

# HOW TO WSFA?

## PRACTICAL GUIDE FOR SCHOOLS ON HOW TO IMPLEMENT A WHOLE SCHOOL FOOD APPROACH

DELIVERABLE 3.2

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## INTRODUCTION

A Whole School Food Approach (WSFA) at your school is no luxury. But what should we understand by it?

A WSFA or integrated approach for food and nutrition at school is a sustainable approach that ensures a good match between what pupils learn in the classroom and how they encounter food outside the classroom. The WSFA not only teaches pupils the meaning and importance of healthy, sustainable food, but also encourages them to change their behavior towards food and make their diets healthier and more balanced.

To shape a WSFA at your school, you will work simultaneously on four strategies that need to be well connected: a strategy concerning a general food policy at school (pillar A), a strategy which centers around nutritional supply and consumption at school (pillar B), a strategy which covers food education (pillar C) and a strategy around the broader (physical) school environment (pillar D). The four pillars are very closely intertwined. This means that you can sometimes tick off two or more criteria with only one activity.



This reviewed manual contains the European guidelines for the framework and indicates which minimum criteria must be met and how this can be demonstrated (indicators). Based on feedback from the more than 120 pilot schools at the end of 2023, the formulation of certain criteria and indicators have been adjusted, as has the procedure.

To reach a first level, schools must meet all the criteria stated under Bronze. Once a school has reached this level, new ambitions can be set via the “additional criteria”. In order to keep the approach for schools, cities and countries as flexible as possible, adaptable to their specific context, we have opted for a system in which schools can make their own selection from the additional criteria, in order to reach the next levels. In this way, the framework can also be easily adapted in the longer term and supplemented (locally) with additional criteria, for example as a result of changing legislation.

It remains important that schools continue to work on the four strategies at the same time (school policy, education, consumption and school environment), reason why we have set a minimum of additional criteria per pillar to be fulfilled.

On the **bronze level**, all the criteria for each pillar (5 criteria for BR.A, 7 criteria for BR.B, 3 criteria for BR.C and 2 criteria for BR.D) are mandatory.

To reach the level of **silver**, schools must fulfill the following minimum of criteria (additional):

- Pillar A: min. 4 additional criteria are reached (out of 10)
- Pillar B: min. 6 additional criteria are reached (out of 11)
- Pillar C: min. 3 additional criteria are reached (out of 6)
- Pillar D: min. 2 additional criteria are reached (out of 4)

In total 15 additional criteria to be fulfilled.

To reach the level of **gold**, schools must fulfill the following minimum of criteria (additional):

- Pillar A: min. 8 additional criteria are reached (out of 10)
- Pillar B: min. 10 additional criteria are reached (out of 11)
- Pillar C: min. 5 additional criteria are reached (out of 6)
- Pillar D: min. 4 additional criteria are reached (out of 4)

In total 27 additional criteria to be fulfilled.

This revised approach will be re-evaluated during 2024. Based on the findings of the participating schools in the different countries, the European framework will be finalized in 2025, and final, adapted translations of this manual will be made for each participating country. These translations are planned by the end of 2025 and will serve as tailor-made guidance, adapted to specific national guidelines and legislation.

[Here](#) is a leaflet explaining the WSFA in one page.

For pre-school institutions we have a number of criteria that differ slightly from those in this manual. They are adapted to their age level and can be found here.

### Questions?

Every participating country has a national contact point. All contact details can be found on the [website](#). For general questions about the WSFA you can contact the coordinator, Annelies Smets, at Rikolto ([annelies.smets@rikolto.org](mailto:annelies.smets@rikolto.org)).

# 1 POLICY & LEADERSHIP (PILLAR A)



This pillar is about making sure that everyone involved participates: school management, teachers, social workers, canteen staff, cooks, pupils, caregivers<sup>1</sup> and the wider school community, such as the local government, neighbors, local farmers, local retailers, local NGO's, organizations that focus on youth, food, urban gardening, waste management, etc. It also addresses the approach of a school towards

healthy, sustainable food in the school plans, policies, activities, values and education.

Bringing together pupils, caregivers, catering and school staff is the basic principle of the 'Whole-School Food Approach' (WSFA), that will allow an inspiring food culture to become an intrinsic part of life at the school and beyond.

Empowering pupils to take a leadership role and to ensure pupils' participation in decisions concerning food at school and the food-related teaching content, is not only beneficial for those involved but also helps to make healthy, sustainable food the easiest choice for everyone.

## 1.1 BRONZE CRITERIA (BC)

In order to reach the bronze level, the school has to meet the following criteria:

### BC.A.1. Internal School Food Working Group

*The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consist ideally of school leaders, teachers, canteen staff (if applicable) and pupils, and meets on a regular base.*

#### **What?**

Usually, a working group is formed around a few highly motivated people, often teachers or school leaders, who want to set up a school policy around healthy, sustainable food. It is advisable to also involve students in this. Ultimately, we want the children to change their eating habits and this can only succeed by actively involving them in the change process. The motivation of these pupils can come from different domains: care for the climate, animal welfare, social motives... Because pupils are in a subordinate position and do not always dialogue openly in the presence of teachers or school management, it may be advisable to organize a separate working group for them.

If relevant, try to involve the canteen manager, the kitchen manager and/or the chef as much as possible from the start and bring the working group together several times a year. Ideally, aim for at least four meetings per year (although two meetings are sufficient): a start-up meeting in which an action plan is agreed, a second meeting to assess the current situation and adjust the action plan, a third meeting for further follow-up and to make any adjustments to the action plan, and a meeting at the end of the school year to evaluate the process,

formulate lessons learned and prepare the first steps for the next school year. You can combine the start-up meeting with an information session on “How do I implement a WSFA?” (see criterion BC.C.3.). If you have problems finding motivated participants, ask the local government (& the urban food enabler) to help you: the city can organize a motivational workshop or set up incentive activities across the schools.

**Indicators:**

O SFWG up and running: Yes/No

O # meetings: min. 2/year

**Evidence to be provided:**

O Overview of stakeholders and roles, represented in the working group

**GOOD SF4C- PRACTICES (SCHOOL YEAR 2022-2023)**

*[Budapest, Hungary - SF4C integrated working group](#)*

*[Copenhagen, Denmark - The annual wheel of food](#)*

*[Lyon, France - Children’s restaurant commission](#)*

*[Nitra, Slovakia - Lunch poll](#)*

*[Nuoro, Italy - Municipal school food working group](#)*

*[Nuremberg, Germany - Healthy Break project BBS](#)*

*[Nuremberg, Germany - Students’ café](#)*

*[Tallinn, Estonia - Cooperation between students and the school caterer](#)*

*[Veltěže, Czech Republic - School food working group and communication](#)*

**OTHER GOOD PRACTICES**

*[A School Council in every school \(Valencia, Spain\)](#)*

**TOOLS**

*[Action sheet on how to build a support base in the school \(Belgium\)](#)*

*[Seven steps Eco-schools \(The Netherlands\)](#)*

## BC.A.2. A school vision on food & nutrition

*The school has developed a clear vision on food and nutrition. The vision expresses where and what the school wants to stand for in the future with concrete goals and missions.*

### **What?**

How do you view the various sub-aspects of healthy, sustainable food in the classroom, the canteen, the rest of the school and the school environment? Which aspects of healthy, balanced nutrition do you want to give special attention to? What are the ambitions of the school, and do you have a clear vision on ecological and social aspects that you can incorporate? For instance, were certain choices made in the past regarding the food on offer at school? Does the school still stand behind these choices and how does this fit in with the general school vision? It is important that the members of the working group have a shared vision and understand the same thing when dealing with healthy, sustainable food at school. Formulate your ambitions on food and more specifically the vision on food education and food consumption in a comprehensible way. Involve the different actors of your working group in this. Also try to involve the school leader from the beginning.

### **Indicators:**

The school has ambitions, based on a food vision: Yes/No

### **Evidence to be provided:**

Copy of the school food vision/ ambitions

## BC.A.3. Review of the school's food culture and action plan

*A review has been conducted of the work that has already been done on healthy, sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. The SFWG yearly evaluates and renews its action plan, formulates learnings and recommendations, documents its successes, etc.*

### **What?**

By critically analyzing which pillars and levels the school is already active in, you bring into focus the areas on which the school can work (even more) in the future. See what is realistically feasible, considering the specific school context for the school year in question, the resources and available people. Also look at the school's overall planning: perhaps the school is celebrating a special birthday this year or working on other specific themes? By linking activities with each other, you can reinforce them and often save on people and resources.

### **Indicators:**

The SFWG yearly conducts a review which leads to a written whole school action plan: Yes/No



**Evidence to be provided:**

- O Copy of the review
- O Copy of the action plan

**OTHER GOOD PRACTICES**

*[A plan for Sustainable, Healthy Eating at school \(Louny, Czech Republic\)](#)*

*[Food-Boost, a method used by the municipality to link food to the schools' pedagogy \(Klippan, Sweden\)](#)*

**TOOLS**

*[School Food Culture Review](#)*

*[GF@S Matrix](#)*

*[The ECO-mapping technique](#)*

*[Systems Mapping with Fairtrade - Lesson plan](#)*

*[Set of criteria - inspirational cards to be used by the SFWG](#)*

*[Questionnaires for school staff and pupils to evaluate school food by Skutocne zdrava skola](#)*

**BC.A.4. Communication about school vision and internal communication about WSFA actions**

*The school clearly communicates about its food vision towards the school team (including the in-house canteen/kitchen team), pupils, caregivers/parents and wider school community. The school also regularly provides in-house communication about the objectives and progress on the WSFA towards the pupils, the school team and the catering team. The results of the review and the action plan are shared with the complete school team and all the pupils.*

**What?**

Once the school vision is finalized and the SFWG has drawn up an action plan, it is time to involve everyone within the school walls in the vision and plans. This can be done online, via school team meetings, via info in the teachers' room, via a (news)letter or at a live event, for example during lunch pause, for the whole school. Also use the school vision around food to profile your school externally: healthy eating for our children is important and you may proudly share your contribution to this with caregivers/parents and the wider school environment. It can be useful to designate a communications manager who can be contacted in case of internal or external questions or comments.

Some more ideas/examples:

- Pin a fun fact about sustainable food on the bulletin board in the teacher's room every day/week.
- Invite pupils to make a big poster every month or at the start of each school year to visualize the WSFA plans, and what has been achieved already. It could be hanging in the dining area (in combination with BC.B.1) or another visible spot at school.
- Invite caregivers/parents in the dining area, where they can learn about the vision/ambitions, and taste the school food (in combination with BC.D.1).

**Indicators:**

0 School vision/ambitions on food are communicated internally and towards caregivers/parents and the wider school community: Yes/No

0 In-house communication about WSFA actions: Yes/No

**Evidence to be provided:**

0 Copy or photo of representative communications

**OTHER BEST PRACTICES**

*Press release: Now it's time to cook (Nurnberg, Germany)*

*Set of beautiful photos that show how the school communicates about healthy, sustainable food (Czech Republic)*

**TOOLS**

*Starters' kit that schools can use with materials like visuals, posters, ... (Belgium)*



## BC.A.5. Active involvement of pupils

*A WSFA is most impactful if the children and adolescents involved truly care about food. Appealing to pupils' creativity and positive energy will foster a sense of responsibility and ownership – and make the project much more effective than if only teachers or the school's leaders had taken action. Involving pupils in school food decisions paves the way for a sustainable shift in eating habits. It also boosts pupils' confidence and leadership skills, turning them into change makers and conscious consumers.*

### **What?**

A group of pupils receives time, space and coaching to become actively involved in the promotion of healthy, sustainable food and sets a good example. E.g. they can form a separate working group (besides the SFWG), to develop their own shared vision and discuss this vision afterwards with the members of the SFWG or to organize specific activities in the class or dining area (see also BC.A.1.).

### **Indicators:**

O A group of pupils / several pupils are involved in the promotion of healthy, sustainable food:  
Yes/No

### **Evidence to be provided:**

O # pupils involved in food promotion and description of activities

### **BEST SF4C-PRACTICES (SCHOOLYEAR 2022 - 2023)**

*[Bremen, Germany - Cool bio, a break offer that arouses curiosity and tastes good!](#)*

*[Essen, Germany - Snack tasting, tasty food for recharging your batteries](#)*

*[Lyon, France - Children's restaurant commission](#)*

*[Nuremberg, Germany - Healthy break project BBS](#)*

*[Nuremberg, Germany - Students' café](#)*

## OTHER BEST PRACTICES

### *EIT Food Ambassadors*

### *Pupils come up with ideas on improving school meals (Slovakia)*

### *Youngsters record their message on healthy food in hip hop song (USA)*

## TOOLS

### *Action sheet on food ambassadors at your school (Belgium)*

### *Exchange on food between two secondary schools (Belgium/Vietnam)*

## 1.2 ADDITIONAL CRITERIA (AC)

In order to reach the silver level, the school must meet, besides the bronze criteria, at least four (4) of the 10 following criteria. To reach the gold level, a minimum of eight (8) of the following 10 criteria must be met.

### AC.A.6. WG includes representatives of caregivers/parents

#### **What?**

The working group can create added value by actively involving caregivers/parents, e.g. some members of the caregivers/parents' committee. These caregivers/parents can articulate their vision in the working group and at the same time create support for a WSFA among the other caregivers/parents.

When composing your working group, bear in mind that caregivers/parents are often only temporary members of the working group and that highly motivated caregivers/parents, who want to take big steps right away, can sometimes scare off others. Caregivers representing multiple points of view can be enriching, even if it sometimes means the process is slower. It is better to systematically take small steps in the right direction than to have to go back on too big a step afterwards. Set up a formalized working group for the implementation of the WSFA, with scheduled and structured meetings that are documented and are followed up.

If your school does not yet have a high level of caregiver involvement, you can set up activities to better reach caregivers/parents through the criterion BC.D.1. This way, you come into contact with suitable candidates who can strengthen your working group.

#### **Indicators:**

Caregivers/parents are actively involved in the WG: Yes/No

#### **Evidence to be provided:**

Overview of roles, represented in the working group

Minutes from the last meeting

## AC.A.7. WG includes representatives of the wider community

### **What?**

Who are the actors beyond the school who can contribute to a healthy, sustainable food policy? Perhaps pupils often buy sweets from a convenience store in the near vicinity of the school or go to nearby fast-food restaurants? Then it might be interesting to get these businesses to think about how to counter the problem of unhealthy food offerings, for instance by adjusting their offer for children and young people and encouraging healthy choices. Perhaps you can establish links with a local farm or a local NGO that would like to help support your approach? Also establish contacts with your municipality or city: they can think along and perhaps even offer practical or financial support. Set up a formalized working group for the implementation of the WSFA, with scheduled and structured meetings. Make sure that decisions are registered and to do's are followed up.

### **Indicators:**

Local actors are actively involved in the WG (multi-actor): Yes/No

### **Evidence to be provided:**

Overview of roles, represented in the working group

Minutes from the last meeting

## AC.A.8. The WSFA is enshrined in the school's mission, values, policies, development plan and curriculum

### **What?**

Once the working group has refined the vision on food and made sure that this vision is shared internally with the entire school team and pupils, and externally with caregivers/parents and the wider school community, it's time to enshrine this vision in the general vision and the mission of the school. From now on make sure this vision is applied consistently in the classroom, the dining area, during school parties, school trips, in the guidelines for caregivers/parents, etc. This way you realize an integral approach to food, that is not only anchored in the general vision and mission, but also in the school policy and its concrete implementation.

### **Indicators:**

WSFA is part of the general school vision and enshrined in the mission, values, policies, development plan and curriculum: Yes/No

### **Evidence to be provided:**

Copy of the general school vision

## AC.A.9. The WSFA is endorsed by the leadership of the school

### **What?**

Ambitions are easier to achieve and maintain in the longer term if they are endorsed and supported by the school management. Make sure the WSFA is endorsed by the leadership of the school. The involvement of the school leaders can be strengthened by regularly briefing them about the initiatives regarding food at school. Encourage them to actively participate in the working group and to communicate clearly both internally and externally about the shared vision on food and the importance of a WSFA.

### **Indicators:**

Shared vision on food and WSFA, endorsed by the school leadership: Yes/No

### **Evidence to be provided:**

Written statement from school leaders that they endorse the shared vision on food and the WSFA

## AC.A.10. Yearly SMART action plan, based on the review

### **What?**

Planning your activities, monitoring them and evaluating the results are important for the success of your actions. Create a 'SMART' action plan, i.e. one that is Specific, Measurable, Achievable, Realistic and Timely. Make sure your objectives are clearly formulated, in a way that everyone understands what you want to achieve. Important here is to take a moment to think about the "Who? What? Where? When? Why? How?", so that you can further concretize your objectives and translate this into clear actions and activities.

Also make your goals 'measurable', so that at the end of the year you can easily evaluate what you have achieved and draw lessons for the next year. Being ambitious is good, but do not set the bar too high. This can be demotivating: test your plans against the school reality and e.g. also take into account other already planned activities. Finally, place the chosen activities and actions in a time frame: What do you want to start with? What will be the next step? When do you want to see a certain objective realized? Also include evaluation and consultation moments in your planning and share this with all involved stakeholders.

### **Indicators:**

The SFWG yearly creates a SMART action plan: Yes/No

Evaluation framework Yes/No

### **Evidence to be provided:**

Copy smart action plan

Copy evaluation previous (smart) action plan

## AC.A.11. WSFA is part of the school's systematic quality-assurance work

### **What?**

Ensure that the prevailing principles of school quality assurance are also applied to the WSFA and its activities. Provide the theme of 'healthy, sustainable food' as a regular part of your school quality assurance process and make the WSFA a structural part of the school approach. The school team will consequently apply the integrated approach if they are aware that the topic of food, addressed via an integral approach, is part of the systematic quality assurance work and will be monitored and evaluated in the same way as all other education.

### **Indicators:**

The WSFA is integrated in the quality-assurance work Yes/No

### **Evidence to be provided:**

Description of the quality-assurance work, including the WSFA work

## AC.A.12. Communication towards caregivers/parents and (external) school caterer

### **What?**

Use the momentum of achieving the bronze, silver or gold level to inform the caregivers/parents and the external school caterer (if applicable) about your WSFA. Show them the concrete actions and activities achieved and the reward you have received for your efforts. This is the ideal time to create more understanding of your WSFA among caregivers/parents and the external caterer, and to actively involve them in your further plans (see criterion BC.D.1.).

Some ideas:

- Organize an information evening for caregivers/parents to share the school vision on food and to show your achievements.
- Include agreements and rules in the school regulations, which all caregivers/parents sign at the beginning of the school year. For example: 'A water bottle with tap water is allowed during classes'.

### **Indicators:**

School vision, WSFA and actions communicated towards caregivers/parents & external catering team: Yes/No

Communication to community about achievement of bronze or silver level: Yes/No

### **Evidence to be provided:**

Overview of # communications towards caregivers/parents and (if applicable) external school caterer

Copy or photo of most important communications

## AC.A.13. Broad external communication about the WSFA

### **What?**

Achieving the bronze, silver or gold level is an important milestone for your school and a reward for the work you have done so far. You have already put a lot of effort in it and therefore you have a lot to say. Take this opportunity to organize your external communication and strengthen the image of your school. From now on, communicate about the WSFA annually on your school's web page: share your action plan, regularly post news about the various activities and also share the lessons learned. If the school has a newsletter, it is also nice to include a regular section about the WSFA. Prepare a communication plan in which you foresee communications at different times of the year to different specific target groups.

Some ideas:

- Use social media channels like TikTok or Instagram to regularly update the community with news and pictures, or even better, ask your Food Ambassadors to do this.
- Invite a contact person of the local/regional press to see how you can keep them informed of the achievements on a regular basis and how this can be announced through their different channels.
- Check the media channels of your municipality and of companies and organizations in your school environment: they will be interested in your content and you can use them to highlight the activities of your school in a positive way.

### **Indicators:**

There is a clear communication plan with different communications towards different target groups Yes/No

Communication to community about achievements: Yes/No

Communications responsible appointed Yes/No

### **Evidence to be provided:**

Contact details of communication responsible

Copy of the communication plan

Copy or photo of most important communications

## AC.A.14. Food Ambassadors in the school & towards caregivers/parents

### **What?**

A group of pupils is actively involved in the promotion of healthy, sustainable food within the school. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and they promote the theme within the school and towards caregivers/parents.

This training does not necessarily have to take place at school. Local organizations working around healthy, sustainable food can undoubtedly help you with this. Also check with the city or municipality's youth department to see what role they can play in this.



**Indicators:**

The school has trained food ambassadors: Yes/No

**Evidence to be provided:**

# school food ambassadors

# formations

Description of the promotional approach

**AC.A.15. Food Ambassadors inspire each other across the local schools & in the city (P2P)**

**What?**

A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training on the importance and different aspects of healthy, sustainable eating and promote the theme towards other schools and within the city. Check with local youth organizations and with the local authority (e.g. youth services) whether they can enable a suitable environment where young people can receive a formation and meet around the topic of food, across school walls.

**Indicators:**

The school has trained food ambassadors, who meet young food ambassadors from other (local) schools on a regular base to share thoughts and experiences: Yes/No

**Evidence to be provided:**

# city food ambassadors

# meetings

# formations



## 2 FOOD & SUSTAINABILITY (PILLAR B)



In many European cities and municipalities, schools offer hot meals, sandwiches or snacks for pupils. In some locations, this offer is (partially) funded by the government and/or by the school. Often, however, this is a service that has to be paid for entirely by caregivers/parents. In order to give children from underprivileged families the opportunity to take advantage of this offer as well, schools try to keep prices as low as possible and, in turn, push down on their suppliers' prices, usually at the expense of quality. On the other hand, pupils' lunch boxes are not always filled with nutritious, healthy products either. Moreover, there is often no adapted refectory at school where pupils can eat in peace. More and more pupils do not even have a lunch box or meal at school and go to a nearby snack bar or fast-food restaurant or - worse - sit in class hungry. This pillar aims to provide a safe, appropriate space in schools where all children, regardless of background, can enjoy a healthy lunch in peace, either offered at school or brought from home. The food and beverage offer at school is tasty, healthy and balanced, taking into account sustainable criteria that aim for a positive environmental and social impact as much as possible. This way, children and young people are encouraged to improve their knowledge around healthy, sustainable food and apply it in practice.

### 2.1 BRONZE CRITERIA (BC)

#### BC.B.1. Dining area for healthy food

*The school undertakes initiatives to promote healthy eating habits, eating behaviors and attitudes.*

##### **What?**

The school ensures that pupils have a place where they can eat in peace at lunchtime. This eating environment should encourage children to eat healthily. If children can enjoy tasty food in a pleasant way and realize this food also meets healthy, sustainable principles, this food becomes more attractive to them. If the school does not have a (suitable) canteen, the classroom can act as a dining area. Important is the quiet atmosphere: if children eat in class, make sure the classroom can be smoothly transformed into a dining area, where children can take a break from language and math lessons and concentrate on eating.

##### **Indicators:**

0 There is a physical dining area, where pupils can eat in peace and where healthy, sustainable food is promoted one way or another: Yes/No

##### **Evidence to be provided:**

0 Photo of attractive dining area where healthy food is promoted in one way or another

## BEST SF4C-PRACTICES (SCHOOLYEAR 2022 - 2023)

*Bremen, Germany - Cool bio, a break offer that arouses curiosity and tastes good!*

*Budapest, Hungary - Sustainability project week*

*Essen, Germany - Snack tasting, tasty food for recharging your batteries*

*Essen, Germany - Redesigning cafeteria offers*

*Gent, Belgium - Vegetable shop for pupils and parents*

*Gent, Belgium - Kitchen battle at school!*

*Leuven, Belgium - Saving the world by tasting the world, hot meals at school*

*Louny, Czech Republic - Snack buffet for the children*

*Lyon, France - "Fruit salad project" for healthy and zero-waste snacks*

*Nitra, Slovakia - Sports and nutrition*

*Nitra, Slovakia - From renovation to salad bar*

*Seinäjoki, Finland - Healthy snacks in the sport clubs' canteens*

*Tallinn, Estonia - Workshops of healthy lunch boxes / Nutrition awareness / Discovering the world of vegetables*

*Tallinn, Estonia - Tasting and rating the tap water during science week at school*

*Umeå, Sweden - Tasting spoons in the school restaurant*

*Umeå, Sweden - Simple changes for increasing acceptance of climate friendlier meals*

*Veltěže, Czech Republic - Healthy and sustainable snacks*

*Vienna, Austria - Plant-based sandwich*

*Vienna, Austria - Fruit and vegetable challenge*

*Vienna, Austria - Waste prevention measure*

## OTHER BEST PRACTICES

*Short YouTube film showing how pupils are involved in the redesigning of the dining room (Karlstad, Sweden)*

*Short YouTube film showing how pupils are involved in the redesigning of the dining room (Antwerp, Belgium)*

*Blog on making school canteens soundproof (Slovakia)*

*Reorganization of school schedule (Slovakia)*

*Scheduled school meals (Sweden)*

## TOOLS

### School Food 4 Change Report on innovative criteria and models for public procurement of sustainable and healthy school meals

#### BC.B.2. Encourage children to eat more fruit and vegetables at school

*There is a supply of fresh fruit (e.g. for dessert or snacks) and if applicable, the size of the vegetable portions is in line with the national and/or European guidelines.*

#### **What?**

Try to convince the pupils at school to eat enough fruits and vegetables every day. There are often guidelines and recommendations for this, developed by the central government. They often also have promotional material available that you can use in the dining area. You cannot force children to eat fruit and vegetables, but they will be more likely to eat them if there is an attractive offer at school in an attractive space, and if teachers and school leaders set a good example. For example, fruit that has already been peeled or cut into pieces and nicely presented, is much more attractive: perhaps some caregivers/parents could be involved to organize this on certain days?

#### **Indicators:**

O The school takes initiatives to encourage children to eat fresh fruit and vegetables on a daily base.

#### **Evidence to be provided:**

O If not applicable, please describe why.

O Description of the initiatives encouraging pupils to eat enough fresh fruit and vegetables on a daily base.

#### **BEST SF4C-PRACTICES (SCHOOL YEAR 2022-2023)**

*Vienna, Austria - Plant-based sandwich*

*Essen, Germany - Redesigning cafeteria offers*

*Leuven, Belgium - Saving the world by tasting the world, hot meals at school!*

*Louny, Czech Republic - Snack buffet snack for the children*

*Nitra, Slovakia - Sports and nutrition*

*Schaarbeek, Belgium - Cutting and serving fruit*

*Seinäjoki, Finland - Healthy snacks in the sport clubs' canteens*

*Umeå, Sweden - Simple changes for increasing acceptance of climate friendlier meals*

## OTHER BEST PRACTICES

*[Folder developed for pupils & caregivers at the European school \(Belgium\)](#)*

*<https://www.fitkid-aktion.de/rezepte/speiseplaene>*

*[Program to upgrade canteen food in 40 schools \(Slovakia\)](#)*

## TOOLS

*[Action sheet for schools on local, seasonal fruit and vegetables \(Belgium - in Dutch\)](#)*

*[Action sheet on plant-rich food at school \(Belgium - in Dutch\)](#)*

### BC.B.3. Provide information about the menu (if applicable)

*The school informs pupils and caregivers/parents about the healthy and sustainable aspects, already present in the actual menu.*

#### **What?**

The purpose of this criterion is to make it clear to pupils and caregivers/parents which healthy, sustainable aspects are already taken into account in school menus. Perhaps the chef or caterer already prepares fresh, low-processed products, without unnecessary additives, with local, seasonal vegetables? If possible, please indicate this in color or in bold print on the printed menu or on the school website, so that everyone can better recognize these existing efforts. Organic and fair-trade ingredients can also be indicated.

As studies show that pointing out a dish as “vegetarian” or “plant-based” makes fewer pupils choosing this alternative, you better indicate these dishes in a more discreet way (e.g. with the V-label). Try to think of attractive names for your plant-rich or plant-based recipes.

Check the country of origin for the main ingredients of the meals and mention this also in the menu. Use the dining area to highlight this information. Here, you can also provide additional information about the importance of low-processed food, a fair price for farmers, organic principles, the benefits of a short chain, etc.

No information available about the existing healthy, sustainable aspects of the meals? Contact your suppliers or your external caterer: explain your vision and ambitions to them and ask them what initiatives they are already taking. They will appreciate the positive attention for their work.

Is your external caterer making no or insufficient efforts in this regard at the moment? Use this moment to encourage him/her to take new initiatives.

### **Indicators:**

O Menus are highlighting existing healthy, sustainable features: Yes/No

e.g.

- Fresh, unprocessed foods, without unnecessary additives
- Foods, prepared from seasonal, regional vegetables and fruits
- Fair-Trade ingredients
- Organic ingredients
- Whole grain products (pasta, rice, bread, ...)
- ...

### **Evidence to be provided:**

O Copy of the menus from the last month, stating the healthy, sustainable aspects and the country of origin of the main ingredients.

### **OTHER BEST PRACTICES**

*Folder developed for pupils & caregivers at the European school (Belgium)*

*<https://www.fitkid-aktion.de/rezpte/speiseplaene>*

*Program to upgrade canteen food in 40 schools (Slovakia)*

### **TOOLS**

*Action sheet for schools on local, seasonal fruit and vegetables (Belgium - in Dutch)*

*Action sheet on plant-rich food at school (Belgium - in Dutch)*



#### BC.B.4. Free tap/ drinking water

*The school encourages the drinking of water and provides water points where all pupils can have free access to drinking water.*

##### **What?**

Pupils themselves do not always sense when they are thirsty, so it is important to encourage them to drink enough water.

Choosing tap water, preferably served in reusable bottles or cups, is the most sustainable way. This way, you also immediately help reduce the amount of waste at school. A prerequisite, of course, is that the tap water in your school is drinkable and healthy. In any case, make sure there are enough points at school where children can obtain water.

In some regions, tap water undeservedly has a bad reputation, for example due to poor information about the safety of tap water. People often don't like the taste. However, it is worth testing whether there really is a taste problem. For example, organize a blind taste test where pupils can rate different types of water. Only at the end you reveal which carafe contains tap water. This may produce surprising results!

##### **Indicators:**

O The school provides free (tap) water for all pupils

##### **Evidence to be provided:**

O Description of how the school provides free water for the pupils or photo of water points or certificate showing that the school promotes drinking (tap) water

#### BC.B.5. Clear guidelines for lunch boxes and/or snacks (if applicable)

*The school informs pupils and caregivers/parents in order to encourage healthy, sustainable snacks and lunch box contents and provides clear guidelines, that are based on the school vision/ambitions.*

##### **What?**

Make sure pupils and caregivers/parents know what the school vision on food means and translate this vision into concrete guidelines for the food that children bring from home. Emphasize what they can eat: tasty snacks based on fresh fruit and vegetables. You can also combine this with an information session for parents (criterion BC.D1) or have your food ambassadors work specifically on this (criteria AC.A.14 and 15). If the school itself offers healthy snacks and lunch, adapted to the needs of all children, it is advisable to promote this offer and discourage parents to provide something themselves.

##### **Indicators:**

O Clear guidelines for lunch boxes and/or snacks are available for pupils and caregivers/parents: Yes/No

**Evidence to be provided:**

- Copy of the guidelines for caregivers/parents
- If not applicable, please describe why

**BEST SF4C-PRACTICES (SCHOOLYEAR 2022 - 2023)**

*Vienna, Austria - Fruit and vegetable challenge*

*Schaerbeek, Belgium - Cutting and serving fruit*

*Tallinn, Estonia - Workshops of healthy lunch boxes / Nutrition awareness / Discovering the world of vegetables*

*Velké Že, Czech Republic - Healthy and sustainable snacks*

**OTHER BEST PRACTICES**

*Poster to promote healthy eating habits (Madrid, Spain)*

**TOOLS**

*Getting started with healthy, sustainable snacks (Belgium - in Dutch)*

**BC.B.6. Extra facilities for children with special needs**

*The school encourages equal access to healthy, sustainable food for every child. As far as possible, the school takes into account different dietary needs. Children with special dietary needs that cannot be met by the school, have the possibility to bring their lunch to school in a safe way.*

**What?**

It is not always possible for the school to cater for all requested diets. In some, often larger, cities, schools have to deal with a huge diversity of nationalities, cultural, religious and socio-economic backgrounds that often affect the eating culture, making it difficult to work with standard meals. In such a case, the school can look for other ways to meet the needs of all pupils and, for example, provide reheating facilities or a fridge for children who bring special meals from home.

**Indicators:**

- Children with special dietary needs have access to adapted food at school or the possibility to bring their lunch to school in a safe way: Yes/No

**Evidence to be provided:**

- Description on how the school deals with the different dietary needs at school



## BC.B.7. The school monitors food waste

*The school staff works together with caterer/dining team, caregivers/parents and pupils to monitor and minimize food waste.*

### **What?**

The school makes an analysis of food waste within the school walls: do pupils eat their brought lunch? Do they throw away food during breaks or at lunchtime in the canteen? Measure the food waste on consumer level and check if and how this waste can be avoided. Find out why children are throwing food away: Not tasty? Not enough time to eat? Or maybe the portions are too large? Check with the kitchen team, caterer and caregivers/parents if portions need to be adjusted in composition and size. Involve the pupils in the measurements and discuss the problem of food waste with them to encourage them to avoid food waste in future. In second instance, look at how food surpluses can be reused. Surpluses from school meals can often still be eaten later, e.g. donated, taken home, used as (animal) food or, if all that fails, processed into compost (in accordance with applicable legislation). Ensure proper sorting of waste: food waste belongs to organic waste. Write out the analysis and share the results with the school team, pupils, parents/caregivers, etc. (see also criterion A.4.).

### **Indicators:**

O The various fractions of food waste on the plates are measured at least once a year for one week: Yes/No

### **Evidence to be provided:**

O Copy of the analysis and conclusions of the yearly measurement

## **BEST SF4C-PRACTICES (SCHOOLYEAR 2022-2023)**

*Vienna, Austria - Waste prevention measure*

*Louny, Czech Republic - Farm to fork at our school*

*Lyon, France - "Fruit salad project" for health and zero-waste snacks*

*Viimsi, Estonia - Put on your plate as much food as you can eat!*

## **OTHER BEST PRACTICES**

*Food waste project (Belgium)*

*Food composters (Brezov, Slovakia)*

## TOOLS

[Getting started against food waste - Rikolto](#)

[Europe, European Week for Waste Reduction \(EWWR\)](#)

[Europe, EWWR on Facebook](#)

[WWF Toolkit on food waste with lessons and activities by grade](#)

[17 resources for teaching about food waste](#)

[Lessons on Food Waste - EIT Food](#)

## 2.2 ADDITIONAL CRITERIA (AC)

In order to reach the silver level, the school must meet, besides the bronze criteria, at least six (6) of the following 11 criteria. To reach the gold level, a minimum of ten (10) of the following 11 criteria must be met.

### AC.B.8. Dining area as a learning environment for healthy food

The dining area is the place par excellence to link the theory of healthy, sustainable food with practice. Here pupils can learn about tastes and smells, seasons, grow herbs, learn how to deal with food waste, etc. Also important here is a consistent attitude of the school and the school team: they are role models and can effectively take up that role by eating together with the children, touting tasty healthy food, explaining where the food comes from etc.

#### **Indicators:**

0 School staff sets good examples in the dining area: Yes/No

#### **Evidence to be provided:**

0 Examples of the school staff acting as role model (photos or description)

### BEST SF4C- PRACTICES (SCHOOLYEAR 2022 - 2023)

[Lyon, France - The gourmet sash](#)

[Nitra, Slovakia - From renovation to salad bar](#)

[Tallinn, Estonia - Renovating the school canteen with children](#)

[Umeå, Sweden - Tasting spoons in the school restaurant](#)

## AC.B.9. Eating at school is a joyful learning moment for pupils

### **What?**

At this level, the school will measure the impact of its efforts in the canteen through an annual survey of pupils and caregivers/parents. The survey measures, on the one hand, the accumulated knowledge of healthy, sustainable food principles, and on the other hand, satisfaction with the dining area and the food on offer at school. When pupils do not like the healthy, sustainable offer, they will not be inclined to adjust their eating patterns. The survey can be organized in various ways: via a class discussion with the pupils, via an online survey (e.g. separately for pupils and caregivers/parents), via a meeting for pupils and caregivers/parents where they can give their opinion, via a paper survey with a section for pupils and a section for caregivers/parents. Furthermore, the school will also involve caregivers/parents in promoting healthy, sustainable food and, for example, invite them to join their children in the canteen at lunchtime. This could also be an ideal context for getting them to help out during lunch time in a more structural way. Caregivers/parents who themselves have experience with healthy, sustainable principles can organize a workshop for the children, make a tasty soup with fresh vegetables together with the pupils, etc.

### **Indicators:**

0 The school organizes an annual survey of pupils and caregivers/parents (knowledge + joy aspect): Yes/No

### **Evidence to be provided:**

0 Copy of results of the survey and description of the follow-up steps

## BEST PRACTICE

*Malmö, Sweden - Visualising the lunch*

## AC.B.10. Dining area as public space within and beyond the school community

### **What?**

The school involves the school community in the implementation of its school food vision, by making the dining area available for events around healthy, sustainable food for actors from the school environment. For example, the canteen can be made available outside school hours for caregivers/parents, local organizations, the city or municipality and whoever wants to organize something around food. The school can organize fundraising activities, or bring together handy people who want to give the dining area a new look, etc. The condition is always that the event fits into the school's vision on food and that the healthy, sustainable principles are consistently applied.

**Indicators:**

O Caregivers/parents and other members of the school environment promote healthy, sustainable food aspects and set good examples in the dining area: Yes/No

**Evidence to be provided:**

O Description of some good examples of caregivers/parents and the wider school environment, promoting healthy, sustainable food

**AC.B.11. Plant-rich, vegetarian or plant-based meals in the school menu planning****What?**

Besides the standard meal, a vegetarian or a plant-rich alternative is offered daily as a special option. At least once a week, the standard meal should be vegetarian, plant-rich or plant-based. Make these dishes extra appealing to children. Use unambiguous symbols to indicate vegetarian and plant-based preparations but do not emphasize what is not in them (e.g. "without meat"): when you serve a pasta dish, you will not say either that this is a dish without potatoes... In case you order meals from an external caterer and work with public tenders for this purpose, it is best to include these requests in the technical description.

**Indicators:**

O Menus show daily plant-rich/ vegetarian option and weekly plant-rich/vegetarian/plant-based standard meal: Yes/No

O The school promotes the plant-rich, vegetarian or plant-based alternatives: Yes/No

**Evidence to be provided:**

O Copy of the menus from the last month, including type of desserts

O Size of vegetable portions served (in grams), for the menus of the last month

O % pupils that choose plant-rich/ vegetarian / plant-based option, for the last month

O Copy of specific criteria in public procurement (if relevant)

**AC.B.12. The school menu meets SF4C's minimal health and sustainability criteria.****What?**

The school kitchen meets with the innovative, sustainable and healthy food criteria and approaches, developed in WP5 of SF4C. Below (tools), you can find a baseline set of recommendations designed to be applied by all cities, and several optional criteria, which are designed to serve as "addons" for cities that are already progressing well with sustainable food procurement and/or seek to focus on specific topics or issues.

**Indicators:**

O specific criteria in public procurement

O refer to objectives SF4C – WP5 (*under construction*)

**Evidence to be provided (under construction)**

**TOOLS**

*Innovative criteria and models for procurement of sustainable and healthy school meals.*

**AC.B.13. Free drinking water + sugary drinks are discouraged or limited in the school**

**What?**

At this level, the school provides free drinking water, actively promotes the drinking of water and discourages or even bans the consumption of sugary drinks, including fruit juice. Caregivers are informed about the need of healthy, sustainable drinks.

You do not only ensure good promotion of (tap) water at school but also broader information around sugared drinks: what can parents and pupils look out for when buying drinks? How can they flavor water without it immediately becoming a sugar bomb? Some ideas: provide workshops or information sessions and let pupils or caregivers/parents propose inspiring alternatives themselves (see also criterion D.1.).

**Indicators:**

The school discourages the consumption of sugary drinks and if possible, bans them at school: Yes/No

The school offers information and advice for alternatives to caregivers/parents: Yes/No

**Evidence to be provided:**

Description of good practices for discouraging sugary drinks

Example of activity towards caregivers/parents to promote alternatives

## AC.B.14. Highly processed foods are discouraged in the school / lunch boxes

### **What?**

The school discourages the consumption of highly processed foods at school. At this level, you give more explanation on the products that children better avoid: highly processed products that contain a lot of fats and sugars, in addition to all kinds of unnecessary additives. These products have little or no nutritional value. Make sure that caregivers and pupils are informed about the risks and receive advice on alternatives.

Guidelines and recommendations have often been drawn up by the national government together with informational material on this subject.

As a school, you can try to set a good example: let the school team take a critical look at their own eating patterns to see where they can do better.

### **Indicators:**

- Pupils and caregivers/parents are aware of the risks of highly processed food: Yes/No
- The school takes action to discourage the consumption of highly processed food: Yes/No

### **Evidence to be provided:**

- Copy of the guidelines for pupils and caregivers/parents
- Description of best practices for discouraging highly processed food

## AC.B.15. Discouraging an unhealthy environment around the school

### **What?**

Students who may leave school at lunch time are often tempted by fast food chains and sweet shops in the neighborhood, selling cheap but unhealthy, un-nutritious products. As a school alone, there is little you can do to influence this. However, you can still play an important role. By bringing all actors around the table like parents, pupils, people from the local government, the fast food chains involved, local NGOs, local farmers, other food shops and snack bars in the school area, etc. and looking for a common approach, you can change the system. How to set up such a process with different stakeholders and which methodologies you can apply to this, can be found in the [MultiStakeholder-Process Toolkit of Rikolto](#). Maybe you have no time and space to tackle this yourself? Then find e.g. a local NGO or the local government willing to help you with this.

### **Indicators:**

- Multistakeholder process for discouraging unhealthy food, involving the school environment Yes/No

### **Evidence to be provided:**

- Overview of participants and minutes of the multi-actor meeting on changing the school food environment



## AC.B.16. School solidarity mechanisms

### **What?**

Schools are often, and increasingly, faced with children from vulnerable families, who have no budget to pay for school meals. On the other hand, it is not always possible for schools to invest in this themselves. But the school can provide a system for financial support for low-income families (or school meals are provided free or charge for all pupils).

Make a good analysis of the situation at school: do you have a view on the proportion of children in poverty? Can you, for instance, set the prices for meals in general a little higher to create a margin to accommodate vulnerable families? A school meal does not need to be a 3-course meal: perhaps you could limit yourself to a meal soup with bread for all pupils and agree on a solidarity principle with caregivers/parents for paying the total cost of the soup. Be sure to discuss the situation with your caterer too: they often can help manage such a system together with the school. If your school offers free meals to all pupils, there is no need for a solidarity mechanism. In that case you may considered this criterion as 'fulfilled'.

### **Indicators:**

0 Solidarity system operational or school meals are provided free of charge for all pupils:  
Yes/No

### **Evidence to be provided:**

0 Description of the solidarity system that the school applies in order to include children from vulnerable families or description of how meals are provided free of charge for all pupils.

## AC.B.17. School environment solidarity mechanisms

### **What?**

Some schools face a high concentration of children from vulnerable families and cannot solve access to nutrition at school through a solidarity mechanism alone. They need help from other actors such as caregivers/parents, various departments within the city or municipal administration, local retail and hospitality, local NGOs, food companies and caterers, national government etc. A multistakeholder process with the city, local shops, businesses and organizations around the school, developing a system for financial support for low-income families.

Map out the actors who can help fight poverty in the neighborhood and look for a common approach together with them. Do not limit yourself to the situation in your own school but look more broadly at all schools and all relevant actors in the neighborhood. How to set up such a process with different stakeholders and which methodologies you can apply, can be found in [Rikolto's MultiStakeholder-Process Toolkit](#). If you don't have time and space to tackle this yourself, contact a local anti-poverty organization, for instance, or discuss this with the anti-poverty department of your local or regional authority. You can also link this process to criterion B.4. to make the school environment more healthy.

If your school offers free meals to all pupils, there is no need for a solidarity mechanism. In that case you may consider this criterion as 'fulfilled'.

### **Indicators:**

O Multi-stakeholder process for solidarity system, involving the school environment Yes/No

### **Evidence to be provided:**

O Overview of participants and minutes of the multi-actor meeting on solidarity mechanisms or description of how meals are provided free of charge for all pupils.

## AC.B.18. The school prevents & manages food waste

### **What?**

At this level, you tackle the analysis of food waste at school more systematically: at least once a year, you organize a 'week against food waste'. For this, you can join the European Week for Waste Reduction, which gives you access to numerous inspiring examples, actions and tools. You can also register your own actions [here](#).

During this week, you can set up awareness-raising activities in the classroom and in the dining area for pupils, school team and caregivers/parents. In addition, for at least five consecutive days you can organize a food waste measurement as accurate as possible, measuring waste in the kitchen at different levels (stock level: what was bought but never used; production level: what was prepared but never served; consumption level: what ended up on pupils' plates but was not eaten). Provide containers for different fractions (e.g. soup, bread, vegetables, starches, etc.) so that afterwards you know where you can make adjustments to reduce waste. There are several roadmaps for measurements that you can easily follow. Communicate the results of the measurement and make a Food Waste Management Plan to act on the



conclusions and reduce waste.

**Indicators:**

Organization of the Week against Food Waste: Yes/No

Monitoring system operational: Yes/No

Food waste management plan: Yes/No

**Evidence to be provided:**

Copy of communications about the Week against Food Waste

Description of the monitoring system

Copy of the food waste management plan

**BEST PRACTICE**

*Umeå, Sweden - Food waste white board*

### 3 EDUCATION & LEARNING (PILLAR C)



Teaching and learning about food and food systems touches on all three dimensions of sustainable development: environmental, social and economic. By teaching children not only the theory but also how to cook, grow and understand in practice where their food comes from and what effect it has on the environment, they will gain the skills and knowledge that will enable them to make decisions that directly affect the health of both themselves and the planet - both now and in the future. Learning about healthy eating, animal welfare, sustainable and ethical food issues' will not only help children think about their food choices wisely, but also more broadly about issues in the wider food and health debate. A prerequisite is that the school team (teachers, catering team, staff) also build up sufficient skills to support children in this learning process.

#### 3.1 BRONZE CRITERIA (BC)

##### BC.C.1. The topic of food in the curriculum

*The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or an interdisciplinary project for every grade level, adapted to the different ages and stages of children's development.*

**What?**

A one-off lesson on a health topic has little effect. Pupils are best introduced to the topic of healthy food and its sustainable aspects in several learning areas during their school career. Food can be integrated in numerous subjects at school and should at least be part of the

courses followed by all pupils. This can include curricular content concerning food preparation and nutrition, biology, science, mathematics, social science, history, physical education and hospitality and catering, ...

**Indicators:**

O The topic of healthy, sustainable food is integrated in different lessons and/or interdisciplinary projects: Yes/No

**Evidence to be provided:**

O # lesson plans and/or a description of the interdisciplinary project(s)



## BEST SF4C-PRACTICES (SCHOOLYEAR 2022-2023)

*Bratislava, Slovakia - Learning by doing since childhood*

*Bremen, Germany - Kitchen in transition*

*Budapest, Hungary - School garden*

*Budapest, Hungary - Scientific students' conference*

*Castelló, Spain - School garden activities during lunchtime*

*Copenhagen, Denmark - The sensoric suitcase*

*Copenhagen, Denmark - Climate ambassadors fighting food waste*

*Copenhagen, Denmark - Local school garden*

*Dobroměřice, Czech Republic - Harvest time, apple week*

*Dunkerque, France - DK Chef challenge*

*Essen, Germany - School garden & cooking workshop*

*Essen, Germany - Home economics for life*

*Gent, Belgium - Nutrition and dietetics' students to the rescue*

*Gent, Belgium - A day dedicated to food waste*

*Gent, Belgium - Workshop for teachers on food culture at school*

*Lyon, France - The gourmet sash*

*Malmö, Sweden - Schoolchef4change*

*Malmö, Sweden - Visualising the lunch*

*Malmö, Sweden - Hairy lunch*

*Nuoro, Italy - Role play for pupils on food & health*

*Nuremberg, Germany - Good Food 7*

*Prachatice, Czech Republic - Making of a snack and learning*

*Prague, Czech Republic - Growing oyster mushrooms on coffee grounds*

*Tallinn, Estonia - Cooking with children in our school canteen*

*Tallinn, Estonia - Renovating the school canteen with children*

*Umeå, Sweden - Food waste white board*

*Umeå, Sweden - Seasonal vegetable of the week*

*Umeå, Sweden - Mini chefs in the school restaurant*

*Vienna, Austria - Deconstructed burger @ foodtrailer*

*Viimsi, Estonia – Put on your plate as much as you can eat!*

*Viimsi, Estonia – Food, nutrition and food waste*

*Viimsi, Estonia – Students grow their own herbs*

## OTHER BEST PRACTICES

*Climate camping at the farm (Leuven, Belgium)*

*Tasting new food for toddlers (Netherlands)*

*Numerous educational and informational materials on the topics of child nutrition and nutrition education (Baden-Württemberg, Germany)*

*Bees project (Slovakia)*

*Cross-curricular activities World Water Day (Slovakia)*

## TOOLS

*What is healthy & sustainable food in a fun overview - Belgium*

*Food Educators by EIT Food with lesson plans, worksheets, videos, ...*

*Set of criteria – inspirational cards to be used by the SFWG*

*Systems Mapping with Fairtrade – Lesson plan*

*Fairtrade Breakfast primary lesson kit*

*Lessons on Food Processing – EIT Food*

*Lessons on reading food labels – EIT Food*

*Lessons on Food Waste – EIT Food*

## BC.C.2. WSFA growing, harvesting and cooking activities for children.

The school proposes activities and hands-on projects in which all pupils can participate.

### **What?**

These activities on growing, harvesting and cooking take place at school, in the context of specific lessons (and thus linked to B.1.) or during breaks. The school encourages its pupils to participate in such activities. Some examples: pupils can maintain a school vegetable garden; they grow herbs, all kinds of germs, vegetables such as cherry tomatoes or fruit, such as strawberries in the classroom; they tend chickens or learn to make soup or other healthy, tasty dishes, together with the chef and kitchen staff; they learn in practice how to make compost; ...

Always nominate a person responsible within the school team for the specific project. This ensures continuity and can keep pupils motivated.

**Indicators:**

0 Hands-on projects, related to growing, harvesting, cooking or making compost: Yes/No

**Evidence to be provided:**

0 List or photos of hands-on projects, related to growing, harvesting, cooking or making compost, with short description

**BEST SF4C-PRACTICES (SCHOOLYEAR 2022-2023)**

*[Bratislava, Slovakia - Learning by doing since childhood](#)*

*[Budapest, Hungary - School garden](#)*

*[Castelló, Spain - School garden activities during lunch time](#)*

*[Copenhagen, Denmark - The sensoric suitcase](#)*

*[Copenhagen, Denmark - Local school garden](#)*

*[Dunkerque, France - DK Chef Challenge](#)*

*[Essen, Germany - School garden & cooking workshop](#)*

*[Gent, Belgium - Kitchen battle at school!](#)*

*[Malmö, Sweden - SchoolChef4change](#)*

*[Malmö, Sweden - Hairy lunch](#)*

*[Nuoro, Italy - Farm2School test](#)*

*[Prachatice, Czech Republic - Making of a snack and learning](#)*

*[Prague, Czech Republic - Growing oyster mushrooms on coffee grounds](#)*

*[Tallinn, Estonia - Cooking with children in our school canteen](#)*

*[Tallinn, Estonia - Workshops of healthy lunch boxes / Nutrition awareness / Discovering the world of vegetables](#)*

*[Umeå, Sweden - Seasonal vegetable of the week](#)*

*[Umeå, Sweden - Mini chefs in the school restaurant](#)*

*[Viimsi, Estonia - Food, nutrition and food waste](#)*

*[Viimsi, Estonia - Students grow their own herbs](#)*

## TOOLS

*[Farm to school twinning in a nutshell](#)*

*[Farm to school twinning: full project report](#)*

### BC.C.3. Thematic workshops and educational resources for teachers and other school staff

*The school provides teachers with thematic workshops and educational resources.*

#### **What?**

A general introduction of the WSFA can be given to the whole school team. Choose a motivated person within the school team (e.g. a member of the SFWG) or a parent/caregiver with a strong affinity for the topic to do this. Once everyone within the school understands the design of the WSFA and as soon as the results of the review and action plan (criterion A.2.) have been shared, the school can provide additional workshops and tools that support teachers in their role within the implementation of the WSFA. For example, a special 'nutrition corner' can be provided in the teachers' room with national guidelines on nutrition and all kinds of interesting professional literature on the theme.

#### **Indicators:**

- Teachers have access to educational resources: Yes/No
- The school organizes workshops for teachers and other school staff: Yes/No

#### **Evidence to be provided:**

- Overview of available educational resources
- # completed thematic workshops + # of participants and short description

### BEST SF4C-PRACTICES (SCHOOLYEAR 2022-2023)

*[Bremen, Germany - Kitchen in transition](#)*

*[Essen, Germany - Home economics for life](#)*

*[Gent, Belgium - Workshop for teachers on food culture at school](#)*

*[Lyon, France - "Fruit salad project" for health and zero-waste snacks](#)*

*[Nitra, Slovakia - From renovation to salad bar](#)*



## 3.2 ADDITIONAL CRITERIA (AC)

In order to reach the silver level, the school must meet, besides the bronze criteria, at least 3 (three) of the following 6 criteria. To reach the gold level, a minimum of 5 (five) of the following 6 criteria must be met.

### AC.C.4. Educational food events and activities in the school

#### **What?**

In order to develop education about food at school level, it is important that teachers are aware of the teaching content in the year before and after the school year in which they are teaching. Just as it is best to be aware of the food topics that are dealt with in the different learning areas/courses. That is why it is important that there is sufficient harmonization within the team in terms of teaching content across the different years and different subjects.

The school also organizes at least one school-wide event where all knowledge and insights are brought together in an attractive way. This event can be built around a sub-theme (e.g. food waste) and can thus also be linked to other criteria (e.g. B.6. measuring food waste during the week against food waste). You can also discuss the plan of action for achieving the next level with the school team and pupils at this event or make links to caregivers/parents and the wider school environment. It can also be an excellent occasion to organize a Canteen Day Party.

Do keep in mind that the aim of the event is for pupils to learn how to put into practice the theory they learnt in class.

#### **Indicators:**

Organization of a yearly educational event for the whole school: Yes/No

The school team harmonizes the teaching content across the different years and different subjects: Yes/No

#### **Evidence to be provided:**

Minutes of meeting on harmonization within the school team

Description and/or photo report of # activities and yearly event

#### **BEST PRACTICE**

*[Budapest, Hungary - Sustainability project week](#)*

*[Umeå, Sweden - Seasonal vegetable of the week](#)*

## AC.C.5. In-depth knowledge of healthy food and sustainable food production and consumption

### **What?**

At this level, the topic of healthy food and sustainable food production and consumption has been translated into concrete learning objectives that describe what pupils should know and be able to do across the different learning years. The school has managed to make 'healthy, sustainable food and nutrition' a theme in its own right within the curriculum. This means that for this theme, cross-disciplinary intermediate objectives have been formulated for the various years of study with regard to knowledge, skills and attitudes. The evolution in intermediate objectives translates into a reasoned structure of learning content, work and evaluation forms. The school team contributes to these trans-disciplinary objectives with its own lessons.

### **Indicators:**

The topic of healthy, sustainable food is a theme in its own right within the curriculum  
Yes/No

### **Evidence to be provided:**

Copy of learning objectives for different learning years/ages

## AC.C.6. Farmers in pupils' education

### **What?**

At this level you involve one or more local farmers in pupils' education. They teach the pupils about food production and show what needs to be done on the farm. The pupils have the opportunity to take part in farm-based activities throughout the farming year and are involved in activities such as sowing, harvesting, processing. These activities might take place at a local farm or at the school yard / in the school garden with the support of a local garden.

### **Indicators:**

Hands-on projects at a local farm, or at the school yard/in the school garden with the support of a local farmer, related to sowing, growing, harvesting, processing: Yes/No

### **Evidence to be provided:**

Photo report or blog post about including farmers in pupil's education



## AC.C.7. The school supports pupils to conduct hands-on projects on location

### **What?**

At this level, pupils are involved in food production and processing in a more systematic way throughout the school year. On a regular basis, they help in a local farm and/or in local businesses that subscribe to the principles of healthy, sustainable food. Pupils experience the work that has to be done in different seasons and are involved in the different stages from sowing to harvesting and processing.

The process is evaluated via a survey each year by all participants (pupils, farmers, teachers, other actors) and adjusted if necessary.

### **Indicators:**

Hands-on projects, involving local farmers, accessible for pupils throughout the school year:

Yes/No

Survey for evaluation of the projects: Yes/No

### **Evidence to be provided:**

# activities + description

# farmers and other actors involved

Survey results

## AC.C.8. Skills training for dining/catering staff

### **What?**

The school discusses the specific requirements for healthy, balanced school meals (see pillar B) with the kitchen team and/or the external caterer and, if applicable, these requirements are included in the criteria for the procurement of school meals. If the school kitchen operates in-house, the kitchen staff are members of the school team and are already involved in internal workshops (see also BC.C.3.). If catering is provided by an external caterer, the school will ensure that the external caterer provides training for its staff involved: they have to know what a WSFA entails and know the principles of healthy, sustainable eating. They can also provide information on the application of those principles in the kitchen/canteen.

### **Indicators:**

Dining area/kitchen staff has necessary skills and knowledge to explain the WSFA and promote healthy, sustainable food patterns: Yes/No

### **Evidence to be provided:**

Description of completed skill training and # of participants

## AC.C.9. Collaboration between teachers and canteen staff

### **What?**

The school encourages collaboration between teachers and canteen staff. The teaching team works with the (external) catering or kitchen team to align their goals around healthy, sustainable eating. Together, they create authentic meal-related materials for pupils.

### **Indicators:**

0 Aligned goals of the teaching and catering team lead to authentic meal-related materials for pupils: Y/N

### **Evidence to be provided:**

0 # authentic meal-related materials and copy of some examples



## 4 COMMUNITY & PARTNERSHIP (PILLAR D)



This pillar deals with the cooperation with a wide range of actors in the environment surrounding the school. It goes without saying that an even greater impact can be achieved if a broad group of actors is committed to work together: not only caregivers, but also the local government, food shops, snack bars, local farms, local associations, retirement homes, neighborhood committees, ...

This is not only about making the right food choices. It's also celebrating good food and how it underpins so many important occasions in so many different cultures.

Remember, the heart of the WSFA is the principle that we should make good food the easiest choice for all of us, no matter who or where we are.

### 4.1 BRONZE CRITERIA (BC)

#### BC.D.1. The school offers caregivers/parents the opportunity to get involved in school food activities

*The school gives the opportunity to caregivers to get involved in the school on many different levels. Family members can for instance help with the maintenance of the school garden, they can share their own knowledge with the pupils, help with cooking activities but they can also engage in the SFWG and help with the creation of a new school food vision and policy (see BC.A.2.), from the outset.*



### **What?**

Involving caregivers/parents in the WSFA creates a stimulating interaction between school, home and other community spaces. Caregivers/parents are encouraged to share their knowledge and insights, lend a hand or inspiration at school and they can play an active role at home to make eating patterns healthier and more sustainable. Once a year, caregivers/parents can for instance be invited to have lunch at school, together with their children. Take advantage of this moment to create support for the food vision and actively involve parents in concrete events. This criterion can be fulfilled, combining it with several other criteria such as BC.A.3, BC.A.4, BC.B.2, AC.A.6, AC.A.12, BC.B.5, AC.B.10, AC.B.13, AC.B.14, ...

### **Indicators:**

O Caregivers/parents are invited to specific events or meetings to understand and/or discuss the school food vision and to help with the implementation of the school food policy and all kinds of related activities: Yes/No

### **Evidence to be provided:**

O Copy of communication towards caregivers/parents & description of activities

### **BEST SF4C-PRACTICES (SCHOOLYEAR 2022-2023)**

*Louny, Czech Republic - Farm to fork at our school*

*Lyon, France - Healthy and sustainable breakfasts for all at Jean Mermoz*

*Malmö, Sweden - Food tasting for parents*

*Nuremberg, Germany - Student-parent training*

*Vranov nad Topľou, Slovakia - Turning disadvantage into an advantage*

## **BC.D.2. The school communicates to the wider community about its school food vision**

### **What?**

The school (or another actor, e.g. the city) clearly communicates about the WSFA and the ambitions and activities towards the wider school community (local government, local actors linked to the school, youth, food, health, sustainability, ...).

For example, the school or a representative can address the local community via the website. They can send press releases to (local) media for specific events, organize inspirational information sessions at school for the wider school community or participate in local debates around healthy, sustainable, fair, accessible food for children and young people. See also AC.A.12.

### **Indicator**

O School vision /ambitions on food and information about WSFA activities are communicated towards the wider school community: Yes/No

**Evidence to be provided:**

0 Copy or photo of representative communications towards the wider community.

**GOOD SF4C-PRACTICES (SCHOOLYEAR 2022-2023)**

*Budapest, Hungary - SF4C Blog*

*Dobroměřice, Czech Republic - Farmer's morning in the kindergarten*

*Essen, Germany - Panel discussion*

*Nuremberg, Germany - Knoblauchsland Treasure Hunt*

*Copenhagen, Denmark - Community dinners*



## 4.2 ADDITIONAL CRITERIA (AC)

In order to reach the silver level, the school must meet, besides the bronze criteria, at least 2 (two) of the following 4 criteria. To reach the gold level, all of the following 4 criteria must be met.

### AC.D.3. Thematic workshops for caregivers/parents

#### **What?**

Caregivers/parents are invited to participate in the implementation of the food policy and to participate in thematic workshops.

A general introduction on how to implement a WSFA and the importance and meaning of healthy, sustainable food at school will increase the involvement of caregivers/parents towards the school. Try to find out what additional needs caregivers/parents have, so that tailored information sessions and workshops can be provided, e.g. on the menu (see also criterion BC.B.3), healthy sustainable drinks (see criterion AC.B.13.), lunchboxes and snacks (see criterion BC.B.5 and AC.B.14.). Eventually, the school can combine this activity with criterion BC.C.3 (workshops for teachers). Your food ambassadors can also play a role in engaging caregivers/parents (see criterion AC.A.14).

#### **Indicators:**

0 The school provides tailored information sessions and workshops for caregivers/parents:  
Yes/No

#### **Evidence to be provided:**

0 # thematic workshops + description

### AC.D.4. Caregivers are actively involved in food activities.

#### **What?**

Caregivers/parents share their knowledge with the pupils, other caregivers/parents and other members of the school environment.

There is a sense of support for healthy, sustainable eating among the caregivers and you are quietly gaining insight into the skills and knowledge that some of them possess. At this level, you can activate caregivers/parents to share their knowledge and skills with pupils and other caregivers/parents (e.g. within the working group, criterion AC.A.6). Let them use the dining area or school garden to share interesting practices themselves e.g. in food-growing and cooking activities (see criterion AC.B.8).

Caregivers/parents should also be actively involved in a multistakeholder process with the local government, local shops, businesses and organizations around the school, discouraging an unhealthy school environment (see AC.B.15) and developing a system for financial support for low-income families (see AC.B.16 and 17).

**Indicators:**

Caregivers/parents are invited to share their knowledge and skills with pupils and other caregivers/parents and to participate in the school food working group (SFWG) and multi-stakeholder processes: Yes/No

**Evidence to be provided:**

Copy of communication towards caregivers/parents & description of activities

**AC.D.5. The school communicates widely about its WSFA activities**

**What?**

The school communicates widely about the achievements that led to the bronze, silver or gold level. Organize your external communication and strengthen the image of your school. From now on, communicate about the WSFA annually on your school's website: share your action plan, regularly post news about the various activities and also share the lessons learned. If the school has a newsletter, it is also nice to include a regular section about the WSFA. Prepare a communication plan in which you foresee communications at different times of the year to different and specific target groups.

This criterion is identical to criterion AC.A.13. So if you have fulfilled this within pillar A, you may tick it off under this pillar too!

**Indicators (see AC.A.13):**

There is a clear communication plan with different communications towards different target groups Yes/No

Communication to community about achievements: Yes/No

Communications responsible appointed Yes/No

**Evidence to be provided (see AC.A.13):**

Contact details of communication responsible

Copy of the communication plan

Copy or photo of most important communications

## AC.D.6. The school actively involves the wider school community in its WSFA

### **What?**

Representatives of the wider community participate in the school food working group. The school communicates towards the wider school community about its progress and activities. The dining hall of the school is used for food activities within the wider community.

### **Indicators and evidence to be provided**

The school can meet this criterion by fulfilling (one of) the following criteria: AC.A.7, AC.B.10, AC.B.15, AC.B.17, AC.C.6, AC.C.7.





## BEST PRACTICES

### *A school council in every school (Valencia, Spain)*

In the Region of Valencia, each school has its own school council (formed by the school leader, teachers, caregivers, and pupils), where discussions on food issues sometimes arise in order to develop food strategies and action plans for the establishment of a sustainable school canteen. In the school council, they usually talk about the balance of accounts. Therefore, it is an underutilized space. The process of creating a school meal requires the active participation of all the agents linked to the dining room.

### *A plan for Sustainable, Healthy Eating at school (Louny, Czech Republic)*

The kindergarten in the city of Louny in the Czech Republic has developed their Plan of Sustainable and Healthy Eating. The plan lists several goals and activities which will lead to their achievement. The activities include implementing food education into the school curricula, project “Zero Food Waste”, organizing School Farmers Market, using fresh, seasonal food from local suppliers in their kitchen, making use of their school garden produce in the kitchen, involving children in growing, using only nature-friendly cleaning products and making trips with children to local farms.

### *Food-Boost, a method used by the municipality to link food to the schools' pedagogy (Klippan, Sweden)*

The work with the FoodBoost wheel begins with a kick-off. The goal is for meal staff and teachers to get to know each other; the meeting is central. Eight themes per year help create educational meals. The concept of the FoodBoost wheel is used in both preschool and primary/secondary school. Find more information [here](#) (Swedish).

### *Rules on healthy drinks (Slovakia)*

On the basis of the principles of the Real Healthy School program from Skutočne zdravá škola, the school rules at one of the schools have been modified. Pupils are not allowed to bring caffeinated drinks (e.g. Coca-Cola) or other beverages, including energy drinks, to school that cause restlessness, irritation and nervousness. Through education and the inclusion of healthy lifestyles in the curriculum, Skutočne zdravá škola tries to prevent pupils from bringing chips, fast food, overly fatty foods or convenience foods to school for snacks.

### *Real Food for real people – Rikolto documentary in Copenhagen (Denmark)*

The food house in Copenhagen was established in 2007 to raise food quality and provide better food to schools, elderly homes, etc. Kitchen workers were trained, the way institutions work where changed, less food loss & better food quality. The 20 minute video was commissioned by Rikolto. It is to be found [here](#) and is partly Danish spoken, partly English with Dutch subtitles.

### *Press release: Now it's time to cook (Nurnberg, Germany)*

The city of Nürnberg made a press release about the efforts of the city. The news was picked up by the national German television (Tagesschau). More information: [ar@speiseraeume.com](mailto:ar@speiseraeume.com)

*Set of beautiful photos that show how the school communicates about healthy, sustainable food (Czech Republic)*

In the Czech Republic many schools have been working on healthy, sustainable school food for a long time. Communication efforts are directed to the pupils but is also directed to caregivers. You can find the photos [here](#).

*EIT Food Ambassadors (Europe)*

The European funded project EIT Food has trained a group of young social media influencers who are sharing insights into the future of food amongst their community. Read more about the ambassadors program [here](#).

*Pupils come up with ideas on improving school meals (Slovakia)*

In Slovakia, pupils are encouraged to come up with ideas for improving school meals themselves. Once a year, pupils hold a session where they can present their suggestions for improving school meals and the best ones are put into practice.

*Youngsters record their message on healthy food in hip hop song (USA)*

"Grow Food" is the culminating project of Appetite For Change's Summer 2016 Youth Employment & Training Program. Urban Youth wanted to share their message - the importance of actively choosing healthy foods - with their peers in a fun, accessible music format. Watch the video [here](#).

*Folder developed for pupils & caregivers at the European school (Belgium)*

The canteen serves 2,500 meals a day spread over 6 services. Everything is prepared on-site and served following the "all you can eat" principle. More information is available in [this brochure](#).



*Short YouTube film showing how pupils are involved in the redesigning of the dining room (Karlstad, Sweden).*

More info to be found in [this](#) video (English sub-titles).

*Short YouTube film showing how pupils are involved in the redesigning of the dining room (Antwerp, Belgium).*

More info to be found in [this](#) video (English subtitles).

*Blog on making school canteens soundproof (Slovakia)*

In cooperation with [Ecophon](#) company, skutočnezdravaskola has spread an awareness campaign on the insulation of school canteens. They explain to schools how excessive noise has a negative impact on everything. Some schools have used their services and had their canteens soundproofed. You can find the blog [here](#) (Slovak).

*Reorganization of school schedule (Slovakia)*

In one school in Slovakia, they reorganized the school schedule. The younger classes where the teachers still accompany their pupils go for lunch after lesson 4, they have lunch and then continue with lesson 5. The older students have lunch after lesson 5, as normal. This decreased the noise and pressure for the school canteen. There was more space to sit and it was calmer. The school has to communicate with caregivers about different times when they can pick their kids up. The kids that don't have lunch stay in class, have a break or the teachers can do some relaxing activity with them.

*Scheduled school meals (Sweden)*

In Sweden, some municipalities and schools are testing "scheduled school meals". This is a way of seeing the previous "lunch break" not as a "break" but more like a "lesson", such as math or geography. It is a time where you go, together with your teacher and your classmates, from the previous lesson directly to the school restaurant, and then (once time is up and everyone is finished) all students go back to the classroom and continue the lesson together. This is very different from the traditional way of scheduling school lunch breaks in Sweden where most lunch hours (often 20 minutes are scheduled in the canteen) is followed directly by an outdoor break for the students. The new way of doing it still ensures kids getting outdoor time - but not in conjunction with school meals. This results in much more relaxed kids who have the time to get seconds if they want. When all children eat together with their teachers - this also ensures a much calmer ambience in the canteens/school restaurants.

*Exchange between two secondary schools (Belgium/Vietnam)*

As part of our 'good food at school' program, we organized an exchange between two secondary schools in Belgium and Vietnam. A group of enthusiastic students from Sancta Maria Leuven and the Nam Trung Yen secondary school each prepared a typical soup from their country, shared their experiences and answered a lot of questions. More info and a script to organize such an exchange are available on demand: [femke.vanvaerenbergh@rikolto.org](mailto:femke.vanvaerenbergh@rikolto.org).

*Examples of healthy and sustainable meals for kindergarten and primary schools (Germany)*

FitKid is the German initiative for healthy, sustainable meals in kindergartens and primary schools. On the German [website](#) you can find lots of information and weekly meal plans.

### *Nuoro, Italy - Role play for pupils on food & health*

The commune of Nuoro organized a role play for school pupils as part of their commitment to mobilizing the city network regarding food & health. The role-play actively involved two classes (approx. 20 children per time).

It is about the sustainability of food public procurement. Pupils were clustered in groups of players, and they will play acting as if they were themselves those stakeholders involved in the procurement. For more information, please contact the organization Ecosistemi who made the role play: Thais Palermo, [thais.palermo@fondazioneecosistemi.org](mailto:thais.palermo@fondazioneecosistemi.org).

### *Program to upgrade canteen food in 40 schools (Slovakia)*

The Slovak organization Skutočne zdravá škola supports 40 schools to make healthy, sustainable school meals. They do this by comparing the current state of cafeteria food preparation with the criteria of the Really Healthy Schools program and the recommendations with the 2021 revision in the areas of food quality and place of origin (within [the CSE criteria](#)). They give recommendations to the cafeterias on how they can meet the criteria incrementally. You can find a summary [here](#) in Slovak.

### *Poster promoting healthy eating habits (Spain)*

This [poster](#) for caregivers was made by local authorities in Madrid. The poster aims to promote healthy eating habits without losing the values of health and environmental sustainability. It also helps us identify products that are not suitable.

### *Food waste project (Belgium)*

To raise awareness on the issue of food waste, Notre-Dame des Champs, the primary school, organized a weighing of its bins to understand the pupils' habits and to set up an action plan to fight against food waste at school. [Here](#) you can find a short videoclip (in French) on what they did.

### *(Brezov, Slovakia)*

This school year (2022), thanks to a grant from the budget of the Trenčín Self-Governing Region through the environmental grant program called "Green Eyes", three [vermicomposters with earthworms](#) were purchased in the Brezov elementary school.

### *Climate camping at the farm (Leuven, Belgium)*

The climate camping held at a farm is the end of a sustainability week for the pupils of a school in Leuven. The whole week pupils have learned about the theme with plenty of food activities. They ended the week on the farm where they had to try to have as little impact on the climate as possible for 24 hours. With an eco-toilet, limited water and energy consumption and local, seasonal and mainly vegetable delicacies. More info about this project is to be found [here](#) in Dutch.

### *Nuoro, Farm2School test*

We actively involved two classes (40 children) aged 8-10 years. To organize the farm twinning, we collaborated with the regional agency LAORE, which provides technical assistance in the agriculture sector here in Sardinia. Together with LAORE experts, we held a first one-hour session in class, explaining to the pupils what we would be doing, taking a look at the farm and explaining how cheese is made from milk. Then we visited the farm. We had an incredible experience allowing the kids to try milking and making some cheese for themselves. A snack of ricotta cheese with honey was offered by the farm. For more information and presentation, please contact Sarah Porru: [sara.porru@comune.nuoro.it](mailto:sara.porru@comune.nuoro.it).

### *Tasting new food for toddlers (Netherlands)*

Smaaklessen is a well-known Dutch initiative for primary schools (in NL from 4 years old) to let children try new fruit and vegetables in a playful way. It involves information about healthy eating, tasting, food production and cooking yourself. Find more information in [here](#).



*Numerous educational and informational materials on the topics of child nutrition and nutrition education (Baden-Württemberg, Germany)*

The state initiative BeKi supports crèches and kindergartens with numerous educational and informational materials on the topics of child nutrition and nutrition education. The educational materials make significant contributions to the implementation of the orientation plan for education and upbringing in Baden-Württemberg kindergartens and other daycare facilities. [Website](#) in German.

*Bees project (Slovakia)*

Children [learned about the bees](#) through several subjects. They read a story about bees, collected and counted pollen grains in math, researched the life and development of bees, and looked for pairs of cards. In art class, they made a beehive with its inhabitants.

*Cross-curricular activities World Water Day (Slovakia)*

In a school in Slovakia, World Water Day was an event which was celebrated and pupils from different ages learned about the topic. They could come to school dressed in blue and they talked about water in a short radio program prepared by the pupils of 7th grade. Pupils of the 6th grade focused on the water cycle in nature. Fifth graders prepared projects on fish, which are part of the aquatic ecosystem. They observed different microorganisms in water under a microscope. Pupils of 8th and 9th grade discussed the importance of water, its significance for the human organism, dehydration - its causes and consequences, in Slovak language classes. In chemistry, 8th and 9th grade pupils prepared presentations on drinking water, water conservation in households and ways to protect water. First grade pupils created beautiful works of art about water. Some other pupils prepared experiments with paint and clean water.

## TOOLS

### *GF@S Matrix*

Most schools that start to work on a WSFA already had an interest in food before. Start the work on food at your school by mapping what already exists. Maybe the school already serves Fairtrade coffee or food is addressed in some classes. Mapping helps to make a coherent story from a bunch of actions. You can find an example of this matrix [here](#), so it's easier to fill in at your school.

### *Action Sheet Food Policy - what and how*

In this document, you can find a brief overview of what a food policy is and how you can use it at school. You can find it [here](#).

### *ECO-mapping is a technique that can be seen as a simplified form of qualitative network analysis*

Eco-mapping is not a goal in itself, but a process framework that helps to define and prioritize environmental problems and issues to act upon. Once completed, eco-mapping can serve as the basis for a wider environmental management system.

Find the toolkit [here](#).

### *Systems Mapping with Fairtrade - Lesson plan*

This lesson for KS3/KS4 students (or Third and Fourth level students in Scotland) introduces young people to the concept of systems thinking and the collective power in which we all have to make big changes to our way of life.

### *Inspirational cards - set of criteria*

These cards can be used to have a clear view on what each pillar means in a very visual and simple way. You can find these cards [here](#).

*Questionnaires for school staff and pupils to evaluate school food by Skutočne zdrava škola*

- [Questionnaire for students at high schools](#)
- [Questionnaire for parents and/or primary schools \(students at the age 6-10\)](#)
- [Questionnaire for school staff](#)
- [Extensive questionnaire for pupils in google forms in English](#)
- [Extensive questionnaire for school staff in google forms in English](#)

*Action sheet on food ambassadors at your school (Belgium)*

Young people inspire each other much more than adults do. They also have strong opinions when it comes to social issues. Rikolto provides training to young food ambassadors thereby starting from the interests of the youngsters. They then receive hands-on training (e.g. cooking class, farm visit,...)and develop actions that fit their own school context. Rikolto has developed an action sheet for schools on how to coach food ambassadors at school. You can find it [here](#). The training can also be provided by the youth department of the city.





### **10 sustainable commitments**

1. We take clear steps to make healthy, sustainable food commonplace at school. All pupils know what is meant by healthy, sustainable food. In time, all students see the need for a transformation to sustainable eating.
2. We encourage the choice of healthy, sustainable snacks and strive to have a balanced and varied range of snacks.
3. We encourage the choice of healthy, sustainable beverages. Tap water is offered free of charge and promoted as the most sustainable option.
4. We make efforts to limit meat consumption (especially red and processed meat) in favor of fresh fruits and vegetables. We also pay attention to healthy vegetarian options. This applies both to our own range and to the bread boxes.
5. We promote fresh fruits and vegetables, with an emphasis on locally grown seasonal products.
6. We pursue sustainable, fair trade relationships, based on a fair price for all links in the food chain, from producer to consumer.
7. We opt for sustainable production methods and purchase as many products as possible ourselves, from sustainable agriculture and fishing.
8. We take initiatives to prevent food waste, limit food waste, the use of disposable products and avoid unnecessary packaging.
9. We provide clear and correct communication about the sustainable efforts we make as a school, reaching out to all involved players in the school and the school environment. We think not only of students, teachers and other staff, but also caregivers, local business and associations in the neighborhood, ...
10. We implement and concretize the above guidelines on healthy, sustainable food in our school policy.

### *School Food 4 Change Report on innovative criteria and models for public procurement of sustainable and healthy school meals*

In this report, the criteria proposed include a baseline set of recommendations, designed to be applied by all cities, and several optional criteria, which are designed to serve as “add-ons” for cities that are already progressing well with sustainable food procurement and/or seek to focus on particular topics or issues. The latter could be anything from climate change mitigation, vulnerable groups, circular economy, short food supply chains, through to regional food economy/resilience. The recommendations provided in this report have been developed to ensure maximum flexibility and adaptability for cities across Europe.

### *Action sheet for schools on local, seasonal fruit and vegetables (Belgium)*

Rikolto has developed an action sheet for schools on local seasonal fruit and vegetables. It explains to children why eating local and seasonal is the way to go. Moreover a range of actions to work on this theme has been given going from visiting a farm, doing tasting sessions in class, ...You can find more info [here in Dutch](#).

### *WWF Toolkit on food waste with lessons and activities by grade*

The toolkit provides lessons and activities by grade. It includes a teaching guide, a slideshow on food waste, instructions for a food audit, discussion questions and free student activities. More information can be found [here](#).

### *17 resources for teaching about food waste*

The institute for humane education bundles videos, articles, reports, websites and blogs, lesson plans and activities [here](#).

### *Lessons on Food Waste - EIT Food*

[Here](#) you can find learning materials on food waste. Learning goals: This lesson is meant to increase student awareness of food loss and food waste and to give some practical ideas on how to avoid them. To do this, the students will: (1) learn the difference between food loss and food waste; (2) learn about the damages caused by food loss and waste to society, economy and the environment; (3) recognize ways to reduce food waste. Available in [EN](#) | [NL](#) | [HE](#) | [PL](#) | [ES](#)

### *Starting to tackle food waste (Belgium)*

Rikolto has taken action against food waste in several schools. They did this together with pupils and school staff and performed food waste measurements at school. A week long all leftover food is measured. Afterwards results are communicated and together solutions are searched for. After that, the food is again measured to see the impact of the actions. Rikolto has developed an action sheet for avoiding food waste at school. You can find it [here](#).

### *Action sheet on plant-rich food at school (Belgium)*

Rikolto has developed an action sheet for schools on how to increase plant-based food consumption at school. It explains why you can get children used to eating more plant-based food and how you can do this. It starts with mapping the school's starting position. Next, goals are being defined and concrete actions specified. You can find it [here in Dutch](#).

### *Getting started with healthy, sustainable snacks (Belgium)*

Rikolto has developed an action sheet for healthy, sustainable snacks at school. You can find it [here in Dutch](#).

### *What is healthy & sustainable food in a fun overview - cartoons from Eva Mouton (Belgium)*

This can be used in schools to give some visibility to the theme in a fun way. Every visual contains a certain aspect of sustainable food. You can find them [here](#).

### *Systems Mapping with Fairtrade - Lesson plan*

This lesson for KS3/KS4 students (or Third and Fourth level students in Scotland) introduces young people to the concept of systems thinking and the collective power in which we all have to make big changes to our way of life. You can find it [here](#).

### *Lessons on Food Processing - EIT Food*

[Here](#) you can find learning materials on food processing. Learning goals: 1. students will be able to define the term “processed foods”. 2. students will be able to differentiate between different types of processed foods (ultra, industrial, home, etc.). 3. students will be able to state the reasons for ultra-processed food consumption and discuss smart consumption of processed foods. Available in [EN](#) | [FI](#) | [NL](#) | [HE](#) | [PL](#) | [ES](#)

### *Lessons on reading food labels - EIT Food*

[Here](#) you can find learning materials on food labels. Learning goals: 1. Students will learn what food labels consist of, and be able to understand the different data presented on food labels. 2. Students will acquire and use tools for making informed decisions in nutrition based on carefully reading food labels. 3. Students will discuss misconceptions on food label ingredients. Available in [EN](#) | [FI](#) | [NL](#) | [HE](#) | [PL](#)

### *Inspirational cards - set of criteria*

These cards can be used to have a clear view on what each pillar means in a very visual and simple way. You can find these cards [here](#).

### *Starters' kit for schools (Belgium)*

Every school that wants to start with ‘good food at school’, has access to a starters’ kit. [Here](#) you can find posters, presentations, a quiz, recipes, ... in Dutch. Schools always like it when they receive very concrete tools to use in their school.

# THANKS FOR THE FOOD!



## It's time for a new menu

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