

Farm-to-School Twinning



PROJECT REPORT FARM-TO-SCHOOL TWINNING: TESTING PHASE IN BELGIUM AND SPAIN

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1 INTRODUCTION

Bringing students to farms and farmers to schools is an excellent way for young people to gain **practical experience** and knowledge of where their food comes from and to appreciate the way our food is produced. The food we consume on a daily basis causes severe environmental and socio-economic damage, including biodiversity loss, high GHG emissions, bad labor conditions, unfair trade and other negative impacts. Bringing students to farms that work according to innovative principles such as organic, agroecological, local, seasonal, climate-positive, etc. can serve as great **action-based learning experiences** from food producers that show a food system change is possible.

To develop this concept further, and to assure a longer-term impact, the so called 'Farm to School (F2S) Twinning' concept was established, as part of the SF4C 'Whole School Food Approach' implementation.

The SF4C project is convinced that schools play a vital role in the process of achieving **structural and sustainable change in our eating patterns**. After all, by introducing young people to, and making them aware of, healthy and sustainable **eating habits** during their school years, they expand this to **their community and to next generations**.

1.1 EMBEDDED IN THE WHOLE SCHOOL FOOD APPROACH

Within the SF4C project, one of the main actions within the 'Whole School Food Approach' (WSFA) is the 'Farm to School (F2S) twinning'. This twinning integrates a set of educational actions with various **objectives**:

- Promote among children (and families) the knowledge of the **importance of farms** that contribute to a healthy diet and nutritional balance (origin of food and the process behind it, how they are produced on the origin and impact of our food at the environmental, social and economic level).
- Integrate the **concept of sustainability** (seasonal, organic and local ingredients) not only in children, but also in school kitchens and canteens.

The F2S twinning can contribute to a fair wage for farmers and their reintegration into the local community. At the same time, it can help provide local and affordable food provided by the schools to vulnerable families.

F2S twinning includes actions in which the entire educational community participates: students as an important catalyst towards other consumers (new influencers), families, schools and teaching staff, regional authorities (organic public procurement criteria), catering services (dietitians-nutritionists, cooks, distributors/suppliers) and farmers.

F2S twinning activities can be of different types, including farm visits, shop visits, tasting activities, farmer coming to schools, in-school classes about food (production), canteen parties, cooking classes, reflective activities to monitor one's own food consumption & talks about healthy diets.

In this sense, it will be schools that determine the activities to be developed and the groups or sectors of the educational community to impact, according to their needs and the educational project framed in terms of sustainability and healthy eating. All activities will be adapted to the school age of the students.

1.2 AUTENTIC LEARNING

Authentic and action-based learning are central in the F2S twinning concept, as well as in the WSFA. Authentic learning can be described as 'a learning process in which the learner acquires meaningful insights, starting primarily from intrinsic motivation and takes place in practice-oriented context relevant to the learner, where the learner plays an active, constructive and reflective role, partly through communication and interaction with others¹. Through authentic learning, students gain increased action competence that extends far beyond the school. Through this work, young people gain knowledge, motivation and the opportunity to make thoughtful choices in their everyday lives and also influence their surroundings.

1.3 PILOT PHASE

The WSFA-F2S twinning pedagogical concept was developed and tested in several Belgium and Spanish schools.

¹ Authentic Learning. (n.d.) The Glossary of Education Reform. Retrieved from <http://edglossary.org/authentic-learning> Archived 2018-02-03 at the [Wayback Machine](#).

In Belgium, four twinning tests have been completed in 2022 and one twinning is planned for spring 2023. The schools that participated in the twinning are diverse, ranging from young pupils to young adults and from academic to vocational, and including a school with children with special needs.

In Spain, five twinning tests have been completed in 2022 with school children ranging between four to ten years old. They were twinned with three different organic farms near the schools.

2 FARM TO SCHOOL TWINNING TESTING: BELGIUM

2.1 MUNICIPALITY PROFILES

2.1.1 LEUVEN

Leuven is a smaller city east of Brussels, capital of the province Vlaams Brabant with a population of about 100.000 inhabitants. Leuven is the capital of an affluent region in Flanders. Leuven is famous for its University but also has a lot of schools that attract students from the broader region. There are 10.579 students in 34 primary schools, 13.550 students in 29 secondary schools and 1250 students in schools for students with special needs. The local authority does not manage any schools, contrary to the bigger cities in Flanders.

The city of Leuven has a local food strategy. There is a local logistical platform, Kort'om Leuven, that helps local farmers to sell their products in the city. Schools can also use this platform. The schools can contact Kort'om to offer local fruit at school for example.

2.1.2 ANTWERP

Antwerp is the largest city in Belgium by area at 204.51 km² and the capital of Antwerp Province in the Flemish Region. With a population of 520,504, it is the most populous municipality in Belgium, and with a metropolitan population of around 1,200,000 people, it is the second-largest metropolitan region in Belgium, after Brussels. The city's population is very diverse, coming from a range of 179 nationalities; as of 2019, more than 50% of its population has a parent that was not a Belgian citizen at birth. The city has got a local food strategy. Schools are an important stakeholder in the local food strategy. As Antwerp is a replication city within the School Food 4 Change Project, we have decided to test farm 2 school twinings

here. We see this as a first step and hope to later integrate a Whole School Food Approach in some of the schools.

2.1.3 GENT

Gent is the capital of the province Oost-Vlaanderen. It has 265.000 inhabitants and a growing population. The city has 160 nationalities and 4 out of 10 inhabitants have foreign roots. It is one of the major students' cities of the country. Gent is the first Belgium city with a local food policy. The objective is to be climate neutral by 2050. In the food strategy, access to sustainable and healthy food for everyone is a key pillar. There is a local logistical platform that helps local farmers to sell their products in the city.

The city manages 45 primary schools and 10 secondary schools with different types of education (general, technical, vocational, arts, special needs, etc.).

2.2 SCHOOL PROFILES

2.2.1 SANCTA MARIA ELEMENTARY SCHOOL, LEUVEN

Sancta Maria elementary school is situated in the city center of Leuven. It is a catholic school for children between 2,5 – 12 years old. In the past, Sancta Maria has already worked in a close collaboration with Rikolto and after the farm 2 school twinning took place, it was decided that this school will further take part in the School Food 4 Change project as a school that aims to establish a Whole School Food Approach.

2.2.2 PIUS X, ANTWERP

Pius X is a primary and secondary catholic school. The first and second grade is located at VIIde-Olympiadelaan 25 in Antwerp. The third grade is located at Abdijstraat 128 in Antwerp. The school offers a wide range of studies and considers it important for the school to several forms of education.⁶⁶

We, BIOFORUM, work together with PIUS X for the first time. In addition, there is an environmental project in the school. In this project they work on preventive and informative classes about the environment.

The school promotes healthy food and wants to raise awareness about the importance of healthy food. In the Middle School they want to educate pupils with various activities and

lessons. One of the actions to highlight healthy food is 77a healthy breakfast. With knowledge taught in lessons they put together a healthy breakfast and eat it in class.

2.2.3 IMS (INSTITUUT MARIS STELLA SINT-AGNES), ANTWERP

IMS is a secondary school located at Turnhoutse baan 226 in Borgerhout/Antwerp. The school counts 600 pupils. IMS teaches vocational and academic. Furthermore, many pupils are foreign-language newcomers. Project subjects are taught in vocational schools. Nutrition is a theme in these project subjects. In this course several subjects are combined. It is also addressed extensively (both theoretically and practically) in the Nutrition and Care program. In addition, the theme of sustainable and healthy nutrition is dealt with during lessons. Within IMS, there is a health policy. Guidelines have been drawn up for food and drinks at school. Different food cultures at school are taken into account. IMS does not offer hot meals (95% of the schools in Antwerp do not offer hot meals).

In 2017, IMS took part in Rikolto's [GoodFood@School](#) project. The reason for this was that many children came to school without breakfast or with an empty lunch box. Within the GoodFood@School program, IMS ensured that pupils got training on healthy, sustainable food and the dining area was renewed together with the pupils so as to make it a more pleasant place to have lunch. A lunchbox campaign was launched. This allowed pupils and parents to attend workshops to provide a healthy and tasty sandwich meal without being too expensive. In addition, free soup was offered.

The school is working against food waste. Thus, pupils cooked with vegetables, fruit and other food items that were no longer sold in the supermarket but were still usable. Now IMS offers free soup every day. The pupils make this soup themselves at the lessons.

2.2.4 SPECTRUM SCHOOL, ANTWERP

The Spectrumschool is located at Plantin en Moretuslei 165 in Antwerp. The Spectrumschool provides secondary education and offers more than 50 vocational and technical courses within Industry, Science Technology Engineering Maths, Sports, Healthcare, Hospitality & Logistics.

Based on a "Learning+" story, the school offers every student a tailor-made trajectory. It works in a practice-oriented way and focusses strongly on guidance to the labor market. In addition

to the curriculum, they work strongly through projects and activities on the development of the personality of the student and the discovery of his or her talents.

The school worked together with Rikolto as part of 'Get Wasted', a project dedicated to make good use of food surpluses. Leftover vegetables are made into soup or smoothies and provided to the school where all pupils could get the food for an affordable price. This year (2022) they also participated in an action day 'resistance to poverty'. It was an action set up by Rikolto and SAAMO. SAAMO supports vulnerable people with welfare work on different themes. At this action day Rikolto and SAAMO worked closely with vulnerable people, situated in the vicinity of school. 888 At this action day the neighborhood and pupils were brought together to learn from each other and they made soup together to distribute to other pupils in the school.

2.2.5 INSTITUUT BERT CARLIER, HET ANKER, GENT

Het Anker is a small secondary school for children with moderate or severe mental disability. Education is in small groups and the emphasis is on acquiring social skills that are necessary to function independently. It is important that the activities are related to the real world so the students can apply the activity in their daily life. The food education from the farmer needs to be concrete and usable in daily life.

2.4 METHODOLOGY

Most of the schools involved in the F2S twinning were already actively working on school food with Rikolto. As part of the Whole School Food Approach, the F2S twinning links the schools to a farm with a first visit to the farm and 88a discussion on how a further collaboration could be established.

For primary schools an educational package on sustainable food was developed and tested out during a farm visit (see Annex 5.2). Normally the teachers should use this material to prepare the children for the visit.

In Belgium, there is a lot of educational material available for all school levels and in the secondary schools it should be encouraged to use it as a preparation for the farm visit.

When there was already a connection between a school and a farm, we linked the school to that particular farm as in the case of Sancta Maria. The pupils of Sancta Maria visited the fruit producer, they buy fruit from on a weekly basis.

For the other schools, we tried to find farms that were easy to reach by bicycle or public transport. Most often these are small scale community supported farms. These farms have a great variety of fruits and vegetables, which is attractive to visit. There is always work on these farms, so in most seasons it is also possible to help out on the farm.

Because it took some time to get in touch with the right people in the schools and some more time to get the visits organised, the visits were in the late fall, which was far from ideal as far as the weather and the state of the fields was concerned. Ideally the visits take place in late spring, summer or early autumn. In this case the students can work at the farm.

The visits were prepared with the farmers but not with the farmers and teachers together, which would have been better to adapt the content to the level of the students and the specific field they study (for secondary schools). A first contact between farmer and teacher would also be useful in elementary schools. The visit can be adapted to the age of the pupils.

There was a follow-up meeting with the farmers and the schools/teachers to discuss further collaboration, but the follow-up with the students was left to the schools and probably did not (always) take place.

2.5 DESCRIPTION OF ACTIVITIES

2.5.1 SANCTA MARIA VISIT TO VAN DER VELPEN FARM

The 4th class of Sancta Maria primary school in Leuven (45 children, 9 years old with 2 teachers) visited an organic apple

and pear producer in Bierbeek. Through the fruit school scheme the school buys apples and pears from this farm and the idea was that the pupils could help harvest the fruit. For several reasons (postponement of the visit and an early harvest this year) this plan fell apart and the pupils visited the farm but could not help with the harvest. The teachers had indicated that

<i>Farm visit dates</i>		
<i>Sancta Maria</i>	<i>Van der Velpen</i>	<i>October 20, 2022</i>
<i>PIUS X</i>	<i>Milagro</i>	<i>November 16&23, 2022</i>
<i>IMS</i>	<i>Loof en Bezen</i>	<i>November 17, 2022</i>
<i>Spectrum School</i>	<i>PAKT</i>	<i>December 9, 2022</i>
<i>Het Anker</i>	<i>Oogstgoed</i>	<i>Spring 2023</i>

they would like the introductory lesson on the farm and not in the school, so a trainee prepared a lesson and gave it at the farm.

During the visit, the farmer explained to them how organic fruit is produced, the role that insects play and pest and disease control, the different varieties, the conservation of the fruit, the machines used in the orchard... This was all explained inside the barn, because it was heavily raining. Unfortunately, the farmer did not succeed in adapting his explanation to the level of the children. The children could taste different varieties of apples and discovered that they were better than the imported apples that they often eat at home. After lunch, when the rain stopped, the children could finally also go outside in the orchard.



The school might be interested in visiting the farm once or twice a year but some adaptations are suggested:

- Involve the teachers in explaining the processes on the farm so that it is better adapted to the age of the children.
- Have the children participate in some actual work on the farm.
- Limit to groups to 20 to 25 children maximum.

2.5.2 PIUS X VISIT TO MILAGRO FARM

PIUS X college from Antwerp was interested in a F2S twinning for their 2nd grade secondary students from a new program, in the technical department: biotechnology. In total there were 53 students aged between 14 and 18 years. There was no introductory lesson.

They were partnered with Milagro, a mixed organic farm in Aartselaar, relatively close to the school. The farm asked to split the group and organize two separate visits, so there was one group of 23 students with one teacher (3rd year) and a second group of 30 students with two teachers (4th year).; 80 % of the students were male. Students came by bike or bus to the farm at the beginning of the school day. The first group could sit outside because it was a beautiful autumn day, the second group had to go inside after a tour around the farm because it was too cold.



The farmer explained the C and N cycle in food production, the importance of a fertile soil, the role of animal manure and worms in a sustainable farming system and the economics of the farm. There was a tour around the farm, the vegetables were already harvested, but the cattle were still in the field and the students could see the cover crops and green manure. They visited the storage of pumpkins, the main crop on the farm, and the farmer explained how he markets the pumpkins. He also showed the machines on the farm and the farm shop. During the first visit the farmer dug a hole on the field to demonstrate the mineralization process that the students had just been studying.

The first group of students was in general very interested, in the second group it was more difficult to keep their attention. After the visits there was an evaluation with the teachers. They saw a lot of linkages with what the students were being taught at school. The visits could be optimized with a better preparation between farmer and teacher or with a better preparation at school.

2.5.3 IMS VISIT TO LOOF EN BEZEN FARM

IMS secondary school from Borgerhout, Antwerp was partnered with Loof and Bezen, a Community Supported organic farm in Wommelgem. Two classes from the program “society and well-being” in the technical department, in total 21 students, the majority female joined, a very multicultural group. There was no introductory lesson since the school is already involved in the Good Food @ School Program with Rikolto. The students came in group by bus to the school, but still had to walk about 20 minutes from the bus stop. The visit was planned in October but had to be postponed because the teacher involved had an accident. The visit took place on 17/11, on a rainy day, so most of the visit the students stayed in one of the plastic tunnels on the farm. The female farmer explained how a CSA farm works, what they grow on the farm, what organic farming is, the importance of seasonality. The idea was that the students would do some work on the farm in small groups, but due to the rain and the very muddy field, this was cancelled.

A follow-up meeting took place. The school and the farm are interested in a further cooperation. The pupils could eventually work on the field multiple times. This requires time from the farmers and a fair compensation is needed in this case. In addition, pupils cannot be expected to work fast.

2.5.4 SPECTRUM SCHOOL VISIT TO PAKT ROOFTOP FARM

Three students from Spectrum school visited the organic rooftop farm 'PAKT'. The pupils study catering in half-time vocational education. A teacher accompanied them. This teacher teaches cooking classes at school. 'PAKT' is an urban agriculture project on the roofs of old warehouses. The "rooftop farmers" are consumers that use the rooftop as a shared vegetable garden, they collectively grow vegetables, fruits, herbs etc... The emphasis here is on experiencing, experimenting and living together. They are supported by a professional farmer who has his own organic farm in another location outside the city and he showed us around. The tour started on the roof outside where he clarified the concept of the rooftop farm. Vegetables are grown in containers that are self-watering. This concept is a very innovative concept. He applied his tour to the students' field of study, in this case catering. The farmer further elaborated on the concept of the organic rooftop farm in the middle of the city, how this concept is greening the city and can serve as a water buffer. He elaborated on how vegetables are grown on the roof and how the soil remains fertile. Biodiversity on the roof was also discussed because there is a lot of wildlife on the roof.



He motivated the students to pay attention to sustainability and organic products in their further studies. Spectrum school is interested in a further collaboration with 'Oogstappel' since they have an organic farm not far from their school. They keep in touch for visits in May and June when there is a lot to do on the farm.

2.5.5 HET ANKER VISIT TO OOGSTGOED FARM

Het Anker is a secondary school for students with special needs. The school is interested in a twinning with a farm to give their students the opportunity to work on the farm, either as a

group or individually. The farm wants to try this twinning, but this cooperation can best start in spring when the work on the field is starting. Oogstgoed is close enough for the students to get there easily. Together they will have to see what kind of involvement of the students on the farm is feasible, but this will be a process of several months.

2.6 RESULTS OF ACTIVITIES

School visits are an interesting tool to create an interest in food and to create awareness on sustainable food production, on local and seasonal food. The direct impact on the students is difficult to measure, but all the teachers were interested in continuing the exchange with the farmers. In most cases this will be through visits to the farm, but in some cases like Spectrum School it might be extended to sourcing products from the farm to use them at school.

2.6.1 BUDGET FOR F2S TWINNING

There was a budget of 180 euros for every F2S Twinning paid by Bioforum. The students visited the farms by bicycle or by public transport. The transport costs were paid by the students or the school. Often students have a public transport pass. In this case the student pays this transport by themselves.

The school in Gent, Het Anker, offered the farm to work in exchange of the visit. This in exchange of paying for the F2S Twinning. Farmers are generally not interested in this arrangement. Often the farmer is not really helped when students participate at the activities on the farm. A farmer likes to be compensated financially.

When schools need to pay the visit by themselves, they can appeal to help from the provinces. In West Flanders the school can receive 30 euros per visit. In East Flanders and Limburg every school gets 50 euros from their visit paid back afterwards. In Flemish Brabant you can consult a list of farms 'Boeren met klasse'. Every class receives 75 euros for visiting one of the farms (with a maximum of 2800 euros per year). The province Antwerp has a list of farms but no compensation available.

3 FARM TO SCHOOL TWINNING TESTING: SPAIN

3.1 MUNICIPALITY PROFILES

3.1.1 CASTELLÓN DE LA PLANA

Castellón de la Plana is part of the Plana Alta region in the province of Castellón. The municipality is located about 4km from the coast. It has a population of 172,589 inhabitants and a metropolitan area of around 300,000 inhabitants. It is the provincial capital. Traditionally, the economy was based on agricultural activity, although nowadays it has an important industrial and service sector. The city council promotes the implementation of activities in schools to promote healthy eating and responsible and local consumption.

Castelló hosted the Cities for Agroecology Network Congress and Annual Assembly. The Cities for Agroecology Network, brings together more than 100 cities to promote sustainable food policies and changes in consumption habits that can slow down climate change. These reflections are in line with the objectives set out in the city's General Plan and in the Agricultural Reactivation Plan, which should lead us in 10 years' time to a city with more food sovereignty and a peri-urban environment that feeds us and generates healthier habits. It has 36 public pre-schools and primary schools and 7 semi-private schools, among which is the Illa school.

3.1.2 OROPESA DEL MAR

Oropesa del Mar is a coastal municipality in the Plana Alta region, some 23 km from the provincial capital. The municipality is wedged between the Oropesa mountain range and the coastal plain. The municipality's economy is mainly based on tourism, followed by agriculture, with orange and vegetable crops, and in the dry land areas there are abundant almond trees, olive trees and vines. The city council is committed to sustainability and is developing actions to raise awareness among citizens.

The town has one kindergarten, two primary schools and one secondary school.

3.1.3 DAIMÚS

Daimús is a coastal municipality in the Valencian Community, belonging to the province of Valencia, in the region of La Safor. It has about 3270 inhabitants and its economy is based on tourism and agricultural activity, mainly the cultivation of oranges and vegetables. It also has an orange processing industry.

It has a public school which provides nursery and primary education. Mestre Rafael Noguera School.

3.1.4 GUADASSUAR

Guadassuar is in the Ribera Alta region, 38 km from Valencia. It has a population of 5910 inhabitants (2022). The basis of the local economy is agriculture, mainly irrigated land where oranges, fruit trees such as kakis, peaches, plums and apricots are grown. Vegetables such as peanuts, wheat and corn. Rice cultivation was of some importance in the past, but today it is almost completely absent. The scarce unirrigated land is devoted to vines, carob, almond and olive trees.

The municipality has the following educational facilities, which cover the needs of the population; Balmes Public School, San Francesc School and Secondary School.

The town council promotes the consumption of traditional and organic varieties through the annual celebration of Agroguadassuar fair.

3.1.5 CALPE

Calpe is a municipality in the province of Alicante, Valencian Community (Spain), located on the north coast, in the comarca of Marina Alta. It has 24 096 inhabitants (INE 2022), of which more than 47% are of foreign nationality. The city council is making municipal land available to citizens to encourage the development of urban vegetable gardens.

Calpe has 4 pre-schools and primary schools, a nursery school and a secondary school. Some of them are very committed to healthy and sustainable food, and to implementing environmental education programs, promoting recycling, etc.

3.2 SCHOOL PROFILES

3.2.1 CEIP ILLA (CASTELLÓN DE LA PLANA)

CEIP Illa is a school located in Castellon de la Plana. The number of classrooms and pupils as follows:

- Nursery education first cycle 1 (18 pupils)
- Nursery education second cycle 3 (75 pupils)
- Primary education 6 (150 pupils)

The school is attended by children from low-income families, mostly immigrants of different nationalities, who have access to food thanks to the school's canteen service. They take great

care in the food they offer their students, as for many of them it is the most important and complete meal they will eat during the day. They develop many activities related to food, physical wellbeing, environmental and cultural activities, etc.

3.2.2 CEIP LA MEDITERRÁNEA (OROPESA)

The CEIP La Mediterránea is a Nursery and Primary school in the town of Oropesa del Mar, inaugurated on the 19th of November 2008, located in the Plana Alta region of the Province of Castelló. The CEIP El Mediterráneo has implemented the continuous school day by vote of the families, that means that some of the students have lunch at the school after the classes while other go home, and then there are optional activities from 4 to 5:30 pm.

The location of the center in Oropesa del Mar is between the beaches of La Conxa and Morro de Perro, an eminently tourist area. Inside the school there is a municipal pine forest. The school consists of two buildings, one for Infants, one for Primary and a gymnasium, as well as the recent creation of a classroom for 2-year-olds. There are 443 pupils enrolled at CEIP el Mediterráneo.

3.2.3 CEIP MESTRE RAFAEL NOGUERA (DAIMÚS)

CEIP Mestre Rafael Noguera has five classes dedicated to nursery education with a total of 125 pupils and 12 primary education classrooms with around 300 pupils.

Like all the schools that are part of the project, they are very involved in healthy and sustainable food, they take care of the menu, involve the pupils and the school staff.

3.2.4 CEIP BALMES (GUADASSUAR)

The Balmes School is a public nursery and primary school located in Guadassuar. It is secular and co-educational. It is in the free or <100€/per month price range, it follows a generic educational model, and its language level is bilingual, with Spanish and Valencian being the major languages. It has six kindergarten classrooms (150 pupils) and 12 primary classrooms (300 pupils). Among its services, the Balmes public school has a canteen. The school has been developing environmental and healthy eating activities for years. Like all the schools that are part of the project, they are very involved in healthy and sustainable food, they take care of the menu, involve the pupils and the school staff.

3.2.5 CEIP COLEGIO GABRIEL MIRÓ (CALPE)

The school has a school garden and pupils are involved in its care and maintenance and a project-based educational program, including the school garden and kitchen project. The school has first (6 classrooms), second (5 classrooms) and third cycle of primary (4 classrooms), and it offers families a school canteen service managed by a family-run business committed to sustainable, healthy food.

Among the main objectives are:

- Increasing baked goods;
- Reducing ultra-processed products, including fried foods;
- Increasing the consumption of pulses;
- Promoting seasonal and local fruit and vegetables on a daily basis; and
- Offering 100% home-cooked meals

The school offers a wide range of activities related to food, cooking workshops, etc. which are carried out in the afternoons with the support of monitors. The monitors accompany the pupils and carry out proposals and experiences organized and programmed with a pedagogical sense in a playful and dynamic way. The autonomous community publishes school canteen subsidies which families can apply for and provide the required information on income and family situation. Grants range from €4.25 to €12.25 (home school).

3.3 METHODOLOGY

Most of the schools involved in the F2S twinning were already developing activities related to sustainable and healthy food, as well as numerous activities related to the environment, the school garden, etc. And they have previously participated in programs related to organic production such as [EDUCABIO](#) and have carried out environmental activities with pupils in school gardens. This profile of schools was selected to ensure that we get the most out of the project, as they have previous experience and common interests.

We had interviews with each of the schools in which we explained the project, its phases and in which of them could participate and benefit from the project. For the twinning phase, we **developed educational material** consisting of a series of actions framed around three main themes (healthy eating, school garden and food culture), with the aim of helping the schools to implement actions within their educational program that would enable them to make progress in their objectives of healthy eating and environmental sustainability.

In addition to the basic material that includes the planning of the actions for their development, the description of the actions, resource needs for their development, etc., we prepared a **sheet for each of the actions** so that teachers could have additional material.

A total of 30 complete activities were developed to be carried out in schools (see Annex 5.1 to see some examples).

Subsequently, we identified local producers (a total of three organic producers) close to the educational centers with whom we could work during visits to the market garden and with whom the educational centers could establish contact in the medium term in the development of future actions, both in the center and in the market garden.

We identified organic producers who also carry out activities aimed at schools in their facilities and therefore have experience. We worked with them in the planning of the actions to be developed. All the schools visited the vegetable gardens and carried out activities during the visit, which took place in the morning.

Three visits were made per school, so that as many schoolchildren as possible could visit the garden. With a total of 150 pupils per school, and a total of 750.

3.4 DESCRIPTION OF ACTIVITIES

3.4.1 CEIP L'ILLA VISIT HORTA RAJOLAR

The groups of schoolchildren who visited the Huerta del Rajolar were as follows:

- Nursery and 1st primary: 18 November
- 2nd, 3rd and 4th primary: 17th November
- 5th and 6th primary: 16th November

Farm visit dates

<i>CEIP L'illa</i>	<i>Huerta Rajolar</i>	<i>November 16-18, 2022</i>
<i>CEIP La Mediterranea</i>	<i>Huerta Rajolar</i>	<i>November 2-4, 2022</i>
<i>CEIP Mestre Rafael Noguera</i>	<i>Agroecologia</i>	<i>Nov. 3, 23, Dec. 7 2022</i>
<i>CEIP Balmes</i>	<i>La Casella</i>	<i>Oct. 26, Nov. 16, 30 2022</i>
<i>CEIP Gabriel Miro</i>	<i>Agroecologia</i>	<i>Oct. 28, Nov. 7, 11 2022</i>

The activities were adapted to each age group and there were support monitors so that all the pupils could carry out the activities in small groups.

The pupils took part in the following workshops:

- **Workshop of the senses:** identifying the aromatic plants in the garden through smell and sight. We explained the usefulness of aromatic plants in the garden to attract auxiliary fauna and their different medicinal and gastronomic uses.

- **Workshop on making seedlings:** preparing seedlings with traditional seeds from the province of Castellón. The pupils also saw the different stages in the creation of plant life; and showed them how the seeds are extracted from the fruits and explain the importance of traditional seeds.

The planning of the visits involved the transfer of students by bus to the orchard, where a presentation was giving at the beginning before the guided visit to the farm. A healthy snack was provided in place before the workshop that lasted between 30 to 45 minutes. Visits took an average time of five hours.

The outcome of the visits was very good, and all the students enjoyed the experience. The center will try to repeat the experience periodically, although it is true that they have identified that smaller groups need more adapted activities because they get tired quickly.

3.4.2 CEIP LA MEDITERRÀNEA VISIT HORTA RAJOLAR

The experience was the same as in the previous school, given that the visit was to the same garden, the activities and timetable were also the same.

The results, as in the previous case, were very positive, with the only suggestion for improvement being to reduce the number of school groups and perhaps leave out the youngest children or adapt the activities.

The groups of schoolchildren who visited the Huerta del Rajolar were as follows:

- Infant (4 years): 2 November
- 2n Primary school: 3 November
- 4t Primary school: 4 November

3.4.3 CEIP MESTRE RAFAEL NOGUERA VISIT AGRICOLOGÍA FARM

The groups of schoolchildren who visited the Agrícola were as follows:

- 3rd infant (5 years old) 3 November
- Primary 3rd grade (7 years old) 23 November
- Primary 5th grade (9 years old) 07 December

The activities were adapted to each age group and there were support monitors so that all the pupils could carry out the activities in small groups.

Pupils took part in the following workshops:

- **1.Guided visit to the vegetable garden (Xincana Agroecológica).** This is an agro-ecological tour in the plots of organic production with the aim of identifying seasonal plants, curiosities and explanation of the production of organic agriculture. Along the way there will be technical and playful stops to try to awaken the children's interest in this subject.
- **2. Organic market.** It is a space of direct sale of fruit and vegetables in agriculture that is enabled for the creation of a small market, where children can through an educational activity, buy the vegetables and fruit grown mainly in our terraces to make the weekly shopping basket for later workshops.
- **3. Sustainable food.** After the market activity, the children will close the cycle from the garden to the table, through a workshop on sustainable food either through green smoothies or fruit and vegetable traffic lights. With the aim that they can enjoy a vitaminic food.

3.4.4 CEIP BALMES VISIT LA CASELLA FARM

The groups of schoolchildren who visited the Agricológia were as follows:

- first of Primary, 26 October
- third Primary 16 November
- 5th Primary 30 November

The activities were adapted to each age group and there were support monitors so that all the pupils could carry out the activities in small groups.

Pupils took part in the following workshops:

- Flavours (taste workshop)
- Sowing. For this workshop, pupils had to bring an empty yoghurt can.
- Fruit or Vegetable.Guessing game according age

The overall assessment of the activity was very positive, but modifications were proposed, such as reducing the duration of the visit to the vegetable garden for the youngest children, considering that the attention curve is different according to age, the activities and their duration should be adapted to prevent pupils from getting bored. It is better to have more workshops of shorter duration.

3.4.5 CEIP GABRIEL MIRÓ VISIT AGROCOLOGÍA FARM

The groups of schoolchildren who visited the Agricológia were as follows:

- 3rd primary: 11 November
- 5th primary: 7 November
- 6th primary: 28 October

The activities were adapted to each age group and there were support monitors so that all the pupils could carry out the activities in small groups.

The pupils took part in the following workshops:

- **Guided visit to the vegetable garden (Xincana Agroecológica)**

Organic market Sustainable food

The outcome of the visits was very good and all the students enjoyed the experience.

The centre will try to repeat the experience periodically, although it is true that they have identified that smaller groups need more adapted activities because they get tired quickly.

3.5 RESULTS OF ACTIVITIES

The results of the activities, both those carried out in the schools and the visits to the farm, have had very good results. All the centers are interested in their pupils continuing to develop these activities, both in the field and in the school, but it is true that given the diversity of the school age group, the need has been identified to improve the adaptation of the activities to the different ages of the children, to prevent them from losing their attention or getting too tired. Regarding the activities designed to be implemented in schools, the main problem identified is the lack of resources, both material and financial, as well as the lack of assistance from external personnel to help them develop all the activities.

Although it is true that most of the centers have been surprised by the quality and quantity of the material received by the project and some centers have approved in their internal commissions the incorporation of the activities facilitated by SF4C within their school itineraries.

As for the links with the local producers they have visited, they have offered their assistance in resolving doubts regarding the management and maintenance of the school garden, and there is the possibility of carrying out more actions both in the classroom and in the field soon, although these actions are still open.

In February, a round table will be held in which all the schools and producers will contribute their vision of the activities and all the contributions that serve to improve the project will be gathered.

To facilitate the evaluation of the activities, we developed a series of questionnaires that the schools filled in once the activities had been carried out, in addition to the continuous contact throughout the project phase.

3.5.1 BUDGET FOR F2S TWINNING

Ecovalia paid 1000 € per school to cover the costs of the three visits of each school to the farm and the farmers' advisory service to the school to improve the management of their school garden, which made a total of 5000 € in total due to the fact that farmers appreciate to be compensated financially.

The students visited the farms by public transport (bus). The transport costs were paid by the students (and their caregivers) or the school. Just in one case (school), Mensa Cívica had to take care of paying the bus for visiting the farm due to lack of resources.

4 PRACTICAL TIPS AND EXAMPLES OF GOOD PRACTICES

4.1 PRACTICAL TIPS

From the F2S Twinning pilot phase, these **practical tips** can be drawn when implementing the twinning in other cities and schools:

- **Groups** should be **small** enough to allow participation of the students: schools often prefer to visit with larger groups, but this has not the best results.
- **Involvement of the teachers** is important: farmers and teachers must assess together what is most interesting for the students. If the school and the farmer work together on a regular basis, the teachers know better what to expect and how to prepare for the farm visits.
- It is best to visit in a **season** that there is a fair chance of **good weather** and that there is plenty of work to do on the farm, so that the students can be involved in the work.
- A visit to a farm looks achievable but often it is not possible to further collaborate with the farm after the visit. Most schools in Belgium do not have an own kitchen so the students cannot cook with the vegetables from the farm. Only primary schools have

school fruit schemes, secondary schools not. So only primary schools can offer fruits from a farmer.

- There must be **budget** available for F2S twinning. The farmers must be compensated for the time they spend on the visit and the cooperation with the school, since it rarely brings them any other economic profit and schools have no funds for this.
- The **transport cost** can be an issue for the schools. When students from secondary schools come to the farm themselves, they pay these transport cost. This can be a barrier.
- An **external party** can link schools and farmers. In this case the visit is linked to an extra person. When the teacher is not available the visit can still continue with the extern person. In addition, there is certainty more visits can be planned in the future.

4.2 EXAMPLES OF GOOD PRACTICES

- [School Farms Network](#) – The School Farms Network is a support and specialist network of practitioners and those interested in starting a new school farm.
- [eTwinning](#) - Collaborate with and get inspired by other colleagues in Europe, exchange platform for teachers
- [Field to school – Enterprise Projects](#) – Here you will find resources to support you in running your own farm related enterprise project in school.
- [Online training session on “School gardens twinning & collaboration” – YouTube](#) – organized by Slow Food
- [Healthier School Meals: Farming, Fortification & School Gardens, examples from India](#) – by School Meals Coalition
- Have a look at the F2S Twinning SharePoint folder with material from the Food For Life Partnership: [Food For Life Partnership material](#)

5 ANNEXES: EDUCATIONAL MATERIAL FOR F2S TWINNING

5.1 EDUCATIONAL MATERIAL USED IN BELGIUM

In Belgium a short document was provided to the teacher to introduce the F2S twinning concept, with accompanied questions to the students, about the food health triangle, sustainability of food, seasonality etc. Also, a PowerPoint presentation was provided. Please find all the material in [this folder](#).

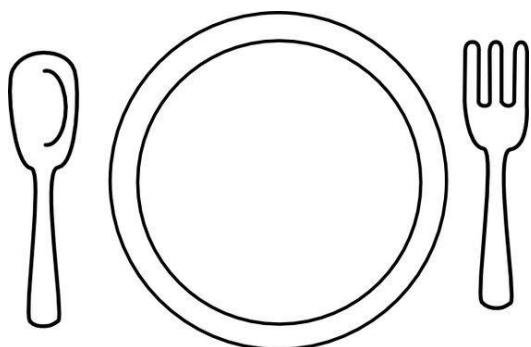
5.2 EDUCATIONAL MATERIAL USED IN SPAIN

A total of **30 activity sheets** were developed to help the teacher to orient activities. One example of an activity sheet can be found below. In [this folder](#) all activity sheets can be found (in Spanish).

Healthy Breakfast

The students will put on the empty plate the healthy foods that can be present at breakfast. There is a series of foods that the students will have to select and either put on the plate or identify with a circle or gum.

Select the healthy foods that could be present at breakfast. Surround the product with a circle or cut and stick on the empty plate.



5.3 GENERAL INSPIRATION

The table below can be an inspiration on how to divide the different possible activities and their educational aspects.

Activity	Options	Educational aspects
Informing activities	<ul style="list-style-type: none"> Giving information on certain food products 	Knowledge and understanding of

	<ul style="list-style-type: none"> • Talking about agriculture • Talking about pricing and fair wages • Classification of types of fruit: stone, pome, citrus fruits. • Knowledge of the food pyramid and how to prepare a balanced menu 	different aspects of food production.
Tasting activities	<ul style="list-style-type: none"> • A variety of fruits • A variety of vegetables • Different varieties of same fruit or vegetable, e.g. (organic) apples, oranges, potatoes, strawberries, carrots, tomatoes • Tasting products in season / out of season. Seasonality of fruit and vegetables. Identification of seasonal fruits, product tasting, identification of smells, flavours, textures of the different varieties, etc. 	<ul style="list-style-type: none"> • Knowledge about fruit/vegetables; biodiversity • Experiencing different tastes • seasonality
Visiting activities	<ul style="list-style-type: none"> • Visiting a farm • Virtual farm visits (if not possible to visit farms in person) • Visiting a food manufacturer • Visiting a food shop 	Understanding different aspects of food production
Taking actions	<ul style="list-style-type: none"> • Introduce school gardens where possible, or planting in pots, recycled elements, etc • Construction of seedbeds with recycled elements • Participating at a farm • Interviewing a farmer (organised and supervised meeting, can be online) • Cooking together, cooking workshop • Schedule a meeting with the school caterer and see where you can switch to organic product 	Experiencing first hand; having impact.

	<ul style="list-style-type: none"> • Changing the procurement of the school step by step 	
Reflecting activities	<ul style="list-style-type: none"> • Monitoring their own food consumption for a day/ week • Monitoring the food consumption of the school for a day/ week • Draw up a planting calendar for our garden. Proceed with seasonal sowing, monitoring of the garden, study of the garden fauna, harvesting, etc. 	<p>Talking about healthy diets;</p> <p>Raising awareness of impact of own actions</p>

**THANKS FOR
THE FOOD!**



**It's time for
a new menu**



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