility of companies. Sustainability projects, for instance, showcase their commitment to societal and environmental goals, reinforcing the importance of ethical business practices.

Our vocational education programs gain recognition through these partnerships, highlighting their practical value in preparing students for successful careers. It's a two-way learning process, with schools gaining industry insights and companies benefiting from the fresh perspectives our students bring to the table. In this symbiotic relationship, education and industry seamlessly intertwine, creating a richer, more impactful learning experience for our students.

Companies involved:

<p>Restaurant MOTA Annebergparken 50, 4500 Nykøbing Sjælland DK Denmark https://www.restaurant-mota.com/</p>	<p>The head chef from restaurant Mota helped evaluate the students cooking and their use of local food produce.</p>
<p>Dansk Tang/ Danish Seaweed Annebergparken 28B, 4500 Nykøbing Sjælland DK Denmark https://www.dansktang.dk/</p>	<p>Danish Seaweed gave the teachers a presentation about seaweed. The manager also helped us evaluate the students on their innovative approach to the task as well as their PopUp restaurant.</p>
<p>Slagelse Magasin Vores Magasin.dk Katrine Holck https://voresmagasin.dk/</p>	<p>Slagelse Magasin helped us to spread the message to the local community and helped us to give feedback to the students.</p>
<p>Gäsene Mejeriförening, Alingsåsvägen 32, 524 41 Ljung, Sweden https://gasenemejeri.se/</p>	<p>The CEO and the Quality and Sustainability Officer helped to evaluate the students' cooking and their use of local foods. They also received the project group of students and teachers at the dairy and showed the entire manufacturing process.</p>
<p>Kråkarps Gårdsmejeri Kråkarp 11, 513 97 Borgstena, Sweden https://www.krakarpsmejeri.se/</p>	<p>The project group visited the small dairy and the owner showed how to use local raw materials and refine the products for sale.</p>

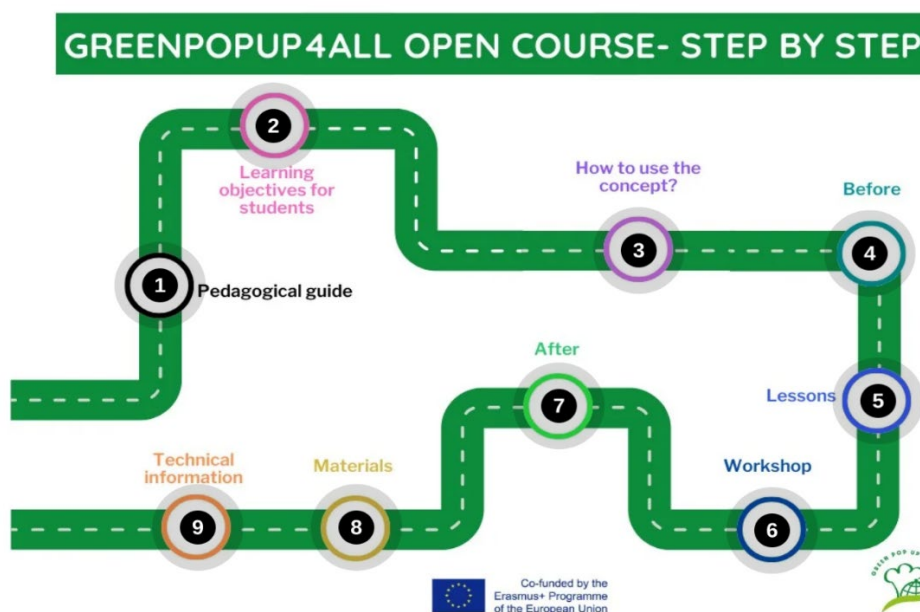
<p>Borås Tidning https://www.bt.se/</p>	<p>Bt wrote about the workshop in Sweden and about the visits at the farm Sörgården and at Gäsene dairy.</p>
<p>Pähkla Fish and Grayfish Farm Pähkla, 93874, Saare maakond https://www.pahkla.ee/</p>	<p>In Pähkla Vähi- ja Kalakasvatus OÜ the study visit, lecture and tasting took place. They also supported the event with raw fish for POPUP event and participated as evaluators.</p>
<p>Karmeli OÜ Karmeli.ee Laratsi, Pähkla, Saaremaa, 93874 +372 566 00 334 info@karmeli.ee</p>	<p>Local producer of raw buckwheat, valuable cold pressed oils, versatile oilseeds and buckwheat honey. The company supported the event with study visit, ingredients and evaluation.</p>
<p>Saaremaa Veski Pärna 19, Kuressaare, 93814 Saare maakond https://saaremaaveski.ee/</p>	<p>Saaremaa Veski hosted the workshop and lecture about producing local drinks and how different berries act. Participated as evaluator on POPUP restaurant event.</p>
<p>Nooda OÜ Nooda talu, Laimjala, 94417 Saare maakond +372 5669 0903</p>	<p>The inspiring and sustainable entrepreneur who gave a lecture on how to be responsible entrepreneur and how to find the best way to preserve and promote heritage (cooking) and at the same time to be innovative and creative.</p>
<p>Hotelli Alba Ahlmaninkatu 4 40100 Jyväskylä, Finland +358 14 636 311 info@hotellialba.fi https://www.hotellialba.fi/en/frontpage</p>	<p>Hotel Alba hotel with green key certificate. Their environmental policy's aim is to raise knowledge in their customers, cooperators, and staff awareness of environmental issues. Staff wish to achieve the healthy environmentally healthy goals in our daily work. Use of local products. The representative of Hotel Alba gave a lecture about practical sustainable solutions in everyday hotel management and participated as guest and evaluator of PopUp event.</p>
<p>Finland Master Guild in Central Finland https://www.ksmestarikilta.fi/</p>	<p>FINLAND Master Guild in Central Finland Keski Suomen Mestarikilta – local association of professionals. Cherishing master and tradesman tradition in artisan professions. Guild advances promotion and development of the professionalism of the business and the respect for the business. Members are both entrepreneurs and employees.</p> <p>The representative FINLAND Master Guild in Central Finland kept a lecture how to plan sustainable Finnish brunch and participated as guest and evaluator of PopUp event.</p>

<p>Järki- Särki Marja Komppa +358 40 54 040 27 Ari Seppälä +358 40 73 000 15</p> <p>Järki Särki oy Kolulantie 20, 41800 Korpilahti, Finland +358 40 540 4027 info@jarkisarki.fi</p> <p>https://www.jarkisarki.fi/ https://www.jarkisarki.fi/in-english</p>	<p>It was 1980 when Marja and Ari studied at the University of Helsinki. Ari studied fisheries and Marja studied plant cultivation and horticulture. When they finished their studies, they decided to move to country. They bought a farm in central Finland. And so they became organic farmers. Their main concern was the care of bees and honey. They developed their own brand “Voi hyvin” - organic honey. In winter 2013 there was plenty of ice on the lake and catch of the fish was very good. Roach fish was canned and cooked in glass jar in a home oven. Canned roach fish was distributed to friends and relatives. They began to wonder why such good fish could not be bought in a store. The shops in the area where they lived only sold Norwegian salmon, even though the area was located by the huge Päijänne lake.</p> <p>An ecological lifestyle is the basis of an organic farm. Komppa-Seppälä organic farm has its own solar power plat and uses renewable energy. Utilizing roach fish makes sense both in terms of human health and the well-being of waterways. Fisherman in the area make a living from the fish catches and the countryside maintains its vitality.</p> <p>Entrepreneurs gave an inspiring lecture about the sustainable business idea and business concept. The company supported the workshop with study visit, ingredients (roach and honey) and evaluation.</p>
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Implementation of entrepreneurship & sustainability training through the PopUp restaurant concept

We have created guidelines with supporting training materials for those vocational schools who find our concept appealing and would like to try it in their own institutions. Even though that our blended learning module was created in the Moodle environment, there is also possible to use it in any other online platform. You can find Step-by-step guides below:

- Implementing the course with Moodle
- Implementing the course without Moodle ([log in as guest](#))



Where you can find the material?

You can get familiar with a readymade Moodle course. Please visit material-tag.

If you have a Moodle LMS in your own organization and wish to download the course, please visit our [projects webpage](#) and download the moodle.mbz file from there and upload it to your own LMS.

Getting to know the SDGs

Our blended learning module offers to students a great opportunity to engage with Sustainable Development Goals (SDGs) and achieve additional learning outcomes. By combining traditional classroom lessons with virtual lessons and practical experiences, this module fosters a holistic understanding of sustainable practices and empower students to make positive contributions to society. By engaging in blended learning module focused on cooking and entrepreneurship, students can achieve a range of SDG-related learning outcomes. They become equipped with the knowledge, skills, and mindset necessary to promote sustainable practices, contribute to the achievement of the SDGs, and make a positive impact in the world.

During the brainstorming the project idea, we were focusing to the following SDG goals to work with. How the training module contributing? We try to explain below.

Goal 2: Zero Hunger: Through blended learning module, students gain knowledge about sustainable food systems, including concepts such as sourcing local and organic ingredients, reducing food waste, and promoting nutritious meals. They develop skills to create sustainable menus and implement responsible cooking practices that address issues related to food security and hunger.

Goal 3: Good Health and Well-being: Blended learning modules focus on teaching students about healthy cooking techniques, nutritional balance, and the importance of using fresh, whole ingredients. Students learn to create delicious meals that prioritize the well-being of individuals and communities, leading to improved health outcomes and a greater understanding of the connection between food and well-being.

Goal 8: Decent Work and Economic Growth: Training module nurtures entrepreneurship and employability skills among students. They learn about the economic aspects of running a restaurant, including financial management, marketing, and customer service. This prepares them for careers in the food industry, supporting decent work opportunities and economic growth in their communities.

Goal 12: Responsible Consumption and Production: Blended learning in catering and entrepreneurship emphasizes the significance of sustainable food choices, resource efficiency, and waste reduction. Students learn about environmentally friendly practices such as composting, recycling, and using renewable energy sources in restaurant operations. They develop a critical awareness of the impact of their consumption habits and acquire skills to make responsible choices in food production and consumption.

Goal 13: Climate Action: Blended learning modules highlight the role of the food industry in climate change and equip students with strategies to minimize their environmental footprint. This includes understanding the carbon footprint of different ingredients, implementing energy-efficient cooking techniques, and adopting sustainable packaging practices. By practicing climate-friendly cooking methods, students contribute to reducing greenhouse gas emissions and mitigating climate change.

Before travelling to the PopUp restaurant week in foreign country, students had to measure their carbon footprint related to their travelling.

When students measure their carbon footprint of traveling, they learn several important lessons related to sustainability and environmental impact. Here are some key insights they may gain:

Environmental Awareness: Measuring their carbon footprint helps students understand the direct environmental impact of their travel choices. They become aware of the greenhouse gas emissions associated with transportation and how these emissions contribute to climate change.

Modes of Transportation: Students learn about the varying carbon footprints of different modes of transportation. They discover that certain forms of travel, such as air travel, generally have higher carbon



emissions compared to others, like train or bus travel. This knowledge encourages them to consider more sustainable transportation options whenever possible.

Energy Consumption: Students gain insights into the energy consumption patterns associated with transportation. They understand that factors such as fuel efficiency, vehicle size, and speed can significantly impact carbon emissions. This understanding encourages them to make informed choices to minimize their energy consumption during travel.

Personal Behaviour and Travel Habits: Measuring their carbon footprint encourages students to reflect on their personal travel habits. They realize that factors such as the frequency of travel, the distance covered, and the purpose of travel all contribute to their carbon emissions. This awareness prompts them to consider alternative ways of fulfilling their travel needs or finding more sustainable solutions, such as carpooling or using public transportation.

Global Perspective: Measuring their carbon footprint of traveling helps students understand the global nature of environmental challenges. They realize that their personal travel choices can have a cumulative impact on a larger scale. This perspective fosters a sense of responsibility and encourages them to make sustainable choices not only for themselves but also for the well-being of the planet.

Our training module is developing in students a deeper understanding of the interconnectedness between their actions and the environment, fostering a sense of responsibility and driving them towards more sustainable behaviour in the future.

Possible funding programs to co-finance mobility activities

As we all know travelling is expensive and lacking the financial resources can hinder us to carry on this training module internationally. But luckily it is possible to apply for funding to co-finance the costs for students and teachers travelling to other partner schools.

In the following section, we will give some examples of selected Nordic/Baltic and European funding programs. Important to note: If your school is not already participating in the below mentioned funding programmes, it will take a longer time to apply for the funding and to get the application approved. Please also note the rules relating to the duration of the program, as this will vary between the different types of programs and eligible partner countries. All information can be found in the program guide for the calls.

Another way to co-finance your mobility expenses is to search for national funding programs within your country. Depending on the country different funding options may be available.





[Erasmus+ KA1 mobility programme](#) (Primarily used for European cooperation)

Search for the National Agency for Erasmus+ in your country and select the right sector for your target group (e.g., primary school, VET, higher education, youth organizations, adult education or sports).

[Nordplus](#) (Nordic and Baltic educational cooperation)

Other possible sub-programmes you can use:

[Nordplus Junior](#)

[Nordplus Higher Education](#)

[Nordplus Adult](#)

[Nordplus Horizontal](#)

[Nordplus Nordic Languages](#)

