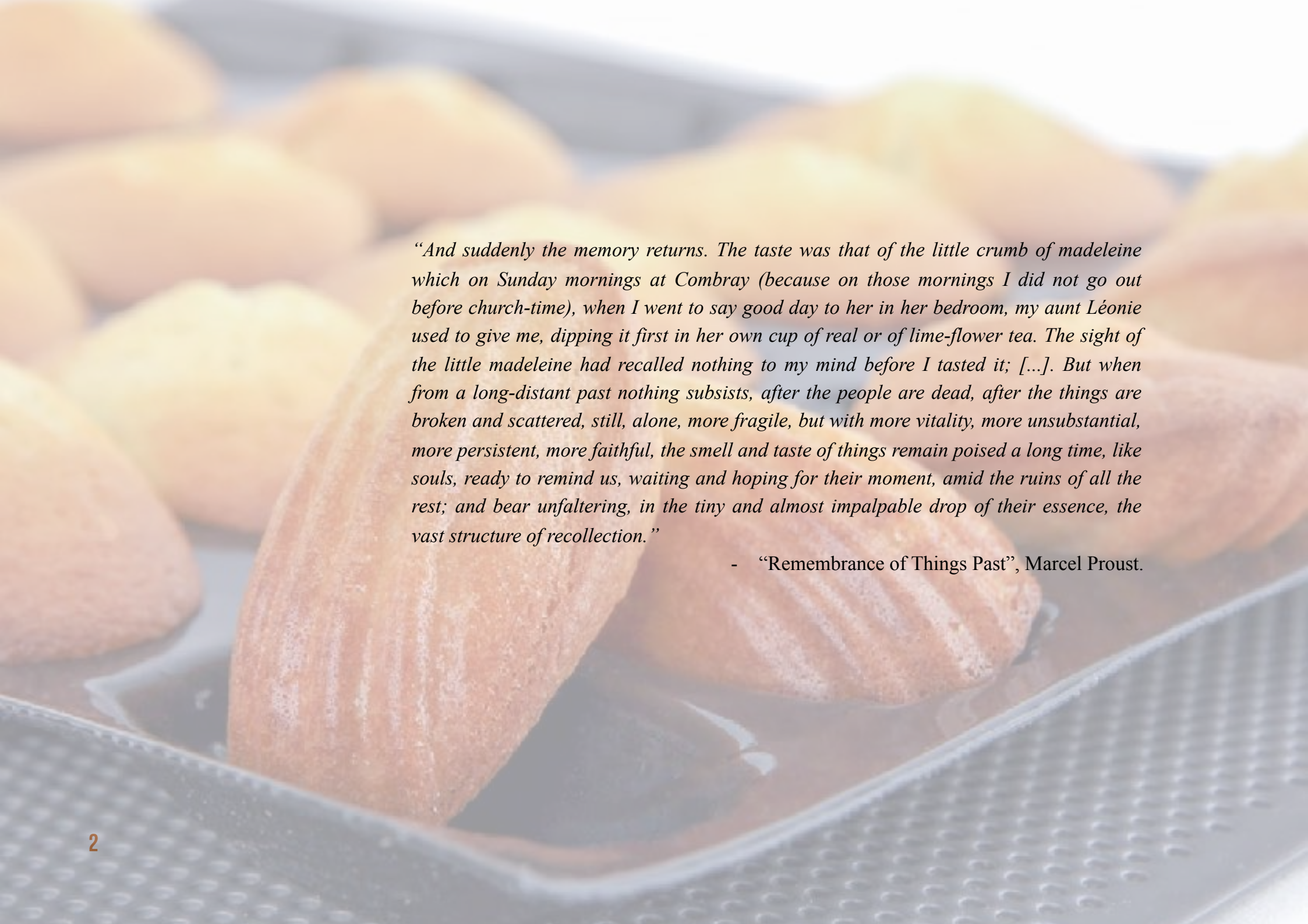


ASTEROID PRÉSENTE

de **POÊLE
CAROTTE**

Des conseils de grands-mères, pour une cuisine plus saine, plus économique, et plus respectueuse de l'environnement.



“And suddenly the memory returns. The taste was that of the little crumb of madeleine which on Sunday mornings at Combray (because on those mornings I did not go out before church-time), when I went to say good day to her in her bedroom, my aunt Léonie used to give me, dipping it first in her own cup of real or of lime-flower tea. The sight of the little madeleine had recalled nothing to my mind before I tasted it; [...]. But when from a long-distant past nothing subsists, after the people are dead, after the things are broken and scattered, still, alone, more fragile, but with more vitality, more unsubstantial, more persistent, more faithful, the smell and taste of things remain poised a long time, like souls, ready to remind us, waiting and hoping for their moment, amid the ruins of all the rest; and bear unfaltering, in the tiny and almost impalpable drop of their essence, the vast structure of recollection.”

- “Remembrance of Things Past”, Marcel Proust.



9M TONS/YEAR IN FRANCE



137 KG/PERSON



38 KG/SECOND



**1 YEAR OF WASTE = 400 € (4
PEOPLE HOUSEHOLD)**

Food waste in France is a significant public issue and is to be considered and tackled seriously. Indeed, each year in this country, food waste amounts to 9M tons at the global level (distribution, restauration and households), which corresponds to 137 kg/person. Narrowing it to households, food waste represents more than one third of the waste realized along the food chain. In total, 1.3 million tons of food are wasted each year in households, that's 38 kg wasted every second! Food waste consequences are as various as they are alarming: it does environmental, social and economic harm. According to the French Ministry of Agriculture, the cost of food waste for a 4 people household amounts to approximately 400 euros per year, a considerable amount in times of economic crisis. That something needs to be done is quite obvious, the question is **what** and **how**. We believe that in order to improve that rather depressing observation, a change of the population's behavior and mentality must be made. The mass-consumption society we live in does not allow for people to be sensitized enough to the consequences and drawbacks of wasting so much food. The fact that many products are readily available (in terms of price and distribution) does not entice consumers to be careful and definitely increases food waste.

OUR CONCEPT

Changing mentalities is one's greatest challenge, as they are not so easily accessible. First of all, conscious of our limits, we are looking to focus our action on French students. This narrowed scope allows us to have a more realizable impact. **Poêle de Carotte** consists in **cooking sessions held by grandmothers sharing their cookings tips**, and teaching students how to cook in a healthy and balanced way. As far as the project might seem from our problem statement, it is in fact not. We assume that grandmothers have been cooking their entire life, and quite often with a limited budget and for an entire family. This premise leads to two assumptions. The first one is that experience has taught them which quantity to use, thereby limiting the chance of cooking too much and wasting afterwards. The second one is that they know how to use what they have at hand and that they are used to cook with seasonal, and sometimes even local products, thereby also limiting the amount of food and packaging waste.

This project is **two-fold**. Indeed, while it will start with classes given in people's own kitchens, we plan to adapt it to an audiovisual format in order to distribute it on online platforms (Youtube, and even Netflix later on) to widen our scope, raise awareness and have a stronger impact on our student generation and even on other people. Public television channels could be interested in broadcasting content for its **economic, social and environmental utility** in line with their public service mission. Thanks to the know-how and experience of grandmothers, we aim at indirectly reducing food waste by working on the population's behavior, and at integrating a genuine social and intergenerational dimension to our project.



EXPECTED POSITIVE IMPACT

As aforementioned, we are proud to claim that besides the impact on food waste, we have the ambition to contribute to the creation of a social bond between the generation of students and the older one, the elderly being harder to reach and therefore quite often excluded from our daily lives. Students, busy with the unpredictable unwinding of their lives, too often do not feel concerned by this generation. Our hope is that this project will allow them if not to be more engaged, then at least to be more concerned. Furthermore, such a “feel-good” show makes it possible to talk about food waste in an entertaining way, in a “disguised” manner. Besides, our project does not seem out of reach, especially for the first part, as it does not require massive infrastructures or specific skills. Quantitatively, we could measure the impact of our project by analyzing the consumption habits of the students before the cooking lessons and after, in order to have an idea of the reduction (or the increase) of their food waste.

MAJOR RISKS AND ACTION

We also evaluated the major threats to our project. One would be the “ethical” dimension, the question of whether we take advantage of the grandmothers helping us. In order to oppose that argument, we would be communicating about the fact that grandmothers are fairly paid. Also, regarding the business model and the revenue stream, we agreed to implement a monthly subscription of 4 euros/month, in order to provide the ingredients and pay the grandmothers. It is therefore important to broadcast quickly the show to be able to get more money (through advertising and platforms) in the upcoming years. We also wondered to which extent students - and firstly Sciences Po students - would be willing to engage in such classes. A survey of Sciences Po students we conducted lead to many positive or not enthusiastic responses to our project and to the whole concept behind it (find survey on p.19). Conscious that Sciences Po is an agglomerate of international students, the language barrier should not be neglected: subtitles will be added to the videos. Lastly, we wondered how this idea will be welcomed among the cooking media industry and by the organisms fighting against food waste (find survey results and questionnaires sent to chefs on p.13).

DEPLOYMENT STRATEGY AND MAJOR MILESTONES

It is now important to implement a communication strategy to reach Sciences Po and the wider category of students. We should also find the grandmothers willing to cook for us and to make a clear schedule, in accordance with students' availabilities. We do not need to hire any experts in filming or editing, as we already have this skills within our team. However, it is possible to hire professionals in the long term as part of a television production for television or partner platforms. We should thus start meeting with productions to talk about and agree on terms for the broadcast of the show.

1

SET UP A NETWORK OF TEACHERS

2

LAUNCH COMMUNICATION CAMPAIGN

3

MEET WITH PRODUCTION AND DISTRIBUTION PARTNERS

4


FILM AND EDIT THE VIDEOS WITH PROFESSIONALS

5

BROADCAST THE SHOW





A close-up photograph of a hand stirring a pan of food with a wooden spoon. The pan contains a mixture of small, golden-brown pieces, possibly quinoa or rice, with some red and green vegetables. In the background, a white ceramic cup is visible on a light-colored surface. The overall scene is brightly lit, suggesting a kitchen environment.

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RETURN ON INVESTMENT ANALYSIS

We tried to estimate and detail as concisely as possible how much launching this project will cost, within the three first years. In that light, we put aside all the costs related to filming and broadcasting as we plan to focus on the sessions and the relationship between students and grandmothers first and foremost. Therefore, we estimated our total food expenditure, based on the average monthly food consumption and the expected portion of Sciences Po students targeted each year. We also estimated how much the grandmothers will be paid, in accordance to the legal minimum salary and the number of sessions we wanted, each year. Regarding the revenues, we estimated the total revenues generated by the monthly subscriptions and in order to cover the rest, we plan to get public and private donations, respectively about 40% and 60%.

	2019	2020	2021
Addressable market			
Number of Sciences Po students	14 000	15 000	16 000
% of students interested to sign up*	1,86 %	1,95 %	2,05 %
Addressable market	260	293	328

* 70,70% of the 205 students that answered our survey were interested by cooking classes. Since we posted our survey in two groups of about 600 people and 2,000 people each (2600 total), that means that $(70.70\% * 205) / 2600 = 5.5744\%$ of Sciences Po students could be interested to sign up for our master classes. Hence, we forecasted that about a third of those would actually sign up $(5.5744\% * 1/3) = 1.8581\%$. We also forecasted a 5% increase in the amount of interested people for the 2019-2020 and 2020-2021 periods.

About Sciences Po : https://ressources.campusfrance.org/guides_etab/etablissements/fr/univ_sciencepo_fr.pdf

	2019	2020	2021
Costs			
Food/session/1 person*	4,44 €	4,53 €	4,62 €
Number of sessions/student/year	12	12	12
Number of students	260	293	328
Total food expenditures	13 859,19 €	15 903,42 €	18 168,07 €
Number of sessions/student/year	12	12	12
Number of students/session	4	4	4
Total sessions	780,36	877,91	983,25
SMIC	9,88 €	10,08 €	10,28 €
Grandmother salaries	7 709,96 €	8 847,18 €	10 101,01 €
Total Costs	21 459,15 €	24 750,60 €	28 275,09 €
Revenues			
Number of students	260	293	328
Subscription (4€/month)	12 480,00 €	14 064,00 €	15 744,00 €
Costs not covered by the subscription	9 089,15 €	10 686,60 €	12 531,09 €
Private grant (60%)	5 453,49 €	6 411,96 €	7 518,65 €
Public grant (40%)	3 635,66 €	4 274,64 €	5 012,43 €

Forecasted inflation of 2,00%.

*Estimated cost of the food for 1 session for 1 person based on a survey conducted by SOFINCO on French people's budget on food: « French people declare spending in average 396€ per month to feed themselves. That's a rising budget (according to 71% of the surveyed people), which entails groceries but also lunch take-aways (school or corporate canteen). » <https://www.sofinscope.sofinco.fr/alimentation-budget-juge-trop-eleve/>

ORGANIZATION

We shall manage to get the state's support for our project, scheduling a meeting with the Ministry of Solidarities and Health, which is currently working on a public consultation (*Make.org*) on the reintegration of the elderly within the society. Our project aligns on this current political wish to include the elderly in our societies. We could also work with NGO's (*Les Petits Frères des Pauvres*) and obviously start-ups fighting against food waste and bad nutrition, as *Yuka/Too Good To Go*. We already know that our project is getting support and credibility among the world chef community, as we conducted interviews with three of them and were approached by an American chef later on. Some showed great interest and will be willing to work with us and give visibility to it.

INTERVIEWS



Chef Jean-Paul Naquin, 50 years old
Experiences mainly in Asia



Chef Florent Boivin, 39 years old
« Meilleur Ouvrier de France » 2011



Chef Sébastien Charretier, 35 years old

	CHEF JEAN-PAUL NAQUIN	CHEF FLORENT BOIVIN	CHEF SÉBASTIEN CHARRETIER
<i>What do you think of your grandma's recipes ?</i>	Recipes from our grandmothers are easy, with seasonal, local and fresh products, often inexpensive with a good quality/price ratio. They are really back in the actual tendencies. We are emotionally marked by those recipes as they remind us of our childhood.	Grandmother's recipes are always excellent because they appeal to an affective, emotional side of our childhood. Their taste is inimitable.	What a remembrance... It is and will always be the best cuisine, the one I eat with pleasure and for which I don't hesitate to have a second helping.
<i>Did you learn how to cook with her?</i>	It is actually by watching my grandmother cooking that I learned the traditional recipes from my region. She was often cooking for a lot of people. My grandparents were farmers and a lot of generations lived at the farm.	My grandmother gave me a taste for cooking, and she herself learned all her recipes from my great-grandmother.	No not really, but it remains smells, tastes, unforgettable textures, a simple cuisine but with excellent local products.
<i>What were you used to eating as a student?</i>	I began my apprenticeship at 16. I was having lunch and dinner in the companies where I was working so I really did not get the chance to have fast food, but I was enjoying fresh and simple food; inexpensive and made out of what was left to reduce food waste.	I lived in a boarding school so meals were diversified and healthy.	During the week at boarding school it wasn't perfect, but besides then I had a healthy diet, we didn't do fast food or things like that. They were always moments for sharing with friends over good and special meals.

<p><i>Do you think eating habits have changed over time?</i></p>	<p>Today, students are more and more aware and can check whatever information on the Internet. The percentage of allergies has surged a lot too; this is due to a lack of product's consumption during childhood. Universities' canteens improved their offer, taking into account recent changes but a lot remains to be done.</p>	<p>Yes they have, for students but also for adults.</p>	<p>Yes totally, we're heading towards fast and polycultural food habits. With time being of the essence, we favor feeding ourselves over taking pleasure in eating. Desires become needs.</p>
<p><i>Are Stars-restaurants sensitive to the issue of food waste? If so, what is implemented to change it?</i></p>	<p>Yes, in both a profitable and sustainable approach. We have products' optimization, development of "smart menus" and reduction of inventories.</p>	<p>A growing number of chefs are becoming aware of the environment, of food waste and of 'locavore' (buying and consuming local products). Shorter distribution channels, waste sorting and the handling of peelings are implemented to act upon it.</p>	<p>I think they're getting to it little by little, by optimizing raw products and overproduction. It has to be taken into account in the ratio of materials. Means to change it could be:</p> <ul style="list-style-type: none"> - Adequate production with vacuum food - Optimizing overproduction by working raw products in all their forms (for instance a potato can be used to make mash with pulp, while the pell can make a roasted potatoes consommé)
<p><i>Do you think the notion of sharing is important?</i></p>	<p>Absolutely. We are coming back to shared plates, where friendliness is at the heart of the experience and the efficiency optimized.</p>	<p>Those programs help our profession by adding visibility to it, but we have to be careful not to prejudice it by making people think it's an accessible and easy profession</p>	<p>It's coming back... Warmth, emotions, enthusiasm, memories...</p>

<i>What do you think of cooking-related TV shows? (TopChef, MasterChef...)</i>	The audience rates are falling over the years, as there are more and more shows and because the public begins to realize how everything is scripted in order to boost audiences. However, such programs have created a lot of enthusiasm and we witness an increase in the number of reconversions.	No.	It's sh... They don't show the real facets of this beautiful profession, and young apprentices are soon faced with disillusionment. It's however great entertainment for housewives.
<i>Do you watch any of them?</i>	No.	Yes.	No... Arte is way more instructive on the culinary aspect.
<i>Do you think our project would be backed up by famous chefs?</i>	For sure; it is already adopted by many chefs in France and abroad.	Yes.	Yes, but not in the form of a competition, or else everyone will have to bluff. We need concrete things with nice recipes and nice demos like "Les Carnets de Julie" (French TV show), we need to go beyond producers.
<i>Do you think it is possible/Efficient to teach how to cook through videos and online platforms?</i>	This will never replace the actual practice, that remains essential to acquire the right gestures. Products selection, the handling of utensils, seasoning ... cannot be acquired by watching videos.		If it's well done and if there is an important name behind it, then YES. You could do it by getting close to an important and distinguished name that could help and take a look at the project, in order to promote it.

SURVEY ON COOKING & EATING HABITS: RESULTS AND ANALYSIS

We launched a survey in order to evaluate if our targeted low-budget audience (i.e. students, which at first we would restrain to Sciences Po) would be interested in coming to our cooking classes. The main goal here was to determine whether or not our solution could be effective. Results are presented with charts, annexed after the analysis.

PART 1 – ANALYSIS

1. To which extent does our project answer a real problem?

Across all the answers collected, **97.1%** of all the students surveyed asserted that, to them, eating “healthy”, i.e. having home-cooked meals with local and biological ingredients, is important. What we can draw from this number is that almost the whole student population attaches importance to the quality and healthiness of their food. Therefore, our project would rely on a justified assumption that is: **students are concerned about eating “healthy”**. Indeed, for students, eating healthy is a way to preserve their physical health (**93%**) and well-being (**89.4%**) as the major reasons; with then environmental concern (**77.4%**) and finally money saving (**44.7%**).

Considering students are concerned about eating healthy, our next interrogation was to know if they can effectively eat healthy in their everyday life. Although a majority of students (**58.6%**) eat at least one home-cooked meal per day, **16.6%** do eat less than 4 home-cooked meals per week. Comparing this to the statistics gathered, that means approximately **41.4%** are attentive to their alimentation but can’t properly manage to eat “healthy” on a daily basis. Therefore, we came to the conclusion that, even though our population studied, i.e. students, are concerned with eating “healthy”, **they either don’t have the means or can’t overcome certain obstacles in order to have a healthy alimentation.**

Knowing that students find obstacles or lack means in order to eat healthy, our further interrogation was now to lift the veil off this reality and highlight the reasons why a part of the population surveyed couldn’t have a healthy alimentation. Indeed, we realized that students mainly have a low-budget constraint and also do not have developed enough cooking skills to be able to cook with seasonal ingredients - that are the cheapest, healthiest and most environment-respectful options. We came with the idea of offering cooking classes to students run by experienced teachers - not necessarily professionals but simply experienced (ex: grandparents). Accordingly, we intended to evaluate if this solution could be efficient to cope with our major problem.

In our survey, we asked students what cooking classes would bring in terms of healthiness, money saving and environmental preservation. **91.7%** said that cooking classes would help them eat better, **75.1%** that it would help them eat cheaper and **70.7%** waste less food. Therefore, we came with the conclusion that our solution was effectively answering the problem we raised on the difficulty of certain students to eat healthy. Finally, **66.8%** of the students surveyed affirmed they would be interested in taking cooking classes with experienced teachers such as grandparents where they would bring their ingredients and learn how to prepare cheap home-cooked meals. So, **students will indeed participate to our project, meaning it could definitely have a positive impact.**

2. What could be our major obstacles?

In our survey, for those concerned, we asked students to explain why they wouldn't be interested in taking cooking classes. Among many answers, a few were saying that it is bothering them that they would have to **bring their own ingredients**. In response to that, we adapted our project, now offering students to pay a membership once a year, go to all the cooking classes they want and the ingredients will be furnished. Another obstacle mentioned by some students was that **they are vegetarian or vegan**. This was not detailed in the survey, but it is completely feasible to organise, once per semester for instance, cooking classes for vegetarians/vegans. Therefore, many of the problems encountered were easy to overcome in order to propose an optimal offer to students.

However, the main problem encountered in the survey was time. Indeed, among the people surveyed that said they weren't interested in taking cooking classes, **55.8%** gave **lack of time** as a reason. Indeed, as we know it, students don't have much time in between their studies and their social activities. Therefore, they usually lack time to cook, and so logically to take cooking classes. At first, we didn't exactly know how to cope with this problem. But then, we came with the idea of making those classes available through different platforms (i.e. face-to-face classes, youtube channel, books, app, blog, etc.). In the survey, one purpose was to find the best way to launch our project, that is where students would the most profit from it. **42.9%** said they would like to have real classes with experienced teachers, **44.4%** would like cooking class videos posted on youtube, **8.8%** would rather have cooking books and some brought the idea of developing an app or creating a blog.

Thus, we came with the idea of **organizing real classes with experienced teachers** such as retired grandparents and to record those classes and **post them on a youtube channel** so that many students that don't have the time to come can watch it online. Therefore, we again overcame the time challenge students can be confronted to. On top of that, many of the students surveyed express their interest for the social dimension those cooking classes can have. Indeed, for many of them, an additional advantage would be the ability to meet new people and socialize. As a consequence, an external benefit would be the social and interpersonal gain student will have when participating and exchanging with others during those cooking classes.

PART 2 – RESULTS

We surveyed 205 students from Sciences Po. Here are presented the results.

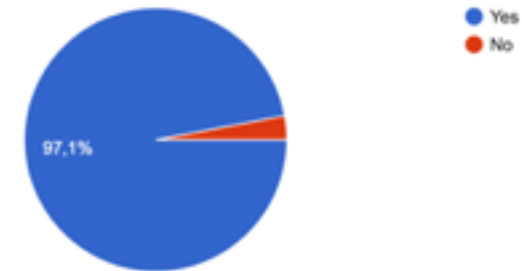
Are you a student?

205 réponses



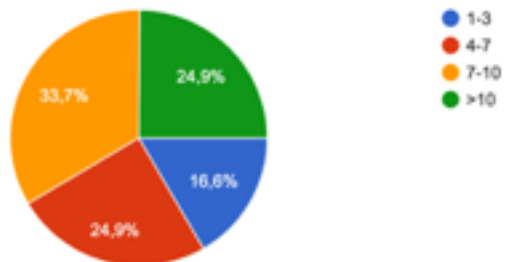
Do you think eating "healthy" (i.e. home-cooked meals from local and biological ingredients) is important or that it could be better for you?

205 réponses



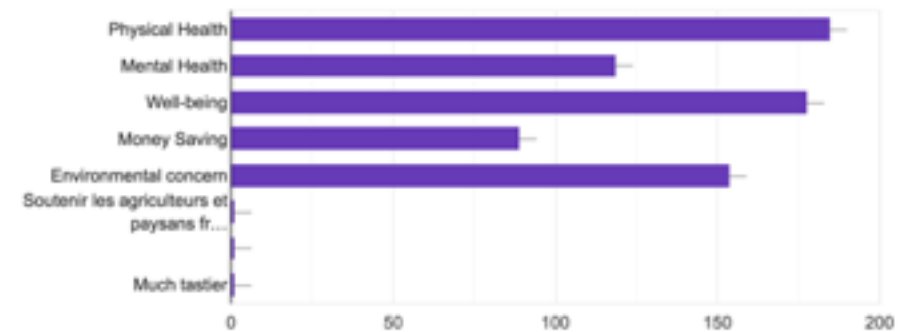
How many home-cooked meals do you eat per week?

205 réponses



If yes, why?

199 réponses



Do you think learning recipes of economic and healthy meals could help you eat better?

205 réponses



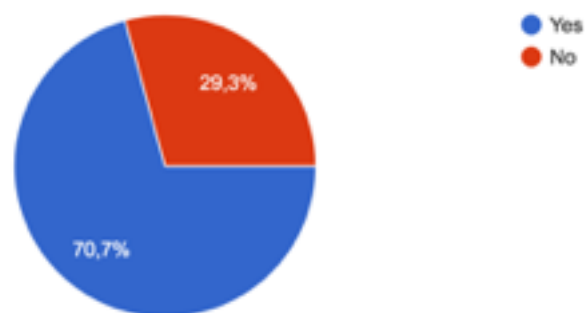
Do you think learning recipes of economic and healthy meals could help you eat cheaper?

205 réponses



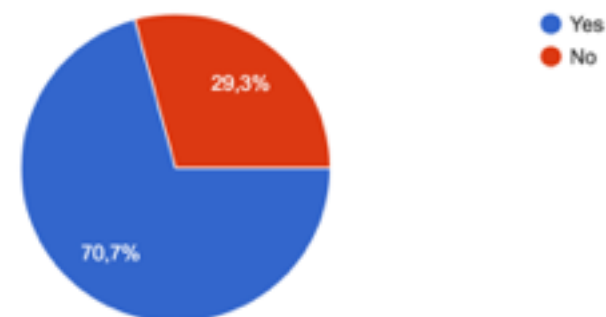
Do you think learning recipes of economic and healthy meals could help you waste less food?

205 réponses

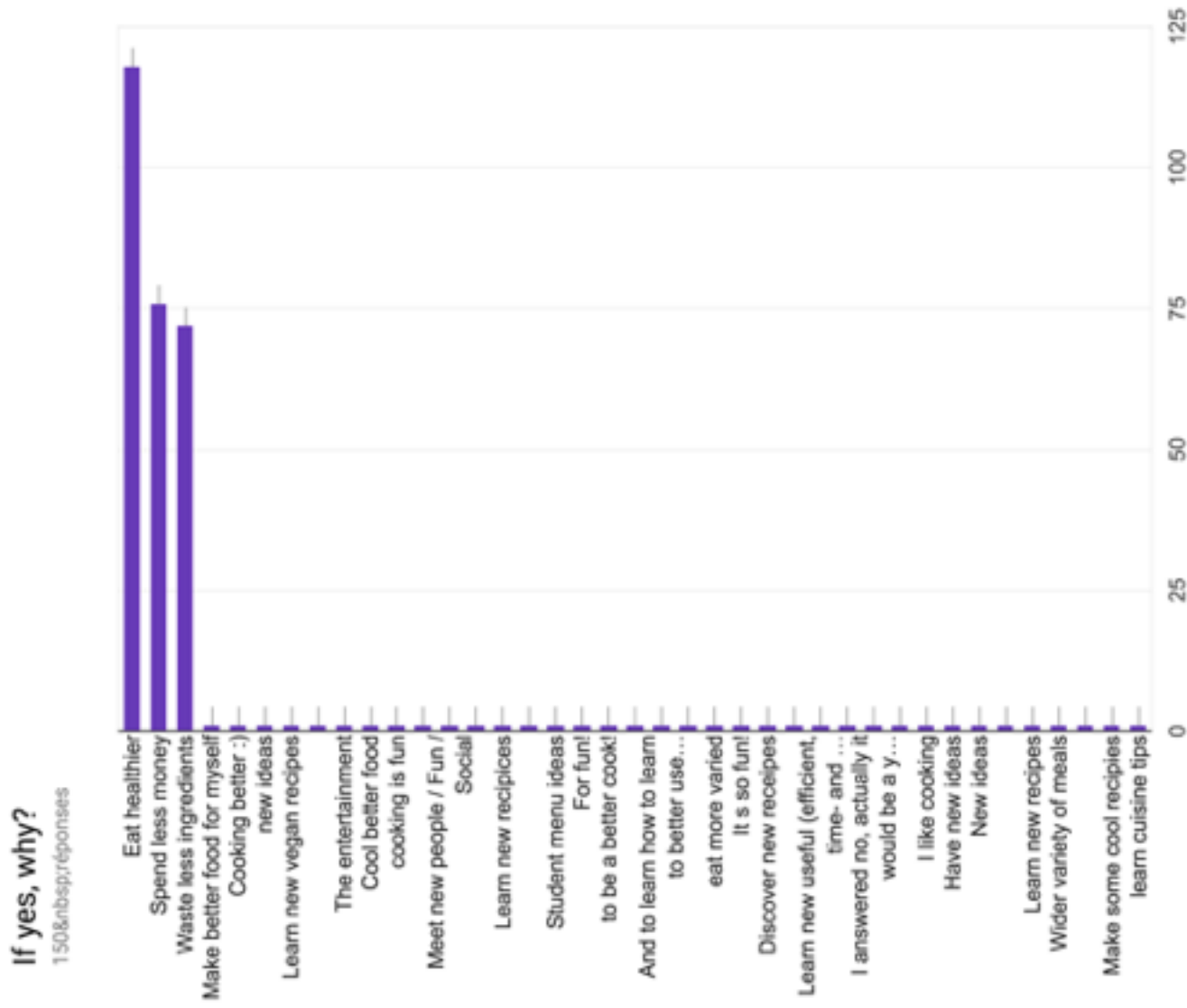


Would you be interested in taking cooking classes?

205 réponses

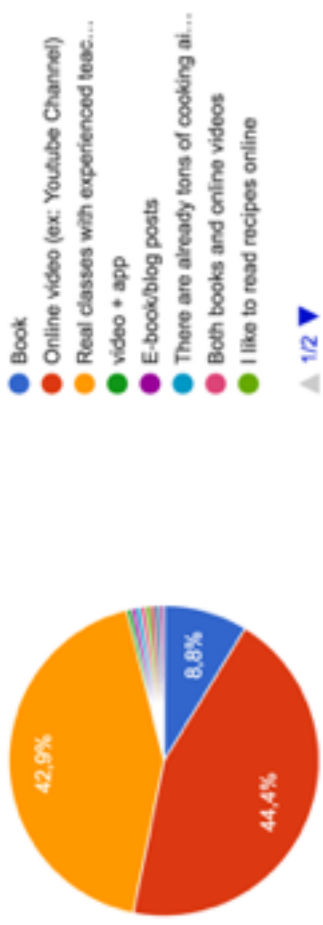


Previous question: Would you be interested in taking cooking classes?



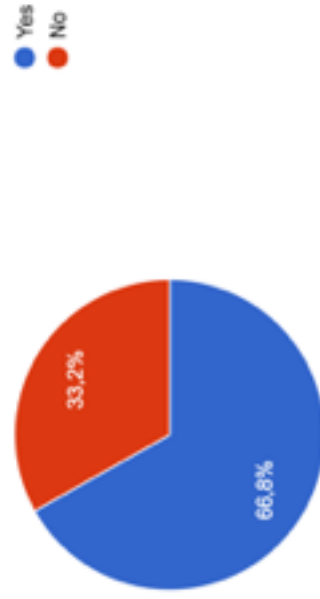
According to you, which way would be the best to propose cooking classes?

2058&nb;préponses



If a concept like "cooking classes with experienced teachers as your grandparents where you bring your ingredients" was launched, would you register?

2058&nb;préponses



If yes, why?

77 réponses

Interesting

It sounds like a good idea :)

For the experience itself, sharing a great moment, learning new recipes, ...

Cheaper, healthier, better. Plus I can impress my grandma with my new cooking skills sa mère 😊

will improve my skills and the concept sounds great (the idea of grandparents)

I would love tout cook better

could be fun, but only as a one-time thing.

Fun way to learn cooking and meet people at the same time. Enjoy some leisure time within the university campus

Funny, sharing and useful experience

interesting

To learn new recipes and new ways to cook!

to learn in a better way, more useful to learn "in real"

If no, why?

52 réponses

No time

I don't have time

I would rather have it online as I don't have much time available

Not Always the Time :/

time

Ain't nobody got time for this

I have no time to cook, i will have no time to spend in a cooking class








Depends on the price

I dont need it. I can cook. I just dont have time yo do so. Finally it is always cheaper and balanced to eat in crous cantine.

no time to spend on it (transport)

My only concern is that it's annoying to have to bring your own ingredients and then you also have to bring tupperware and stuff to bring the cooked meal back... Or do you eat it there? So yeah, logistical issues :D

BUSINESS PLAN

<p>Key Partners </p> <ul style="list-style-type: none"> * Town halls * Local or national associations fighting against food waste, or for a better intergenerational link * Sciences Po * Entrepreneurs engaged in waste reduction and the creation of tools to promote a better way of eating and consuming * Public television channels could be interested in broadcasting content for its economic, social and environmental utility in line with their public service mission. * Platforms like Netflix or YouTube might be interested in broadcasting and producing the content, as food is a trending topic on these platforms, as well as environmental issues such as food waste. 	<p>Key Activities </p> <ul style="list-style-type: none"> • Organisation of cooking classes between students and grandmothers • TV show based on these classes, which would enable us to share the recipes on different platforms or media (Youtube, blog, Netlix...), thus sharing the knowledge to an audience as wide as possible as well as encouraging people to participate to these classes. 	<p>Value Propositions </p> <p>The reduction of food waste is an ever-present problem in our contemporary societies. We believe the best way to respond to it is to responsabilise the very actors concerned by it: us, you. As such, our project aims at teaching students how to cook while wasting as little as possible. This is made possible by our very special teachers: grandmothers and grandfathers, people who have cooked their entire life and know how to cook with seasonal products, in adapted quantities, and for a low price.</p> <p>This project also incidentally aims at creating a social bond between students and the elderly, too often excluded if not from our daily lives, then from our society. In short, this project is both economically satisfying for students, socially useful for the elderly, and beneficial for society as a whole.</p>	<p>Customer Relationships </p> <p>Long-term: The process of learning must necessarily spread on a long time-period. We therefore wish to establish a lasting relationship with our customers.</p> <p>Mutual learning: We believe we have as much to teach to our customers as we have to learn from them. We would like to engage in a relationship that allows for exchanges, feedbacks, suggestions.</p>	<p>Customer Segments </p> <p>Main segment: Sciences Po students</p> <p>If the project yields positive returns, expansion of the target to students across Paris universities</p>
<p>Cost Structure </p> <p>Food expenditures are calculated on a basis of 4,4€ of food per person per session, with 260 forecasted students and 12 sessions per student per year.</p> <p>Grandmother salaries are based on the French minimum wage (9,88€/hour) and on a forecasted number of sessions of 780,36 (4 students per session).</p> <p>Food expenditures: 13 859,19 € Grandmother salaries: 7 709,96 € Total Costs: 21 569.15 €</p>		<p>Revenue Streams </p> <p>We considered two revenue streams:</p> <ol style="list-style-type: none"> 1) A 4€/month suscription by the students. $260 \times 4 = 12\ 480,00\text{€}$. 2) Private and public grants (respectively 5 453,49€ and 3 635,66€). <p>The idea of making the sessions free by asking the students to bring their own ingredients has been considered, yet it seemed complicated to then pay the grandmothers and it did not seem convenient from a practical and logistical point of view.</p>		

Social and environmental cost	Social and environmental benefits
<ul style="list-style-type: none"> - Grandparents outside of Paris will not be concerned even if those are even more excluded - Transport (if students take their car to go to their classes, very unlikely) - The energy cost that Internet uses 	<ul style="list-style-type: none"> - Intergenerational links - Social events where people can share and exchange - Less food waste - Education to a healthier food and way of cooking

More about Key Partners:

- * Town halls (for their proximity to the inhabitants, their knowledge of the problems of waste and intergenerational links, and financial support)
- * Local or national associations fighting against food waste, or for a better intergenerational link (Association OldUp, Les Petits Frères des Pauvres)
- * Sciences Po (for the launch, by its altruistic and voluntary student community on these topics, as well as the culture of public service that surrounds the school)
- * Entrepreneurs engaged in waste reduction and the creation of tools to promote a better way of eating and consuming (Yuka, TooGoodToGo, La Ruche qui dit Oui,...)
- * Public television channels could be interested in broadcasting content for its economic, social and environmental utility in line with their public service mission. (if we successfully produce content from our classes)
- * Platforms like Netflix or YouTube might be interested in broadcasting and producing the content, as food is a trending topic on these platforms, as well as environmental issues such as food waste.

BON APPÉTIT !

BIBLIOGRAPHY

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A PROJECT BY ASTEROID

We are the group called Asteroid. Our team is comprised of various multi-talented and dedicated students who have a common goal, the reduction of food waste in the world. Coming together around this theme, we decided to embark on this journey and develop this project that merges both our concerns for the world of tomorrow as well as our passion for audio-visual and organizational creation. Here's the team:

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