

RURAL FOOD



Lifelong Learning Programme

UNIT 1.

SUSTAINABLE RURAL DEVELOPMENT – FOCUS ON CULTURE AND NATURE



Introduction

The module 'Rural Food' was created within the 'Leonardo da Vinci – Development of Innovation' project 'Green Village'. It is a vocational module where learners will gather, prepare and cook rural food. They will also look at the broader cultural landscape and see where rural food fits within it. The module is classed as IVT (Initial Vocational Training).

In Green Village, the Devetaki Plateau Association (Bulgaria), Hylates / Kato Drys Village Council (Cyprus), Satul Verde Association (Romania) and Ipel' Eko (Slovakia), worked together to deliver four community interactive rural food actions, which tested ideas and training models. Before any community can open its doors to learners from other countries, it must be engaged and Satul Verde in Romania ran Work Package One, 'Engaging Communities', which guided and informed all the partners on how to engage with a rural community.

The work of Green Village resulted in this module, which has three alternative elements. Learners select one of these three depending on the nature of their college/University course topic or personal training plan. The three alternative elements are....

- i) VILLAGE FOOD**
- ii) UTILISING WILD FOOD**
- iii) FOOD FROM LANDSCAPE**

This module booklet describes each element and lists learning outcomes. Learning resources are to be found on the Green Village web-site; <http://www.greenvillage-europe.com>



i) VILLAGE FOOD

Introduction

This version of the module was specifically developed in Bulgaria, Cyprus, Romania and Slovakia and was trialled and tested also in the United Kingdom. The module requires 40 learner hours (5 days) and follows a pre-determined structure.



Pre-requisites

This module has a target audience of learners who study environment, food technology, hospitality, tourism and leisure, even certain strands of applied geography. The module is suitable as an elective not linked directly to any course of study – and taken for its cultural significance. Learners are expected to have some basic food preparation skills.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional result is expected.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF). This module targets technical and vocational students at level 4 to 5 of the EQF. They may be completing a college diploma, foundation degree or the 1st year of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable

Module Structure

DAY ONE

Meet with the villagers who are going to be the trainers and demonstrators to discuss those dishes and recipes that are traditional for that village. The venue for the training might be a person's home, the village hall, community centre or school.

The dishes to be prepared will be various but they will have common characteristics;

- Vegetables will be home grown.
- Varieties will be local.

- Meat will be home reared.
- If preserved foods are used in recipes, the method of preservation will be traditional.

During the Green Village project, training was tested on different groups of learners and the following dishes were made...

BULGARIA	CYPRUS	ROMANIA	SLOVAKIA
Banitsa	Koupepia	Papanași	Marble cake (kuglóf)
Bread	Lefkara Tavvas	Sarmale	Guláš
Kyufte	Kleftiko	Cozonac	Lepény
Luchnik	Makaronia tou Fournou	<u>Brânză de burduf</u>	Potato pancakes (Zemiakové Placky)
Pickles	Salada Horiatiki	Telemea	Bryndzové pirohy
Coloured Salt	Bread	Ciorbă de fasole cu afumătură	Bryndzové halušky
Lyutenitsa	Apricot Marmalade	Tochitură	Kapor so zemiakovým šalátom
Yoghurt (kiselo mlyako)	Haloumi	Mici	Skalický trdelník,
Shopska salad	Sheftalia	Placinta stuffed with cheese and dill	Kapustnica

The training starts with a theoretical lecture about the green plants and herbs used for cooking in the village, including a bilingual PowerPoint presentation, in the local language with a translation into English.

The trainers will organize a guided tour for the learners through village gardens to show the different species of plants used in local cooking.

DAY TWO

The learners will have time for independent observation of the plants, as well as the possibility to taste them.

Villagers demonstrate how the necessary products are collected. The village trainers will present other spices that could be added to the dishes to diversify the taste

Cookery afternoon; two of the 10 trialed dishes.

DAY THREE

On this day, the learners make 3 more dishes – they combine sweet and savory – the food they prepare is served to the local family!

During all sessions the ethnicity and cultural roots of the food in question are discussed.

DAY FOUR

Early morning milking – of sheep, goats or cows – the process is done by hand, although in some venues simple dairy milking machines are available.

Lunch includes local dairy products.

Preparation of cheeses and yoghurts to the local recipe.

DAY FIVE

This day is for processing and preparing food for storage; various methods are included in the day (some have been started several days previously). Included are:

- Smoking
- Drying
- Preserving in fat
- Pickling / storing in brine
- Making in relishes

Throughout the period, the learners have assembled recipes; they gather these into a file or create a blog, text document with pictures, etc.

The day ends with a feedback and assessment, involving input from the local villagers who have acted as trainers and mentors throughout. Although not a formal part of the module, it is most usual to all go for a celebratory night out – eating local food!

Learning outcomes

On completion of this module, the learner will be able to:

- Gather the required ingredients for selected dishes
- Prepare a range of village dishes, following a recipe
- Comment on the sustainability of village food dishes
- Demonstrate basic skills in milking a farm animal
- Understand basic care for farm animals on a daily basis
- Preserve surplus food in different traditional ways

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- A group of people are gathered around a long table outdoors, eating and drinking. A woman in a headscarf is leaning over the table, serving food. A sign in the background reads "Green Village" and lists activities like Rural Food, Wood Products, Fair Trade, Sustainable Marketing, Rural Tourism, and Organic Agriculture.

Green Village Rural Food action in Romania

ii) UTILISING WILD FOOD

Introduction

This version of the module was specifically developed in Bulgaria, Cyprus, Romania, Slovakia and the United Kingdom and was trialled and tested also in Iceland. The module requires 40 learner hours (5 days) and follows a pre-determined structure.

Pre-requisites

This module has a target audience of learners who study environment, food technology, hospitality, tourism and leisure, even certain strands of applied geography. The module is suitable as an elective not linked directly to any course of study – and taken for its cultural significance. Learners are expected to have some basic food preparation skills. Existing plant identification skills are useful but very careful and detailed training is given in the country where the module is delivered.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional result is expected.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF). This module targets technical and vocational students at level 4 to 5 of the EQF. They may be completing a college diploma, foundation degree or the 1st year of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable



Module Structure

DAY ONE

Meet with the villagers who are going to be the trainers and demonstrators to discuss those dishes and recipes that are traditional for that village and are made from wild food or have wild food as a major ingredient. The venue for the training might be a person's home, the village hall, community centre or school.

The dishes to be prepared will be various but they will have common characteristics;

- Vegetables will be growing locally in the wild.
- Varieties will be native – rarely, they could be exotic introductions but they will not be cultivated.
- Species selected will not be rare or endangered
- Gathering and collecting will respect the various codes of conduct that are in place.

During the Green Village project, training was tested on different groups of learners and the following dishes were made...

BULGARIA	CYPRUS	ROMANIA	SLOVAKIA	UNITED KINGDOM
Lime Flower Tea	Giant Fennel Oyster Mushroom with Olive Oil and Lemon	Celendine Soup	Elderflower Cordial	Chanterelles with Pasta
Nettle Soup	Stewed Donkey Thistle	Placinta with Amaranthus	Walnut Pesto with Pasta	Cream of Wild Mushroom Soup
Dock and Groats	Snails (<i>Helix locorum</i>) with Garlic and Ouzo	Catena (Sea Buckthorn)	Rosehip Syrup	Easter Pudding with Wild Herbs
Gubena Supa	Wild asparagus with eggs	Bilberry Jam	Fat Hen Leaf Soup	Wild Garlic Salad
Horn of Plenty (Wild Mushroom) Soup	Mosfillo Marmalade	Spruce tip Syrup	Wild Sorrel and Potato Soup	Braised Sow Thistle

The training starts with a theoretical lecture about the wild plants, mushrooms and molluscs (Cyprus) used for cooking in the village, including bilingual PowerPoint presentation, in the local language with a translation into English.

The trainers will organize a guided tour for the learners through the village meadows and forests to show the different species used in local cooking. Wild food is very seasonal – green vegetables are associated with spring but mushrooms, berries, nuts, etc., are generally autumnal.

DAY TWO

The learners will have time for guided observation of the plants, as well as the possibility to taste them (with very strict guided control).

Villagers demonstrate how the necessary products are collected. The village trainers will present other spices and ingredients that are added to the dishes to complete them.

Cookery afternoon; two of the 5 trialed dishes.

DAY THREE

On this day, the learners make 3 more dishes; the food they prepare is served to the local family!

During all sessions the ethnicity and cultural roots of the food in question are discussed as well as the species habitat and place within a biodiverse ecosystem.

DAY FOUR

This is an open cookery day, with an element of competition! A number of villagers come together to prepare a 'wild food banquet' – this might include wild meat and fish. The learners take an active role but also consider the touristic potential of this kind of event.

There is a lecture from an environmental expert, with Power Point presentation about the dangers of over-gathering wild foods.

DAY FIVE

This day is for processing and preparing wild food for storage; various methods are included in the day (some have been started several days previously). Included are:

- Smoking
- Drying
- Pickling / storing in brine
- Making in relishes
- Storing in oil

Throughout the period, the learners have assembled recipes; they gather these into a file or create a blog, text document with pictures, etc.

The day ends with a feedback and assessment, involving input from the local villagers who have acted as trainers and mentors throughout. Although not a formal part of the module, it is most usual to all go for a celebratory night out – eating local wild food!

Learning outcomes

On completion of this module, the learner will be able to:

- Gather the required ingredients for selected dishes
- Prepare a range of village dishes incorporating wild food, following a recipe
- Comment on the sustainability of the making of village food from wild ingredients

- Demonstrate basic skills in plant and fungi recognition
- Repeat the Codes of Practice for gathering wild foods
- Understand the sustainable nature of wild food and low impact food preparation
- Preserve surplus wild food in different traditional ways
- Assemble village wild food recipes for presentation
- Work in a team and share responsibility
- Describe the cultural significance of wild food (eg. In some regions it is associated with famine)
- Understand the income generation potential of preparing local village food from wild resources
- Describe the concept of 'sense of place', as it relates to local wild food



Chanterelles in a British woodland

iii) FOOD FROM LANDSCAPE

Introduction

This version of the module is a little different; it moves out of the kitchen somewhat and investigates the broader picture. It was specifically developed in Cyprus, Romania and the United Kingdom and was trialled and tested also in Slovakia. The module requires 40 learner hours (5 days) and follows a pre-determined structure. In each of the four delivery countries (with preparation, any Green Village partner can deliver the module), two specific cultural landscapes are dealt with; specifically in relation to their historical link to local food production.

Pre-requisites

This module has a target audience of learners who study land-use, agriculture, horticulture, environmental management, environmental skills, landscape architecture, landscape planning, tourism and leisure, even certain strands of applied geography. The module is suitable as an elective not linked directly to any course of study – and taken for its cultural significance. Learners are expected to have some basic appreciation of land management.

The module also targets older learners and even teachers / trainers completing continuous professional development (CPD). In the case of the latter, a more complex and professional result is expected.

Level

The Green Village partnership try to marry the National Qualification Frameworks (NQF) of their respective countries with the European Quality Framework (EQF) This module targets technical and vocational students at level 4 to 5 of the EQF. They may be completing a college diploma, foundation degree or the 1st year of a technical honours degree. For the higher level and CPD learner, Level 6 and 7 of the EQF may be applicable



Module Structure

DAY ONE

Meet with the villagers who are going to be the trainers and demonstrators to discuss those landscapes that are traditional for that village/ rural area and food products which they were/are managed for. The venue for the training might be a person's home, the village hall, community centre, school, farm or winery.

The landscapes to be studied will be various but they will have common characteristics;

- Although man-made, they will have great nature conservation significance.
- They will be culturally important as a record of mankind's development of agriculture, horticulture and silviculture.
- They will be linked to a local food product.
- They will have a job/task associated with them, which is necessary for their retention and that task can be learned.

During the Green Village project, such landscapes were identified and training was tested...

CYPRUS	ROMANIA	SLOVAKIA	UNITED KINGDOM
Olive Groves	Hay Meadows	Oak Woodland	Wood Pasture
Terraces ('doma') for Almonds	Fruit Orchard	Riverine Corridor	Heather Moorland
Maquis Dry Scrub/Forest	Non-commercial Vineyard	Hazel Breaks	Pasture for Cattle

The training starts with a theoretical lecture about the two selected cultural landscapes, including a bilingual PowerPoint presentation, in the local language with a translation into English.

The trainers organize a guided tour for the learners to both the landscapes to explain their cultural and natural heritage importance.

A final session for the day assigns teamwork tasks.

DAY TWO

The learners spend the day studying the first landscape in detail; they are guided and have a learner's kit with plant identification keys. They have a picnic lunch – the food is specifically linked to the landscape. They take pictures and record the presence of certain species, with Latin, local and English names.

DAY THREE

On this day, the learners complete a specific practical task. The nature of the task depends on the season; it could be any one of.....

- Cutting hay / Stacking hay
- Picking olives
- Grafting almond trees
- Restoring drystone walls and terraces
- Cutting heather
- Collecting honey from bee hives

- Pollarding a tree with hand tools
- Gathering nuts
- Working a hazel coppice
- 'Spiking' thistles in pasture
- Pruning fruit trees
- Picking plums/apples/apricots/peaches
- Pruning vines
- Harvesting grapes

The evening meal on this day is specifically linked to the landscape they helped to maintain.

DAY FOUR

The process is repeated; on this day a second selected cultural landscape is investigated.

DAY FIVE

A second day of practical landscape maintenance. Over both days the learners take photographs for an archive / blog / web page / facebook page

The day ends with a feedback and assessment, involving input from the local villagers who have acted as trainers and mentors throughout. Although not a formal part of the module, it is most usual to all go for a celebratory night out – eating food from the landscape!

Learning outcomes

On completion of this module, the learner will be able to:

- Describe the biodiversity characteristics and nature conservation value of two selected cultural landscapes.
- Describe the cultural importance of the two selected landscapes.
- Link the landscape to local food production through a log / photo archive.
- Demonstrate basic skills in species recognition.
- Carry out two essential landscape maintenance tasks – one per selected landscape (some tasks are too complex to gain full proficiency in one day).
- Understand the Importance of maintaining cultural landscape.
- Comment on the touristic potential of linking landscape appreciation to food and suggest other tourism offers (hiking / nature observation / photo-safaris).
- Work in a team and share responsibility.
- Describe the concept of 'sense of place', as it relates to opening of cultural landscape for public enjoyment.

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