

REPLICATION PLANS

DEVELOPED BY THE

REPLICATION CITIES

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Abstract	This report provides an overview of the Replication Plans elaborated by 14 Replication Cities in the SF4C project, drawing on the replication potential of the actions carried out by the Partner Cities in WP3 (Whole School Food Approach), WP4 (Planetary Health Diets & Cooking) and WP5 (Innovative,

Sustainable and Healthy Food Procurement) since the beginning of the project in 2022. Each Replication Plan outlines the main vision and strategy for achieving the city’s future school food system objectives, under each of the selected SF4C pillars.

Keywords Replication; cities; Replication Plan; school food systems; Whole School Food Approach; Planetary health diets & cooking; Innovative, sustainable and healthy food procurement.

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EXECUTIVE SUMMARY

This Report, formerly called “10 Replication Plans developed by the Replication Cities”, now contains 14 Replication Plans developed by the SchoolFood4Change Replication Cities.

The report at hand has been developed in the framework of the SchoolFood4Change (SF4C) replication work – which is part of work package (WP) 6. The work aims to generate a multiplied lasting impact within a 2030 time frame, including through replication and strategic outreach and further cooperation activities.

In line with this objective, the Replication Cities – recruited by the end of the first year of SF4C – were asked to develop their own Replication Plans, building on the replication potential of actions undertaken by Partner Cities during the demonstration phase of the project. Out of 19 Replication Cities, 14 have completed and submitted their own Replication Plan.

The primary purpose of this report is to provide an overview of each city’s Replication Plan. Each Plan contains a brief overview of the status quo of the city’s food system, including the challenges and opportunities it faces, and presents the vision and priorities identified under each pillar of SF4C’s Triple Approach selected. It also includes a description of the main actions to undertake, the stakeholders that need to be involved, a provisional timeline and resources needed.

To guide and support cities throughout this process, ICLEI Europe organised over the past months a series of webinars and provided two core tools:

- **Guidance** for Replicating the SF4C Triple Approach, comprising the three Pillars: Whole School Food Approach (WSFA), Planetary Health Diets & Cooking, and Innovative, Sustainable and Healthy Food Procurement. It includes practical guidance for implementation, links to useful resources and SF4C outputs, and case studies from Partner Cities.
- **The Replication Plan Template**, a template designed to support cities in shaping their SF4C Replication Plans. It provides an adaptable structure that

cities used to report on their vision, strategy, and key priorities under each selected pillar.

As an introduction to their Replication Plans, cities were encouraged to assess their existing food governance landscape, the integration of food in urban strategies, and their ambitions for advancing school food policies, to ensure each Replication Plan was tailored to fit each city's unique political, legal, economic context. Following this assessment and after reviewing the Replication Guidance, cities used the Replication Plan template to define the SF4C pillar(s) they want to operationalise and define their related objectives.

REPLICATION PLANS DEVELOPED BY THE REPLICATION CITIES

1 BAMBILOR REPLICATION PLAN

1.1 POLICY CONTEXT AND CITY'S AMBITIONS

The city of Bambilor has two consultation frameworks on food in place:

- the Comité d'initiatives pour la gouvernance alimentaire-CIGA, a multi-stakeholder framework, who steers all food initiatives and whose main objective is to establish a healthy, sustainable and inclusive food system.
- a School Canteen Monitoring Committee (CSCS), which organises school meals.

CIGA has started farming a one-hectare field to produce healthy vegetables, in partnership with NGOs, the Foyer des jeunes de Bambilor and the women's groups of Mbeuth and Gorom, the villages bordering the field. Another field is available for beekeeping, poultry, fish farming and dairy activities.

The processing and packaging of these products, essentially destined for the central kitchen and therefore for consumption by schoolchildren, will enable them to diversify their diet.

In 2023, CIGA organised a series of talks in all the Commune's elementary schools, home visits and community forums in the villages. As a result, communities have been introduced to certain food and nutrition concepts. Additionally, it also organised sessions for CIGA members to prepare and taste dishes and drinks made from local produce.

1.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

1.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Growing interest in healthy local produces across the community: thanks to the many community activities	Diversifying the sources of agricultural produce for the central kitchen by

carried out over the past two years, local people understand the issues related to adopting a diet based on local produce.	creating community fields, school gardens and home micro-gardens.
Involving local authority in food activities by setting up a budget line to support the central kitchen, and forming up an 'Agriculture and food safety' technical committee.	Guaranteeing availability of sufficient quantities of healthy agricultural produce for school meals.
Using the existing central kitchen to supply school canteens.	Offering a varied range of healthy, local agricultural products (including vegetables, poultry, dairy products, fish, etc.)
Harnessing the community's skills and expertise: many young graduates have specialised in various fields related to food, agriculture, nutrition, agroecology, etc.	Introducing children to agroecology.

1.2.2 VISION

Bambilor envisions a future where the community thrives through the promotion of locally produced goods, encouraging residents to consume what is grown and made within their own region. At the heart of this vision is a dedication to improving the local food supply and ensuring availability and accessibility for all schoolchildren of the Commune to a healthy and sufficient diet based on the nutritional balance of dishes. The ambition extends even further: to ensure that 100% of the food served in schools comes directly from the city's own organic farming system.

1.2.3 STRATEGY

Priority 1: Setting up agroecological gardens

Description: This priority envisions setting up community fields, domestic micro-gardens and school gardens:

- The community fields will enable a variety of agricultural production: vegetables, fruit, fish, honey, milk and by-products. They will be a source of income for women and young people, who will be the main beneficiaries.
- The micro-gardens will be the domestic extension of the children's food supply from the canteens. They will also provide households with additional resources for the family budget.
- The school gardens will provide educational support for teaching and learning, as well as a framework for training in and applying agroecological techniques. This will promote a healthy diet based on locally sourced produce and respect for the environment. The gardens will be managed by school clubs, such as food and science clubs. The gardens will also generate additional income for the schools.

Training for pupils will be provided by CIGA members who are already trained in agroecology, in collaboration with teachers and technical partners. This will mainly involve on-site practical teaching, in addition to lessons on certain agricultural topics covered in school textbooks.

Target schools: Five city middle schools.

Stakeholders to involve:

- Education and Training Inspectorate
- The Town Hall
- School communities
- The Food Governance Initiatives Committee
- Women's promotion groups
- Foyers des jeunes et de la culture
- NGOs
- Direction nationale des Cantines Scolaires,
- Water and Forestry Services,
- National Horticultural Department

- Direction nationale de l'apiculture (provision of 10 hives and commitment to training young people)
- National Aquaculture Agency

Provisional timeline: November-December 2025.

Resources needed:

- Budget:
 - School garden equipment in five schools (estimated cost of 2350 €).
 - Aquaculture pond for one school.
 - Beehives: partnership underway with the Beekeeping Department.
 - Home-grown tables: partnership in progress.
 - Beneficiary training: paid for by CIGA.
- Human resources: teaching units, school governments, students.
- Physical space: Communal territory (schools, houses, fields).

Priority 2: Safe food transport

Description: The Committee will be equipped with vehicles suitable for the exclusive and safe transport of agricultural produce and school meals, as it has been noted that food products and school meals are transported by public transport vehicles, which poses the problem of food hygiene quality.

Target schools: All schools.

Stakeholders to involve:

- The Town Hall
- CIGA
- The ministries
- Our partners

Provisional timeline: January 2026.

Resources needed: Small processing, packaging and bagging units for agricultural products (honey, vegetables, fruit, milk); utility vehicles for the exclusive transport of meals and food products.

- *Budget:* Vehicle acquisition costs (1 van and 2 tricycles).
- *Human resources:* La Coopérative des transporteurs de la Commune, State technical services.

- *Physical space:* The town of Bambilor and surrounding area.

Priority 3: Setting up school clubs

Description: These clubs will provide a framework for students to share best practices around school gardens. They will be able to carry out various activities: sketches, competitions, culinary tastings of local dishes, actions to restore and preserve the environment, talks, preparation of recipes based on local products, site visits...

Target schools: Five city middle schools

Stakeholders to involve:

- Education and Training Inspectorate
- Town Hall
- Food Governance Initiatives Committee - CIGA
- Partners

Provisional timeline:

Installation: November 2025

Activities: November 2025 to July 2026

Resources required: Reporting equipment (photo camera, video projector, big screen, computer) and lightweight kitchen equipment.

- *Budget:* Annual impulse fund/school: 350,000 FCFA = 450 euros
- *Human resources:* Experts, NGOs, administrative, local, academic and health authorities, local populations, educational units and secondary school students.

1.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

1.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Good relations between the School Canteen Monitoring Committee and the school and health communities.	Raising schoolchildren's awareness of the need to consume healthy local agricultural products.
Involvement of the Town Hall and the Departmental Council in school meals, and existence of a School Canteens	Changing eating habits and Introducing schoolchildren to agroecology.

Department at the Ministry of Education.	
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1.3.2 VISION

Bambilor envisions ensuring every child in the Commune's elementary schools has access to a healthy, balanced diet through an integrated approach that connects food, environment, and health—making food a driver of well-being and social cohesion.

1.3.3 STRATEGY

Priority 1: Development of a food guide

Description: This manual will be based on an analysis of the results of a survey administered to the students to investigate about their food preferences. The questionnaire will be drawn up by teachers and technical partners and administered by members of the school clubs to a sample chosen by the expert partners.

The manual will serve as a working tool for those involved in school food management, providing information on local agricultural products, both raw and processed, and their nutritional values. It will list recipes for dishes and drinks prepared using local produce and provide information on food hygiene standards.

Target schools: Middle and high schools.

Stakeholders to be involved:

- The Town Hall
- Education and Training Inspectorate
- Health district
- Food Governance Initiatives Committee - CIGA
- The School Canteen Monitoring Committee
- Local Committee for the Development of Nutrition
- Municipal Consumers' Association
- NGOs

Provisional timeline: September - December 2025

Resources needed:

- Budget: Costs of surveys, writing and publishing the guide (to be developed)
- Human resources: Experts, NGOs, administrative, local, academic and health authorities, local populations, educational units and students from secondary schools.
- Physical space: The city and surrounding area.

2 BELO HORIZONTE REPLICATION PLAN

2.1 POLICY CONTEXT AND CITY'S AMBITIONS

Belo Horizonte, founded in 1897 and planned as the modern capital of the state of Minas Gerais, today has a population of more than 2.3 million inhabitants. Despite its predominantly urban nature, the city has developed a robust food and nutrition security policy, which began in 1993 with the creation of the [Municipal Supply Department](#). Most of the city's food supply comes from the surrounding municipalities that make up the metropolitan region, or from other regions of the state of Minas Gerais or Brazil. This condition is closely linked to the development of the municipality's food policy.

This pioneering policy, with strong social participation from the outset, established a systemic vision to combat hunger and malnutrition, regulate supply and encourage agroecological production. One of the central pillars of the municipal food security system is the direct provision of funded meals, which includes school meals. The [Municipal School Feeding Programme](#) (PMAE) guarantees quality meals in sufficient quantity, planned and prepared on the basis of healthy eating practices for all students in the municipal and partner schools. The PMAE is considered a primary and strategic axis of the Municipal Food and Nutrition Security Policy, fundamental for the full development of students.

The implementation of the PMAE strictly follows the guidelines and orientations of specific legislation, such as CD/FNDE Resolution No. 06/2020, CD/FNDE Resolution No. 03/2025, Federal Law No. 12,982/2014, Federal Law No. 11,947/2009 and

Municipal Law No. 11,198/2019. Management of the programme is centralised and shared between the Municipal Secretariat for Food and Nutritional Security (SMSAN), the Municipal Secretariat for Education (SMED) and the school units themselves.

SMSAN is responsible for drawing up menus, planning, purchasing, quality control and food distribution, as well as guiding production and good handling practices, not to mention managing the budget, contracts and accountability. The menus are carefully prepared by nutritionists, taking into account the nutritional needs of the different age groups and the length of time the students are at the school. The planning prioritises variety, nutritional balance and the use of fresh or minimally processed foods, respecting the local food culture and the pleasure of eating, always based on the promotion of healthy eating. For students with special dietary needs, such as coeliac disease, diabetes, hypertension, anemia, allergies and food intolerances, the menus are adapted individually in the schools, under the guidance of the food supervisor. The same applies to vegetarian students and those with religious dietary choices.

In schools, meals are prepared following the menus and guidelines for good handling practices. SMSAN's team of supervisors guides and monitors the execution of school meals and contributes to the training of food handlers. Civil society actively participates in monitoring and supervising the PMAE through the [Belo Horizonte School Feeding Council](#) (CAE-BH), in accordance with the criteria established in CD/FNDE Resolution 06/2020.

A major difference in the implementation of the PMAE-BH is the food supervision work directly in the school units, which has 62 food supervisors who carry out technical visits, mostly on a weekly basis, to the municipal and partner school units in the municipality. The school feeding supervisor provides guidance on the implementation of school feeding, in accordance with national and municipal legislation, always taking into account the guidelines of the Municipal Food and Nutrition Security Policy, as well as offering technical support to school managers and monitoring school feeding.

Food supervisors guide and supervise the application of good practices in the production and distribution of meals; they guide the proper receipt and storage of food

in the units, ensuring compliance with hygiene and safety standards; they guide and supervise the control of food stocks carried out by the units, in order to promote the efficient and safe management of resources; guide and monitor food quality control procedures in the units, in an integrated manner with SMSAN's Quality Control Centre; guide and monitor compliance with menus, making adaptations whenever necessary, considering the specificities of each unit; adapt, guide and monitor menus to cater for students with special dietary needs, vegetarian and religious options; draw up the Annual Action Plan for each unit, in addition to guiding and monitoring its implementation; draw up the Good Practices Manual for Food Production; They plan and carry out complementary training and capacity-building actions for the professionals involved in the production and distribution of meals; they articulate strategies and guide actions to combat food waste, with the aim of reducing leftovers and the rest of the food intake; they promote Food and Nutrition Education actions in an integrated, multi-professional and trans-disciplinary manner, in partnership with the units. These professionals are the main interlocutors in the dialogue with school units and are fundamental to ensuring efficient execution and the provision of healthy and safe meals for students.

Also noteworthy is the Agroecology in Schools Programme, an initiative that seeks to integrate the principles and practices of agroecology into the school environment, with the aim of institutionalising the purchase of products from Production Units registered with SMSAN's Urban Agriculture Policy, through the School Boxes. This will promote food and nutrition security, environmental education and the health of students, boosting the income of urban farmers, bringing schools and local producers closer together, strengthening communities and short marketing circuits, as well as promoting environmental and nutritional awareness and reducing food deserts.

Also within the scope of the PMAE, the [Holiday Basket Programme](#) was proposed by SMSAN in 2023, with a view to mitigating food insecurity among students from Belo Horizonte's own and partner schools, whose families are in a context of poverty or extreme poverty, during the school holidays, when there is no regular supply of school meals. The initiative offers basic food baskets to families registered with the

CadÚnico programme with up-to-date data. The decentralised food basket distribution format in the municipality was inspired by the experience of the Belo Horizonte Aid programme, implemented during the COVID-19 pandemic. To do this, a system for consulting and issuing vouchers is used, as well as contracting supermarket chain(s) to assemble and distribute the baskets to families. The baskets, with varying quantities depending on the number of students and the holiday period, contain items such as rice, beans, powdered milk, sardines, among others. The programme involves various municipal bodies and has stages of identification, communication and quality control, and has benefited thousands of students' families in its editions.

Over the years, the Municipal Food and Nutrition Security Policy, which encompasses school feeding, has consolidated and established itself as a successful reference not only at a national level, but also at an international level. As part of its international projection strategy, Belo Horizonte is part of relevant agreements in the field of food security, such as the Milan Pact for Urban Food Policies - MUFPP (signed in 2016) - and platforms for the exchange of knowledge and good practices, having become, in 2025, a sub-coordinating city of the Thematic Unit for Urban Food Policies of the Mercocidades network.

In addition, the guidelines of Belo Horizonte's Municipal Food and Nutrition Security Policy are aligned with the UN Sustainable Development Goals (SDGs), especially SDG 2, which seeks to end hunger and promote sustainable agriculture. The city's recognition as a [Creative City of Gastronomy](#) by UNESCO since 2019 reinforces the importance of food in the municipal context. Finally, initiatives in the area have won several international awards and recognitions, consolidating Belo Horizonte as a benchmark in sustainable and fair food policies.

Belo Horizonte therefore enshrines a comprehensive notion of a sustainable food system from an agroecological perspective, which recognises and incorporates into its practice the major global development frameworks, integrating intersectoral management, social participation, international cooperation and the training and qualification of professionals in the development of effective action plans.

We can consider that the current situation for planning and implementing food and nutrition security policy, not only in Belo Horizonte but throughout Brazil, is extremely encouraging, although there are still significant challenges. Especially considering the previous scenario, the first few years after the COVID-19 pandemic, in which we saw an increase in poverty and social inequality in Brazil in line with exponential food inflation and the discontinuity or substantial reduction in federal funding for the various public policy programmes, projects and actions.

Also in this context, the economic reforms of fiscal austerity adopted since 2016 have had a negative and significant impact on the national government's public spending on the most economically and socially vulnerable individuals in the country. The health crisis caused by the COVID-19 pandemic, in turn, has opened up and amplified the picture of economic and social inequalities that already exist. In this way, the increase in national food insecurity indicators reinforces the importance of promoting actions that guarantee rights and access to Food and Nutrition Security policies.

Given the above, we see the current situation as an opportunity to develop, deepen and improve projects, programmes and the Municipal Food and Nutrition Security Policy itself. It is therefore a crucial moment for the development of public policies, favourable for innovation, for building bridges with a view to establishing and expanding partnerships with public and private institutions, for implementing studies and gathering data in cooperation with universities and other academic and research institutions, both nationally and internationally.

In this way, SMSAN seeks to be recognised as a benchmark in Food and Nutrition Security policy, strengthening fair and sustainable food systems and expanding innovative and intersectoral strategies to combat hunger and reduce food insecurity, with popular participation and social control.

2.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

2.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Mobilisation and training of management, teachers and other education workers to address healthy and environmentally sustainable eating, with a view to building and integrating the theme into the school's various activities.	Extent of the municipal and partner network X Operational capacity of SMSAN's technical team. Appropriate and efficient methodology for mobilisation and training.
Mobilising students about healthy and sustainable food culture with activities where they feel like protagonists and participants in local food policy.	Extent of the municipal and partner network X Operational capacity of SMSAN's technical team.
Mobilising and liaising with students' families so that they are aware of the actions, participate and get involved beyond the school walls, enabling them to take part in discussions about menus, sustainable food, etc.	Extent of the municipal and partner network X Operational capacity of the SMSAN technical team. Methodology for mobilising, articulating and promoting family participation.
Training food handlers (cooks and assistants) to include and create new recipes, making them feel a sense of belonging.	Releasing food handlers to take part in the activities.
Development of actions with the school community and technical and theoretical workshops for the team of nutritionists, nutrition technicians and school canteens.	Definition and elaboration of the methodology for these actions.

2.2.2 VISION

Belo Horizonte seeks to build a future where the school is an environment that promotes conscious and sustainable food choices, spreading and practising the

culture of healthy and appropriate eating, integrating the entire school community. To this end, we want to create spaces for dialogue and participation in which the school community can contribute ideas, experiences and actions that promote sustainability and environmental awareness. Another important aspect of our vision is the purchase of regional food and food from small local producers, encouraging and promoting purchases from family and urban agriculture, guaranteeing fresh, quality and more sustainable food. Over time, this vision aims to consolidate a network of schools that are examples of good practice, inspiring the whole city to value nutritious, affordable and sustainable food. In this way, we will be raising a generation that is more aware, healthier and committed to the future of our planet and our territory.

2.2.3 STRATEGY

Priority 1: Strengthening and expanding food and nutrition education actions

Description: Together with the Municipal Department of Education, the aim is to expand and strengthen the training cycles planned for teachers in the municipal network, with the aim of promoting significant knowledge and practices in Food and Nutrition Education, so that they become multipliers of knowledge and food practices in the environments in which they work and live. The school plays a fundamental role in shaping values and lifestyles and is therefore an appropriate space for promoting health and healthy eating practices.

We also propose training teachers and/or coordinators from the Belo Horizonte Municipal Education Network to become multipliers of Food and Nutrition Education in the school(s) where they work, so that the entire school community is involved in the process of training and/or reflecting on the eating and lifestyle habits of everyone involved. One of the tools already available is Food and Nutrition Education Training, a transversal teaching strategy, implemented in partnership with the Municipal Department of Education (SMED) and the Federal University of Minas Gerais (UFMG) and which can be accessed via the Education Professionals' Learning Trails.

In this sense, and within the perspective of the Whole School Food Approach of achieving a holistic food culture and involving all the actors related to the school

environment, we will seek to develop technical and theoretical workshops with the team of nutritionists, nutrition technicians and school canteens with the aim of promoting healthy eating and school menus.

Currently, participants receive teaching material with recipe booklets and nutrition tips, as well as a certificate of participation. The 'Educator's Guide: promoting food and nutrition education in schools' was developed by the technical teams at SMSAN and the Federal University of Minas Gerais (UFMG), with the support of the Municipal Department of Education (SMED), and the State Fund for Consumer Protection and Defence (FEPDC) of the Public Prosecutor's Office of the State of Minas Gerais (PROCON-MPMG), with the aim of offering training, encouragement and subsidies to teachers to strengthen and plan Food and Nutrition Education actions in their teaching plans.

In addition, it is seen as a fundamental part of the Food and Nutrition Education process to actively involve the entire school community in drawing up menus. This approach aims not only to guarantee healthy and sustainable food, but also to promote the protagonism and empowerment of managers, teachers, cooks, students and their families, making them agents of transformation in the construction of a conscious food culture. Workshops can be set up to promote collaborative meetings where students, families and food professionals can get information about food and nutrition, based on the PMAE guidelines, and contribute suggestions, experiences and knowledge when drawing up menus, promoting food that respects local culture and values regional foods. Another proposal is to establish permanent communication channels so that the whole community can suggest improvements, report experiences and actively participate in the school feeding evaluation process.

By integrating these strategies, we contribute to the formation of conscious citizens, capable of making responsible food choices throughout their lives. This active participation is essential for consolidating a culture of healthy, sustainable eating that is rooted in our local reality, contributing to the well-being of the entire school community and to a fairer, more sustainable future.

Target schools: All municipal and partner public schools.

Stakeholders to involve: Headmasters and teachers from the municipal school network, school canteens and cooks, school representatives and parents.

Provisional timeline: /

Resources needed: Space at the Belo Horizonte Food Security Reference Centre, technical staff from the Municipal Food and Nutrition Security Secretariat, the Municipal Education Secretariat and the school units.

Priority 2: Implementation of the agroecology in schools' programme

Description: The Agroecology in Schools Programme is an initiative that seeks to integrate the principles and practices of agroecology into the school environment, with the aim of promoting food and nutrition security, environmental education and student health. The programme recognises the school as a privileged space for disseminating knowledge about healthy and sustainable food production, connecting children and young people with the origin of food and the benefits of agroecology.

Its aim is to institutionalise the purchase of products from Production Units registered with the Urban Agriculture Policy of the Municipal Food and Nutritional Security Secretariat (SMSAN), by municipal schools via School Boxes, so that schools interested in buying these products can easily join in, as well as offering educational activities within the scope of the Production Unit in return. The initiative aims to increase the consumption of healthy food in schools, boost the income of urban farmers, bring schools and local producers closer together, strengthen communities and short marketing circuits, as well as promoting environmental and nutritional awareness and reducing food deserts.

The programme is based on municipal and federal legislation relating to urban agriculture, school meals and Caixas Escolares. Various bodies are involved, including the Municipal Secretariat for Food and Nutritional Security (SMSAN), which is responsible for planning and coordinating the purchase of food from family farming for school meals, especially through the Directorate for the Promotion of Agroecology and Urban Agriculture (DFAU), which monitors the production units and the Directorate for Food Assistance (DASA); and the Municipal Secretariat for Education (SMED), which manages the School Boxes.

The proposal sets the goal of integrating a growing number of production units in the supply of agroecological food to the surrounding schools. The methodology involves mobilising farmers and school managers, planning production based on school

menus and strengthening communication with the school community. The price list for the products will be set annually, using the methodology of the National Food Acquisition Programme (PAA).

The project will be monitored through monthly questionnaires and reports, with quarterly meetings to follow up and correct any non-conformities. The main risks identified include the difficulty farmers have in meeting the schools' demand and the possibility of losing production and money if the schools don't purchase the planned products. However, the expected results include improving students' nutrition and health, raising environmental awareness, strengthening the bond between the school and the community, and disseminating the principles and practices of agroecology to future generations.

Therefore, the Agroecology in Schools Programme is aligned with Belo Horizonte's municipal food and nutrition security policy, complementing other initiatives such as the PMAE and the Cesta nas Férias. By promoting agroecology in the school environment, the programme contributes to the formation of citizens who are more aware, engaged and committed to sustainability, health and food security. The initiative also strengthens urban and peri-urban agriculture, valuing local production and traditional knowledge.

Action	Responsibility	Timeline
Mobilisation of farmers with marketing potential and selection of Production Units.	GEFAE/DFAU	December 2024 to March 2025
Mobilisation and alignment with managers interested in the pilot project: Municipal Education Department (SMED), Food and Nutrition Security Reference Centre (CRESAN), Food Assistance Directorate (DASA).	GEFAE/DFAB e GFSAN/DIAM	February to March 2025
Meeting with the School Feeding Council (CAE) and the Municipal Food and Nutrition Security Council (COMUSAN)	SMSAN	23 - 24 October 2024

Creation of a draft joint SMSAN and SMED Ordinance with Terms of Agreement	SMSAN/SMED	1st half of November
Launch of the project at the PBH	SMSAN/SMED	December 2024
Mobilisation of schools	SMED	January to March 2025
Signing of Terms of Agreement to join the project	Agricultores e direção escolar	From March 2025
Survey of the variety of produce produced by the selected production units	GEFAE	From February 2025
Production planning based on the school feeding menu	GEFAE/DFAB e GEALI/DASA	From February 2025
Communication to the school community	SMSAN	March 2025
Evaluation and adjustment meeting	SMED, DFAB, DASA	3 months after the start of school enrolment
Monitoring of the project by listening to school managers and farmers	SMED e DFAB	Ongoing

Resources needed: Technical teams from the Food and Nutrition Security Secretariat and the Municipal Education Secretariat, Social Control Councils (CAE and COMUSAN), urban and family farmers, school headmasters, teachers and canteen workers.

Priority 3: Establishing an international cooperation network in the field of school feeding

Description: Mobilising actors and potential partners, such as international networks of cities, international organisations and international development agencies and banks, to support and finance programmes and projects within the school feeding policy.

The priority of establishing an international cooperation network for Belo Horizonte's municipal school feeding policy seeks to strengthen and expand the impact of the Municipal School Feeding Programme (PMAE) and initiatives such as the Cesta nas Férias Programme. The mobilisation of international actors and potential partners is crucial to ensure sustainable funding, the exchange of knowledge and the adoption of global best practices.

To do this, it would be necessary to mobilise and raise awareness among actors and potential partners, such as international networks of cities, international organisations and, possibly, international development agencies and banks, in order to support and finance programmes and projects under the MSAP. Potential international bodies include the Food and Agriculture Organisation of the United Nations (FAO), which has expertise in food security and nutrition policies; the United Nations Children's Fund (UNICEF), focused on child welfare and nutrition; the World Food Programme (WFP), a leader in the fight against hunger and with experience in food logistics; and ICLEI, through the School Food for Change project, which facilitates the exchange of experiences between cities with sustainable school feeding programmes.

Cooperation methodologies should involve financial assistance through donations and funding; technical assistance through the exchange of experts and training; the implementation of joint pilot projects to test new approaches; active participation in international networks to exchange experiences; and the development of joint research to evaluate the impact of programmes.

International co-operation presents challenges such as aligning priorities between partners, the bureaucratic complexity of the processes of different bodies, ensuring long-term financial sustainability and the need to adapt international methodologies to the local context of Belo Horizonte.

The expected results of this cooperation include improving the quality and scope of school feeding programmes, strengthening food and nutrition security for students, adopting innovative practices and successful technologies, increasing funding for the programmes, international recognition of the municipal policy, and strengthening the technical capacity of the professionals involved. In short, international cooperation represents a strategic opportunity to improve Belo Horizonte's school feeding policy, benefiting its students and consolidating the city as a benchmark in the area.

Target schools: All schools in the municipal education network.

Stakeholders to involve: Municipal Secretariat for Food and Nutrition Security, Municipal Secretariat for Development, Labour and International Relations, ICLEI, FAO, Rikolto and other partner cities and institutions.

Provisional timeline: /

Resources needed: Technical teams from the organisations involved. No financial or budgetary resources are foreseen. The idea is to exchange experiences and technical knowledge through co-operation agreements without the need for financial commitments.

Priority 4: Expansion of the Holiday Basket Programme

Description: The Cesta nas Férias programme, implemented by Belo Horizonte City Hall, is an important initiative to mitigate food insecurity among municipal and partner school students from families living in poverty or extreme poverty during the school holidays. Operating through the decentralised distribution of basic food baskets, the programme aims to compensate for the absence of school meals, guaranteeing the human right to adequate and balanced food for a vulnerable public. It involves identifying eligible families through the Cadastro Único (Unified Registry), issuing electronic vouchers and supplying the baskets through specialised companies, such as supermarket chains, covering families with up to two students and those with three or more, with variations in the quantities of food.

Although the Cesta nas Férias programme has demonstrated its effectiveness by reaching a significant number of students' families in its initial editions, expanding its impact requires not only an increase in the target audience, but also a substantial increase in the financial resources earmarked for the initiative. Currently, the programme serves families registered with CadÚnico with up-to-date data and students enrolled in the municipal and partner schools in situations of poverty and extreme poverty. However, expanding the audience to include other socially vulnerable groups, such as families with moderate food insecurity or those with per capita income slightly above the extreme poverty lines, could reach an even larger contingent of needy students, ensuring that a broader spectrum of the vulnerable population is supported during the school holidays.

In order to enable a significant expansion of the programme, both in terms of population reach and the quality and quantity of the food offered, an increase in the budget allocated to Cesta nas Férias is essential. A greater financial investment would not only make it possible to include more families and students, but also to diversify and enrich the content of the baskets, guaranteeing an even more complete nutritional intake that is suited to the specific needs of different age groups and health conditions. Furthermore, an increased budget would make it possible to implement complementary actions, such as food and nutrition education workshops for beneficiary families, maximising the programme's positive impact on food security and the eating habits of the school community.

In short, the expansion of the Cesta nas Férias programme in Belo Horizonte represents a crucial step towards strengthening social protection and guaranteeing the right to food for an even greater number of vulnerable students during school recess periods. Investing in both expanding the target audience and increasing the financial resources allocated to the programme not only demonstrates the city government's commitment to food and nutritional security, but also enhances the positive impact of the initiative, contributing to a healthier and more equitable future for the city's children and adolescents.

Target schools: All schools in the municipal public education network.

Stakeholders to involve: Municipal Secretariat for Nutritional Food Security, contracted supermarket chain.

Provisional timeline:

1st period: July 2025 - distribution of 55,000 food baskets.

2nd period: December 2025 - distribution of 55,000 food baskets.

Resources needed: Physical spaces of the supermarkets contracted to distribute the food baskets. The contract signed to implement the programme includes an investment of R\$ 32,169,450.00 (€ 5,095,640.88).

2.2.4 NEEDS FROM S4FC (OPTIONAL)

- Establishing inter-cities networking;

- Facilitating study visits and exchanges between professionals from Belo Horizonte and other cities or countries that have exemplary WSFA programs, allowing the exchange of experiences and the adaptation of successful models;
- Support on establishing the WSFA;
- Facilitating the integration of Belo Horizonte into international networks of cities and organisations that promote urban agriculture and agroecology, enabling access to resources, information and partnerships;
- Helping publicise the initiatives and results of Belo Horizonte's school food policy on international platforms, increasing recognition and attracting the interest of potential collaborators;
- Assistance in presenting arguments to raise awareness in the school community regarding the need to implement a healthy school menu aligned with the SDG premises;
- Developing innovative methodologies in the development and implementation of successful EAN methodologies in other contexts, including the use of digital technologies, educational games and participatory approaches to involve the school community;
- Providing technical expertise in planning and implementing agroecological systems in urban and peri-urban environments, including school garden management, composting and other sustainable practices.

2.1 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

2.1.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Promoting local agriculture, strengthening the regional economy and guaranteeing fresher, quality food.	Quantity and logistics of food distribution, due to the size of the city and the number of schools.

Including nutritious and diversified food on the school menu, contributing to students' health.	Compliance with the hygiene and health standards required by legislation.
Potential for implementing sustainable practices, such as organic food purchases.	/
Sensitising the work team to the need for appropriate public procurement that is aligned with the principles of sustainable development and the social and economic inclusion of the local community.	Attachment to consolidated and pre-established tendering processes, and natural resistance to change and innovation. Adaptations in menu planning to cater for specific logistics and/or quantity of purchases from family farmers.
Expanding sustainable public procurement by increasing the percentage of food purchases from family farming.	Maintain the target of 30% of food purchases coming from family farming as it is challenging to meet it (see further below).

2.1.2 VISION

Belo Horizonte aims to consolidating a robust and dynamic food purchasing system that not only maintains but expands the participation of family and urban farming in supplying the municipal network. It is hoped that in the near future the 30% target will be a minimum level, surpassed by the growing productive and organisational capacity of local farmers, driven by the continuous strengthening of the Management Committee and the effective support of the sales project development support group.

This vision is based on the logic that investing in local family and urban agriculture generates a virtuous cycle: it strengthens the municipal economy, promotes fresh and healthy food in schools, values regional food culture and contributes to sustainability. The continuation of awareness raising meetings, the expansion of the network of cooperatives and technical support in drawing up sales projects are

pillars for achieving a scenario where farmers become protagonists in supplying public procurement, guaranteeing a constant flow of quality food and the socio-economic development of the region.

2.1.3 STRATEGY

Priority 1: Maintain the 30% target for food purchases from family farms

Description: Under the National School Feeding Programme, according to federal law no. 11,947 of 2009, at least 30% of the total financial resources passed on by the federal government through the National Education Development Fund must be used to purchase food originating directly from family farming, rural family entrepreneurs¹ and their organisations, giving priority to agrarian reform settlements, traditional indigenous communities and *quilombolas*.

By integrating family farming, the PNAE promotes significant impacts: it strengthens the identity and organisation of rural communities, stimulates associations between farmers, boosts local economies, expands the supply of quality food and values family production. This connection is based on guidelines that prioritise healthy, safe and culturally appropriate food, as well as supporting sustainable development through the purchase of diversified, seasonal and local products.

The partnership between school meals and family farming seeks to transform the quality of the meals offered in public schools, incorporating healthy food with regional links. The PNAE represents an advance in sustainable public procurement, creating mechanisms for direct purchase from registered family farmers, democratising access to the public market and strengthening the local economy. This initiative recognises the importance of a food production system that meets the nutritional

¹ A family farmer and a rural family entrepreneur are those who carry out activities in the rural environment while simultaneously meeting the following requirements:

I - they do not own, in any capacity, an area larger than 4 (four) fiscal modules;

II - they predominantly use their own family's labour force in the economic activities of their establishment or enterprise;

III - their family income predominantly originates from economic activities linked to their own establishment or enterprise;

IV - they run their establishment or enterprise with their family (source: [Law No. 11.326, July 2006](#), National Policy for Family Farming and Rural Family Enterprises, Article 3).

needs of the population and promotes the social and economic development of family farmers.

Support for local sustainable development takes the form of prioritising diversified, organic or agroecological products, preferably produced in the municipality or region itself, benefiting rural settlements and traditional communities. For municipalities, this generates employment and income, diversifying the local economy and valuing regional food habits. For family farmers, it represents a channel for regular commercialisation and income generation, while for students, it guarantees access to better quality food, promoting healthy habits and respect for local food culture.

Only in 2024 did Belo Horizonte manage to reach the target, when 30.16% was achieved, and maintaining it is one of our priorities. One of the strategies we have been using, which has resulted in closer ties between the government, farmers and cooperatives and, consequently, increased the percentage of food purchased from family farming, is to hold meetings to raise awareness and guide farmers and cooperatives through the complex structure of the public procurement process in Brazil.

In addition, Belo Horizonte City Hall has sought support from its network of partners, especially the Technical Assistance and Rural Extension Company of the State of Minas Gerais - EMATER/MG, not only in terms of technical training for farmers in Belo Horizonte's supply network, but also in terms of expanding the network of cooperatives that take part in the public procurement process.

Target schools: The entire municipal education network.

Stakeholders to be involved: Technical Assistance and Rural Extension Company of the State of Minas Gerais (EMATER/MG), family farming co-operatives, headmasters and teachers from the municipal education network.

Provisional timeline: /

Resources needed: Technical team from the Municipal Food and Nutrition Security Secretariat and EMATER/MG.

Priority 2: Strengthening the Management Committee for family farming and urban agriculture purchases

Description: The Management Committee for Family Farming and Urban Agriculture Purchases was set up by the Municipal Secretariat for Food and Nutritional Security (SMSAN) - then the Undersecretariat for Food and Nutritional Security (SUSAN) - in 2017 to support municipal management in relation to compliance with family farming purchases for the PNAE and in setting up purchasing processes for other programmes.

The Committee liaises with sectors of the municipal administration and has a partnership with the Minas Gerais State Technical Assistance and Rural Extension Company (EMATER) and the Brazilian Micro and Small Business Support Service (SEBRAE). It is responsible for developing the administrative instruments that make family farming purchases possible, drawing up the Terms of Reference and Public Tenders, carrying out actions and events aimed at bringing management closer together with family farming organisations, promoting training and carrying out technical studies.

Belo Horizonte's commitment to implementing purchases from family farming has resulted in an increase in this acquisition within the scope of the PNAE, from 2% of the funds passed on by the National Fund for the Development of Education (FNDE) in 2016, to approximately 25.54% in 2022, and reaching more than 30% in 2024.

The main goal of this initiative is to establish an institutional framework that enables the increase of the minimum 30% quota for food purchases from family farming in the coming years, as stipulated by federal legislation. To achieve this, the Steering Committee must ensure the continuity and effectiveness of its operations; guarantee that 30% of the funds transferred by FNDE to the PNAE are allocated to the purchase of products from family farming; structure institutional procurement processes for family farming products within other programmes of the Municipal Secretariat for Food and Nutritional Security (SMSAN); and develop an action plan to encourage and support the purchase of goods from family and urban farming by School Fund Committees to complement school meals.

Target schools: All schools in the municipal public education network.

Stakeholders to be involved: Municipal Secretariat for Food and Nutritional Security, SEBRAE, and EMATER.

Provisional timeline: /

Resources needed: Technical and management teams from the involved institutions.

Priority 3: Establishment of a Support Group for the development of sales proposals by family farmers

Description: One of the main bottlenecks identified by the city of Belo Horizonte in relation to the procurement of food from family farming is the limited familiarity that family farmers have with public procurement processes. According to federal legislation, the sales proposal is the document that formalises the interest of family farmers in selling their produce for school meals. The responsibility for drafting and submitting this proposal lies with the family farmers themselves or their organisations.

The development of robust and well-structured sales proposals is a crucial step for family farmers to effectively participate in public food procurement for school meals. These proposals formalise the producers' intention to supply their food products, detailing the items, quantities, and delivery schedules, in alignment with the specifications set out in public call notices. The complexity inherent in organising the supply—whether through formal groups (associations and cooperatives with a CNPJ), informal groups (without a CNPJ, with individual contracts), or individually—requires attention to specific requirements, such as the presentation of the Declaration of Aptitude to Pronaf (DAP) and assurance of self-production. In this context, the creation of a multisector working group is of utmost importance to support farmers throughout this process.

The establishment of a working group composed of municipal public agents from various sectors—such as food and nutritional security, education, health, and economic development—is a key strategy to facilitate the participation of family farmers in public procurement. This group would be responsible for providing technical support and clear information to farmers, assisting in the interpretation of public calls, the organisation of required documentation, and the drafting of sales proposals. By bringing together different areas of public sector expertise, the working group can promote an integrated understanding of the needs of school meals and the potential of local production, thereby improving communication and aligning demand with supply.

Active support from this working group may take various forms, from holding informative workshops and training sessions on preparing sales proposals to offering one-on-one support for farmers and their organisations. By providing guidance on the various models of sales proposals (for formal, informal, and individual groups) and on required documentation such as the DAP and self-production declaration, the group can lower entry barriers and increase the number of qualified proposals. Furthermore, the group can act as a bridge between farmers and public purchasers, facilitating dialogue and mutual understanding of needs and capacities.

In summary, the creation of a multisector working group in Belo Horizonte to support the development of family farmers' sales proposals represents a strategic investment in strengthening local agriculture and ensuring quality school meals. By offering technical support, clear information, and close guidance, this group can empower producers, streamline their participation in public procurement processes, and, as a result, boost the local economy, promote food and nutritional security, and enhance the value of family farming within the municipality.

Target schools: The entire municipal education network.

Stakeholders to involve: Municipal Secretariat for Food Security, Family Farming Cooperatives, and Urban and Family Farmers.

Provisional timeline: /

Resources needed: Technical staff from the City Council.

2.1.4 NEEDS FROM S4FC (OPTIONAL)

- Presenting models and strategies for public procurement from family farming that have been successfully implemented in other SF4C cities, including mechanisms to ensure the participation of small producers and traditional communities;
- Supporting the development of short supply chains between family farmers and schools, sharing organisational, financing and management models of SF4C cities that promote efficiency and transparency;
- Sharing strategies to more effectively involve farmers and the school community in the discussions and decisions of the Steering Committee;

- Assisting the Steering Committee in establishing partnerships with international organisations that operate in areas related to family farming, public procurement and food security;
- Offering expertise in participatory and innovative training methodologies for workshops supporting the development of sales projects, making learning more engaging and effective;
- Presenting examples of how family farmers in other countries have overcome similar challenges in participating in public procurement, inspiring and motivating local producers.

3 BRAȘOV REPLICATION PLAN

3.1 POLICY CONTEXT AND CITY'S AMBITIONS

Brașov is proactively addressing food system transformation through its participation in various EU funded projects and other local initiatives focused on sustainability, food equity, and education. While the municipality is in the earlier stages of implementing cohesive food policy frameworks, efforts are already underway to promote short food chains, increase access to nutritious food for vulnerable populations, and enhance urban-rural food linkages. The municipality seeks to improve the quality, sustainability, and accessibility of school meals while embedding these goals in a broader vision of resilient and inclusive urban and metropolitan food systems. Brașov aims to align its local actions with EU strategies such as the Farm to Fork Strategy and develop integrated solutions that consider environmental, economic, and social co-benefits. Brașov's food system approach also reflects key principles promoted by the Urban Agenda for the EU – Partnership for Food, including integrated urban food planning, food democracy, and a territorial approach to food governance. These principles are embedded in the city's ambitions to co-create a food system that is inclusive, just, climate-resilient, and economically sustainable. Moreover, Brașov co-hosts the EIT Food hub for Romania, addressing major societal challenges within the food system around the three [EIT FOOD MISSIONS](#): (1) healthier lives through food, (2) reducing risk for a fair and resilient food system, (3) net zero food system.

Braşov Municipality is actively engaging in the transformation of its local food system through a systemic, participatory, and evidence-informed approach. This transformation is anchored in both European policy frameworks—such as the EU Farm to Fork Strategy and the Green Deal—and in a growing body of national strategies and local commitments. The city is currently in the early stages of developing a comprehensive local food policy but is demonstrating increasing leadership and momentum through initiatives such as its participation in the [FoodCLIC project](#) and regional consultation processes.

At the national level, Braşov's ambitions are reinforced by:

- The [national strategy for health 2023-2030](#), which calls for integrated and preventive health measures, improved access to healthy food, and the development of food literacy in schools. This strategy explicitly emphasises addressing health inequalities and promoting dietary health as a core public responsibility.
- The Government Decision 80/2025 on the [“Masă sănătoasă” programme](#), which allocates public funding for healthy school meals across Romania and provides a crucial financial and policy basis for Braşov's actions in public procurement and school meal access.
- The [national agri-food strategy 2020-2030](#), which prioritises the development of short food supply chains, rural-urban cooperation, and environmentally responsible food systems. This strategy encourages municipalities to act as catalysts for local and regional food economies.
- The [national guide for healthy nutrition](#) (Societatea Română de Nutriție), which supports health promotion through nutrition education, tailored dietary guidance, and school-based interventions aimed at cultivating healthy eating behaviors.
- Most recently, the adoption of [Law no. 49/2024](#) (amending Law 217/2016) marks a major national commitment to combat food waste across the agri-food chain. The law mandates economic operators—including municipalities, schools, and caterers—must implement at least two preventive actions before food disposal (e.g., redistribution for human consumption, donation, use in

animal feed, compost, or biogas production). Furthermore, local authorities are now legally obligated to take proactive measures when food surpluses occur in public programs or institutions.

At the local level, Braşov has begun defining its territorial food priorities through participatory mechanisms and FoodCLIC's real-life intervention areas. Notably:

Braşov's commitment to sustainable and inclusive food systems is further reinforced by its membership in the Milan Urban Food Policy Pact (MUFPP), a global initiative uniting over 250 cities in advancing integrated urban food policies. By joining the MUFPP, Braşov has aligned itself with international principles focused on ensuring food security, reducing food waste, supporting local producers, and promoting healthy, affordable diets for all.

The city is building partnerships with educational institutions, local producers, and NGOs to improve access to healthy, affordable, and locally sourced food, especially in socioeconomically vulnerable neighborhoods like Noua and Bartolomeu Nord. Prevention represents "priority zero," which we can address through a combination of appropriate policies and a suitable governance system.

A set of local indicators have been developed to monitor progress in food system sustainability and equity, covering domains such as food governance, accessibility, nutrition, and education.

Food education and health promotion are being prioritised in alignment with the [presidential report on health education](#) (2016), which underlined the need for curricular integration and long-term investments in school-based health literacy.

The creation of a Food Policy Network (FPN) links municipal departments, NGOs, farmers, researchers, and citizens to coordinate food system innovation and governance.

Food system actions have been integrated into urban development planning, notably within the Metropolitan Zonal Territorial Planning Plan (PATZM), addressing land use, market access, and urban-rural food connections.

Food innovation and food education are key areas addressed at metropolitan area, with Braşov hosting the national hubs for [EIT FOOD](#) and [EIT FOOD EDUCATORS](#), through the Braşov Metropolitan Agency.

Braşov's overarching ambition is to create a resilient, inclusive, and healthy urban food system, where schools serve as central nodes for transformation. The city envisions all public schools providing nutritious, regionally sourced meals, fostering food literacy, and contributing to climate and biodiversity goals through sustainable procurement and waste reduction.

Braşov recognises the need to strengthen institutional capacity and stakeholder coordination to move from scattered initiatives to integrated policy. The SF4C replication process offers an opportunity to consolidate existing efforts, fill strategic gaps, and embed the food agenda in urban development planning.

3.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

3.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

The opportunities and challenges in this table are divided per pillar (A, B, C, D) of the WSFA.

Opportunities	Challenges
(A) Policy & Leadership • Strong municipal and institutional interest in improving school food and nutrition. • Good stakeholder engagement (universities, NGOs, producers, parents, schools). • Establishment of a Food Policy Network and participation in EU projects (like SF4C and FoodCLIC).	(A) Policy & Leadership • Lack of a formal, city-wide Whole School Food Policy. • Lack of institutional mechanisms to operationalise the Food Policy Network's recommendations into binding policy or budget allocations; limited continuity and coordination across departments and political cycles.
(B) Food & Sustainability	(B) Food & Sustainability

• Advancing public procurement practices for youth, elderly, and hospital canteens. • Encouragement of local food acquisition through short supply chains, based on the “most economically advantageous offer” criterion. • Procurement practices are guided by a quality-price ratio that ensures: (1) At least 40% of the value per beneficiary is allocated to raw ingredients, or the offer is disqualified; (2) A technical quality score based on a minimum 40g of meat/dairy products per food pack, with proportional scoring up to 45 points. (3) A technical score for the share of raw ingredients, with proportional scoring up to 45 points. (3) Financial score (price) with a 10% weight. *Brasov Municipality was awarded for its socially and environmentally impactful procurement practices (2022).	• Complexity and administrative burden of implementing and monitoring procurement criteria. • Difficulty in ensuring consistent short supply chain logistics, particularly for small producers. • Limited processing and storage infrastructure for local food supply, especially in underserved areas. • Need for capacity-building among procurement officers and local suppliers to align with quality-based criteria.
(C) Education & Learning • Initiatives already piloted: school gardens, nutrition workshops, and EU project involvement (e.g., FoodCLIC, SF4C).	(C) Education & Learning • Budget constraints and limited infrastructure in disadvantaged neighbourhoods.

Increasing number of teachers and students engaged in food education through the EIT FoodEducators programme.	Gaps in infrastructure, especially in disadvantaged neighbourhoods.
(D) Community & Partnership Co-design workshops involving local stakeholders.	(D) Community & Partnership Limited staff training and capacity on food education and sustainability.

3.2.2 VISION

By 2035, most public schools in Braşov will offer access to healthy, climate-friendly, and regionally sourced meals. Schools will serve as learning hubs where students engage in food education through school gardens, practical activities including cooking and experiments, and sustainability projects, with full integration into school culture and governance. Urban infrastructure such as the Central Food & Gastro Hub and local mobile markets will be used as living labs to connect students to the local food economy.

3.2.3 STRATEGY

Priority 1: Cross-sectoral working group

Description: Set up a cross-sectoral working group to guide implementation of the Whole School Food Approach and provide ongoing coordination.

Target schools: Pilot schools in Noua and Bartolomeu Nord.

Stakeholders: Department of Education, School Directors, NGOs, parent associations, as well as any other relevant department (a working group might be set up in order to have permanent support and coordination).

Provisional timeline: 2026-2027.

Resources needed: Dedicated staff time, facilitation budget.

Priority 2: Launch school food culture reviews and action plans

Description: Conduct initial WSFA assessments in pilot schools using SF4C tools, followed by co-creation of school-specific food action plans. Connect these plans to infrastructure innovations (e.g. Central Hub, community/ school gardens).

Target schools: Primary and secondary schools.

Stakeholders: Teachers, students, school cooks, municipal nutritionist.

Timeline: 2026-2027.

Resources needed: Workshop materials, staff facilitators, training support.

Priority 3: Teacher training in food literacy and WSFA implementation

Description: Develop and roll out WSFA-aligned professional development for teachers, focused on food culture, sustainability, and health (planned activity through EIT food educators).

Target schools: Municipal public schools.

Stakeholders: Local universities, NGOs, teacher training institutes.

Provisional timeline: From 2025 onward.

Resources needed: Training modules, facilitators, training venue.

3.2.4 NEEDS FROM S4FC (OPTIONAL)

- Access to adaptable WSFA assessment and training tools;
- Peer learning with other cities implementing WSFA;
- Guidance on how to build food education into curriculum standards.

3.2.5 ADDITIONAL NOTES (OPTIONAL)

Building on successful participation in EU-funded initiatives, Braşov is now focused on consolidating and scaling its own good practices in school food reform and food education. Considering the success of the FoodEducators programme so far, it is to be capitalised on in relation to the national authorities (e.g. Ministry of Education), to explore the possibility to include food education and the FoodEducators resources into curriculum standards. Rather than seeking external mentorship alone, the city aims to contribute as a knowledge partner in peer-learning

exchanges, showcasing local innovation and co-developing models for replication with other municipalities.

3.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

3.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Good synergy with anti-food waste legislation (Law no. 49/2024) and the “Masă Sănătoasă” programme.	Variability in kitchen infrastructure between schools.
Existing pilot projects involving local producers and educational gardens/greenhouses.	Low capacity to change menus due to rigid procurement rules.
Strong local commitment to food education and health literacy in schools.	Lack of a centralised, formalised school food policy across all education levels. Schools depend on external catering; limited influence over daily meal preparation.
Strong interest from local chefs and food NGOs in promoting healthy cooking.	No standardised training/standards for school cooks or meal providers.

3.3.2 VISION

By 2027, all municipal schools in Braşov will offer meals aligned with planetary health principles—minimally processed and adapted to the cultural and nutritional needs of students. Though meals are provided through a centralised catering system, schools will integrate food literacy activities such as cooking demonstrations, classroom discussions, interactive events, and resources for healthy home cooking, to connect students with sustainable food, health, and climate awareness.

3.3.3 STRATEGY

Priority 1: Planetary diet training for caterers and school facilitators

Description: Co-develop a training module with catering companies and NGOs focused on healthy, climate-friendly food preparation and student engagement.

Target schools: Municipal schools and food caterers for public schools

Stakeholders to involve: Chef trainers, catering companies, education department, local NGOs.

Provisional timeline: 2026–2028.

Resources needed: Facilitators, training kitchen, materials, chef mentors.

Priority 2: Sensory testing and menu adaptation

Description: Run sensory evaluation activities to co-design acceptable healthy meals with students. Adjust menus based on feedback.

Target schools: Four to six pilot schools.

Stakeholders involve: Pupils, cooks, health professionals.

Provisional timeline: 2027–2028.

Resources needed: Data collection tools, facilitator time.

Priority 3: Intergenerational cooking labs

Description: Host community cooking sessions using traditional and sustainable recipes, inviting grandparents/ community members (elders in elderly care homes) and youth to cook and share stories together.

Target schools: At least one per neighbourhood / Schools in Noua, Bartolomeu Nord as pilot cases.

Stakeholders to involve: Local elders, food NGOs, school staff.

Provisional timeline: Annually.

Resources needed: Event logistics, communication support, storytelling kits.

Priority 4: Bringing back home cooking with fun, health and sustainability in focus

Description: Join and scale up the [Kitchen adventure](#) project.

Target schools: All schools will get access to the programme (online resources).

Stakeholders to involve: School staff, students, families etc.

Provisional timeline: Starting 2026 or 2027 (TBC).

Resources needed: Zoom teleconference infrastructure.

3.3.4 NEEDS FROM S4FC (OPTIONAL)

- Training content and sample recipes aligned with planetary health;
- Technical advice on adapting kitchen infrastructure or spaces for schools which don't have a canteen;
- Inspiration from case studies on chef-led school change;
- Sample curriculum for food and cooking literacy;
- Examples of diet adaptation in centralised catering systems;
- Methods for evaluating the climate and health impact of school meals.

3.3.5 ADDITIONAL NOTES (OPTIONAL)

There is interest in creating a "Braşov Planetary Menu Charter" endorsed by schools and local chefs as a communication and commitment tool.

3.4 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

3.4.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
• National law supporting healthy school meals (Masă Sănătoasă Programme). • Involvement in FoodCLIC and FOODSHIFT2030 with food systems governance focus.	• Public procurement practices are still mainly based on best price . • Limited municipal experience with progressive procurement criteria. • Existing contracts limit menu adaptation and flexibility.
Local pilot programs promoting regional supply chains.	Small producers lack access and capacity to compete.

Increasing availability of training for sustainable procurement.	Limited staff training and capacity.
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3.4.2 VISION

By 2030, Braşov will implement a sustainable food procurement framework in which at least 40% of school food is organic, locally sourced, or produced under improved social and environmental standards.

3.4.3 STRATEGY

Priority 1: Development of a Local Food Strategy

Description: Draft and adopt a city-wide food strategy aligned with EU frameworks (e.g. Farm to Fork, Food 2030), integrating SF4C principles. The strategy will guide local food procurement, education, logistics, and nutrition goals and ensure cross-sector collaboration, as well as targeted measures for short term (2035) and long term (2050) objectives.

Target schools: All public schools.

Stakeholders to involve: Food Policy Network, city planning departments, NGOs, education authorities.

Provisional timeline: 2027–2028.

Resources needed: Policy consultants, participatory workshops, data analysis support.

Priority 2: Update tender documents with key sustainable food procurement (SF4C) criteria

Description: Begin integrating selected SF4C targets—organic products and inclusion of small-scale/local producers—into the technical specifications and award criteria of school food tenders. This will be supported by staff training sessions focused on legal and practical implementation.

Target schools: Municipality-wide.

Stakeholders to involve: Legal advisors, procurement officers, NGOs, local producer

associations.

Provisional timeline: 2026–2027 (pilot implementation phase).

Resources needed: Legal and technical expertise on public procurement, coordination and facilitation time, training materials.

Priority 3: Piloting a short supply chain contract

Description: Establish a sandbox pilot² to test flexible, localised procurement models. This includes simplified contract mechanisms for small producers (e.g., fruits, vegetables, bakery items), and a food service innovation pilot using the operational kitchen at the CATTIA Centre. The latter will provide hot meals or healthy snacks in two pilot schools, exploring scalable alternatives to centralised catering. The sandbox approach will allow for real-time evaluation and adjustments before broader rollout.

Target schools: Two pilot schools.

Stakeholders to be involved: Logistics providers, producers' associations, municipal departments, social services.

Timeline: 2026–2027.

Resources needed: Coordination support, storage/logistics infrastructure.

3.4.4 NEEDS FROM S4FC (OPTIONAL)

- Model clauses and evaluation tools for sustainable food tenders;
- Peer exchange with cities using progressive procurement models;
- Support with monitoring and reporting procurement impacts;
- Monitoring templates for assessing procurement sustainability.

3.4.5 ADDITIONAL NOTES (OPTIONAL)

² Regulatory pilot projects are real experiments initiated by regulators to enable and support the testing of innovative solutions at a local level. They offer a controlled environment for testing new products, services, or business models, particularly in emerging industries, while adhering to specific regulations. These projects allow for innovation and experimentation within a defined scope, with the goal of eventually informing broader regulatory frameworks. They aim to balance the need for innovation with the need for regulatory oversight and consumer protection. *For more information see the article: [Kai P. Purnhagen, Regulatory Sandboxes for Novel Foods, March 2025 European Journal of Risk Regulation](#)*

The procurement transformation is intended to be embedded into Braşov's broader food strategy, including the development of a Metropolitan Food Logistics Hub.

4 BREMEN REPLICATION PLAN

4.1 POLICY CONTEXT AND CITY'S AMBITIONS

In addition to the climate crisis, biodiversity loss and soil erosion are among the greatest challenges of our time. Agriculture and food systems, as central factors in these challenges, will need to change in the coming years to address these crises and preserve our natural foundations ([IPCC, 2019](#)). To achieve global, national, and regional sustainability goals, every sector must make substantial contributions. The agriculture and food sector has a significant impact on our environment; it alone accounts for 45% of Germany's greenhouse gas emissions ([BMUV, 2023](#)). Due to the considerable, untapped potential for sustainable structures in the out-of-home food sector, it promises significant leverage for improving health and reducing emissions ([Öko-Institut, 2020](#)).

In 2021, the Climate Protection Commission of the State of Bremen defined a range of measures to make Bremen climate-neutral by 2038 ([Enquete-Kommission, 2021](#)). The food transition is to be implemented with a bundle of measures. This includes the mandate for the Senate to establish a coordination office, develop a participatory nutrition strategy for the state, systematically implement the measures, and regularly assess progress. It must be taken into account that poverty and unequal participation opportunities in the region have persisted and even intensified despite positive structural changes and phases of economic recovery ([Institut für Arbeit und Wirtschaft, 2018](#)). Bremen has the highest risk of poverty across all target groups ([bpb 2020](#)), as well as the highest risk of poverty among children and adolescents, and the highest unemployment rate ([Statista 2024](#)) in Germany by federal state. Bremerhaven also has a higher-than-average rate of diabetes ([Boell 2021](#)). The link between poverty and malnutrition is evident in the model region.

The following outlines the starting situation, deficits, and needs:

Since 2015, Bremen has been an organic city with the goal of enabling healthy and ecological nutrition for all residents of the state. The "Action Plan 2025 – Healthy Nutrition in Community Catering in the City of Bremen," adopted in 2018, aims to transition food in urban schools, daycare centers, and hospitals to delicious and healthy meals according to DGE (The German nutrition society) standards, and to increase the use of regional organic products to up to 100%. In addition, public operators have started to adjust their catering offerings and infrastructures to meet these new requirements. While some kitchens are already very advanced, the majority have made no changes so far.

While some operators are even DGE and organic certified, the majority cannot provide reliable information about the catering situation. All school caterers in Bremen have been instructed by the Senator for Children and Education (SKB) to implement the DGE quality standard. However, the degree of compliance with the DGE standard in practice varies significantly. The requirements were introduced to new tenders in 2009 as a contractual obligation to comply with these specifications. However, no qualified statement can be made about whether the standards are currently being adhered to. The most recent data comes from a 2017 study ([Thun, Status Quo of Community Catering in Bremen with Action Recommendations, 2017](#)). In this study, 36 of the 106 schools surveyed in Bremen complied with the DGE standards to a large extent. The sites with the worst compliance with the DGE standards deviate primarily in the meat content upwards and the amount of fresh vegetables downwards.

In 2023, 33.33% of agricultural land in Bremen is managed by farms with organic farming ([Statistisches Bundesamt, 2024](#)). This makes the state a national leader. However, Bremen can only supply the out-of-home catering and its population to a limited extent through its own agriculture, as most agricultural land consists of grassland, where primarily milk and beef are produced. Fruits and vegetables are not grown in significant quantities in the model region or its surrounding area due to the soil composition, and must therefore be sourced from other vegetable-growing regions.

The proportion of organic products in the facilities of out-of-home catering and GV currently depends primarily on the individuals responsible in each organisation. The share of organic products in meals can range from 0% to 100% for the same

procurement price (Thun, Status Quo of Community Catering in Bremen with Action Recommendations, 2017). Meat is more often used in conventional quality than vegetables, meaning that organic products are usually first used in plant-based ingredients (as recommended in campaigns by the federal ministries, such as "Organic is for everyone") ([Thun, Status Quo of Community Catering in Bremen with Action Recommendations, 2017](#)). The higher the overall organic share, the lower the meat content. However, both the meat quantity and the organic share are realised very inconsistently, regardless of the procurement price. The meat proportion varies between 3% and 50% of the meal's weight ([Thun, Status Quo of Community Catering in Bremen with Action Recommendations, 2017](#)). The organic quotas have been contractually agreed upon in all school catering contracts concluded since 2021, but contracts concluded before that also include at least the organic quotas since around 2019. However, no reliable statement can yet be made about the status of the mandatory implementation of the DGE quality standards or the percentage of organic products used. One challenge in accurately recording the organic share is the continuous fluctuation of prices, caused by numerous factors, all of which impact the caterers' calculations. Therefore, separating the cost factor of organic products is very labour-intensive for caterers. Additionally, there is a diversity of caterers and contractors.

Some farmers in the region organise themselves through direct marketing platforms, community-supported agriculture, or operate their own farm shops to supply private households, daycare centres, schools, and out-of-home catering with their products. However, the region can only meet the potential demand from its own agriculture to a limited extent, as most of the agricultural land consists of grassland. Moreover, conditions such as inflexible delivery terms, desired quantities, and lack of time for researching existing offers have led to the rarity of regional organic supply chains extending to out-of-home catering.

There are only a few certified organic restaurants or catering businesses in the private AHV of the region. Out of 2,270 hospitality businesses, only six are certified organic restaurants and catering businesses ([Statistisches Landesamt, 2021](#)). The challenges in the non-public sector, according to restaurateurs, are the increased effort, costs, and lack of appreciation from customers.

Food waste is not yet a priority issue across the region, although it is just as relevant for climate-friendly nutrition as the health-promoting and sustainable consumption of animal products ([Federal Government of Germany, 2024](#)) ([Consumer Advice Center, 2022](#)).

4.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

4.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Established a House of Food/centre of food excellency called Forum Küche, offering education, empowerment and change management to communal catering stakeholders, schools and kinder gardens.	Differing political priorities in different departments responsible for different areas of food procurement (i.e., universities, police, kinder gardens etc.).
Fully equipped on-site kitchens fit to cook fresh and healthy meals.	A focus on cost-cutting measures such as centralised off-site catering instead of building and renovating on-site kitchens and investing in staff.
A sensitised workforce in communal catering who know what they are being asked to do.	A natural resistance to change on account of fear and acquiescence to purposeful but strenuous change.
Overall public support (citizens) and highly motivated promotion by the regional organic stakeholders (like NGOs, organic wholesalers and farmers).	Reluctance in acceptance of the politically set goals in catering companies and opposition to the acquisition of an official organic certification.
The ongoing development of a state-wide food strategy including the planetary health diet.	Unavailability of data regarding school food (i.e., number of kitchens on-site, percentage of organic ingredients, equipment needed etc.).

Implementation and enforcement of above-mentioned state-wide food strategy.	Missing control and oversight mechanism in the responsible department.
Dedicated team of professionals responsible to change the food system in Bremen (BioStadt Bremen).	Extreme budgetary constraints in 2026/27.
	Rivalling dietary guidelines.

4.2.2 VISION

All children in city-run schools and kinder gardens have better access to healthier, fresh, up to 100 % organic, seasonally and regionally sourced food without additional costs. This way, all children, from diverse backgrounds – socio-economic, cultural, religious, and geographical – can have a quality meal at least once a day no matter their family's income.

At its core, the project is about healthier, tastier, more nutritious, and environmentally conscious menus in schools and kinder gardens. By empowering Kitchen staff in communal catering to source different fresh ingredients, use more plant-based food, less sugar and adopt the meals to align with the framework of the recommendations of the German Nutrition Society (DGE) Bremen aims to positively affect the children's food socialisation and address social inequalities, reduce climate impact and health system costs.

However, responsibility extends beyond Kitchen staff to include the pedagogical staff, pupils and parents. Together they can form a supportive network to create the conditions necessary for this transition.

We want to arrive at a new normal. Where healthy and sustainable is at the same time easy, cheap and tasty. We want to change the food system.

4.2.3 STRATEGY

Priority 1: Forum Küche (Protokitchen Programme/change management projects)

Description: The idea of this programme is to empower all relevant stakeholders involved in the catering of schools and kinder gardens to build a sustainable and healthy communal food system in Bremen. To develop a WSFA, a school or kinder garden needs to work on four interconnected strategies: a school food policy (pillar A), food supply and consumption (pillar B), food education (pillar C), and the broader (physical) school environment (pillar D). By maximising stakeholder participation, we can bring about a shared sense of ownership regarding the change towards a more sustainable (organic, regional and seasonal), delicious (fresh and minimally processed) and healthy (nutritional) meal for every child in schools and kinder gardens without additional cost. The focus is on the recommendations of the German Nutrition Society (DGE), on up to 100 % organic ingredients and seasonal and regional supply. The team at Forum Küche supports the stakeholders and primarily kitchen staff in managing the change. Together they analyse the status quo in the kitchen, create a school food policy in which they identify common goals and divide responsibilities, reorganise the food supply and way of consumption, involve relevant stakeholders of the food environment of the school in question and offer education for competences in a changed food environment. This consultation process after becoming a prototype kitchen (protokitchen) offers three months of close support. During which they cook together on-site, organise meetings to get everyone on board, foster participation as well as progressive exposure. After that, the organisations and Forum Küche start evaluating the progress and need for education, further stakeholder meetings and if the criteria for the award have been met.

Target schools: All schools and kinder gardens.

Stakeholders to involve: Catering staff, cooks, school representatives, pedagogical staff, suppliers, parents, children etc.

Provisional timeline:

- Q1 2025 Identify and select schools and kinder gardens where the project will be piloted
- Q2 2025 Help schools and kinder gardens get started and support them along the whole implementation process
- Q2 2025 Evaluate status quo of school or kinder garden meals

- Q2 2025 Establish a School or Kinder Gardens Food Working Group (SFWG) to share and divide responsibilities
- Q3 2025 Develop an Action Plan
- Q3 2025 follow-up, development, education and evaluation

Resources needed: 500.000 EUR p.a. project budget, 6-8 full time employees, the house of food empowerment kitchen (physical space inside the adult learning centre of Bremen).

Priority 2: Scientific study (Genau GV) to determine the status quo in school food meals

Description: To know the impact of our work we want to establish the baseline through the GENAU-GV study. GENAU-GV evaluates the conversion of school and kinder garden catering introduced by the City of Bremen in 2018 and implemented by BioStadt Bremen at the senator of environment. The Action Plan 2025 obliges communal catering in public institutions in Bremen (67 schools, 90 kinder gardens, 4 hospitals) to be converted to compliance with the quality criteria of the DGE, use up to 100 % ecologically produced food (organic food) and preference for regional and seasonal food by the end of 2025.

The quantitative data collection of the impact evaluation allows: a) comparison of the meal composition and food use according to the DGE standards and b) determination of portion sizes per menu line (using menu plans, recipes of the food providers) at three measurement points in time. GENAU-GV collects information on the composition of all menu lines, which is obtained from menu plans and nutrient data sheets of the lunch meals over a total period of 8 weeks (at least one menu cycle). The catering companies that supply schools in the state of Bremen provide the menu plans and data sheets about nutrition.

Target schools: All middle and high schools in Bremen.

Stakeholders to involve: Senator for children and education, Leibniz Institute for Prevention Research and Epidemiology (BIPS), all middle and high schools, Catering companies, kitchen staff.

Provisional timeline: /

Resources needed: 70.000 EUR p. a. project budget for the design and execution of a study by a scientific institute.

Priority 3: Pupils enterprise award

Description: Many schools foster pupil's enterprises where the children work, organise and develop an idea to provide a service needed at their school at a moderate price as projects. The children learn basic economics, marketing and in the case of a sustainable idea, they can win a price if their project is sustainable and in accordance with the principles of the Forum Küche and the WSFA.

The price is a dinner and cooking course worth 200 EUR at the Forum Küche accompanied by a professional coach. This qualifies as a learning and motivation opportunity according to pillar C. At the same time schools are being made aware of the WSFA by the price awarded by the Forum Küche.

Every year the Forum Küche chooses a pupil's enterprise that caught the attention for their sustainability efforts in a competition organised by the state Institute for Schools (LIS). The winner team (appr. 15 children) gets to cook together and learn about planetary boundaries, climate friendly meals and how to cook in accordance with the recommendations of the German Nutrition Society (DGE).

Target schools: All schools in Bremen with pupil's enterprises.

Stakeholders to be involved: State institute for schools (LIS), all schools in Bremen with pupil's enterprises, pupils etc.

Provisional timeline: /

Resources needed: 200 EUR and a coach at a kitchen in the city centre.

4.2.4 NEEDS FROM S4FC (OPTIONAL)

- Unbureaucratic ways of showing practitioners best practices where they happen;
- Ways how to attract catering professionals despite their workload and faltering support by the management;
- A detailed guideline of the WSFA;
- An accumulation of all counter arguments against change and how to deflect and defuse;
- A list of all national programs and organisations that fund HoF-projects;

- A list of celebrated chefs that come around and publicly endorse the HoF;
- A international meeting of all HoF.

4.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

4.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Established a House of Food/centre of food excellency called Forum Küche, offering education, empowerment and change management to communal catering stakeholders, schools and kinder gardens.	Differing political Priorities in different departments responsible for different areas of food procurement (i.e., universities, police, kinder gardens etc.).
Fully equipped on-site kitchens fit to cook fresh and healthy.	A focus on cost-cutting measures such as centralised off-site catering instead of building and renovating on-site kitchens and investing in staff.
A sensitised workforce in communal catering who know what's being asked of them.	A natural resistance to change on account of fear and acquiescence to purposeful but strenuous change.
Overall public support (citizens) and highly motivated promotion by the regional organic stakeholders (like NGOs, organic wholesalers and farmers).	Reluctance in acceptance of the politically set goals in catering companies and opposition to the acquisition of an official organic certification.
The ongoing development of a state-wide food strategy including the planetary health diet.	Unavailability of data regarding school food (i.e. number of kitchens on-site, percentage of organic ingredients, equipment needed etc.).
Implementation and enforcement of said strategy.	Missing control and oversight mechanism in the responsible department.
Dedicated team of professionals responsible to change the food system in Bremen (BioStadt Bremen).	Extreme budgetary constraints in 2026/27.
	Rivalling dietary guidelines.

4.3.2 VISION

All children in city-run schools and kinder gardens as well as adults in city-owned hospitals have better access to healthier, fresh, up to 100 % organic, seasonally and regionally sourced food without additional costs. This way, everyone from diverse backgrounds — socio-economic, cultural, religious, and geographical — can have a quality meal at least once a day no matter their own or their family's income.

At its core, the project is about healthier, tastier, more nutritious, and environmentally conscious menus in schools and kinder gardens. By empowering cooks in communal catering to source different fresh ingredients, use more plant-based food, less sugar and adopt the meals to align with the framework of the planetary health diet in accord with the recommendations of the German Nutrition Society (DGE) we aim to positively affect the children's food socialisation and address social inequalities, reduce climate impact and health system costs.

However, responsibility extends beyond cooks to include the pedagogical staff and pupils. Together they can form a supportive network to create the conditions necessary for this transition.

We want to arrive at a new normal. Where healthy and sustainable is at the same time easy and cheap. We want to change the food system.

4.3.3 STRATEGY

Priority 1: Planetary health diet as a part of the food strategy of Bremen

Description: Bremen is currently developing a food strategy for the entire city and state. For a sustainable transformation of the food system, it is necessary to consider all relevant aspects in a holistic approach and to develop appropriate measures to operationalise the food strategy. The inclusive process considers all stakeholders and starts with the political departments of the senate responsible for the provision, regulation and communal catering of the food system. After providing a broad but consensus-based outline, citizens will get the opportunity to participate in deciding its direction. The senator for environment of Bremen leads the project and intends to include of the planetary health diet in the food strategy of Bremen for its high scientific

standards and world-renowned appeal in meeting local and physical demands inside the planet's resources.

Target audience: All organisations, enterprises, political departments, NGOs and citizens inside or affected by the provision/purchase/consumption/regulation and disposal of food in Bremen etc.

Stakeholders to involve: All organisations, enterprises, political departments, NGOs and citizens inside or affected by the provision/purchase/consumption/regulation and disposal of food in Bremen etc.

Provisional timeline:

December 2024: Start, Decision for consultancy, invitation of political departments

February 2025: Decision on a shared vision and mission

March 2025: Decision on shared goals

April 2025: Decision on Methods and means, responsibilities and budgets

May 2025: Organising in house consensus for the developed strategy

June 2025: Start the citizens participation process

July 2025: Decision on Altercations on the vision and mission in accordance with the political departments

August 2025: Decision on additional goals and alterations on existing goals in accordance with the political departments

September 2025: Decision on additional Methods and alterations on existing means in accordance with the political departments

October 2025: Final strategy

November 2025: Senate Decision to support the strategy and allocate necessary funds

Resources needed: 90.000 EUR p. a. project budget for supporting agency, events and stakeholder management, 2 part-time employees or one full-time.

4.3.4 NEEDS FROM S4FC (OPTIONAL)

- Unbureaucratic ways of showing practitioners best practices where they happen;

- Ways how to attract catering professionals despite their workload and faltering support by the management;
- A detailed guideline of the WSFA:
- An accumulation of all counter arguments against change and how to deflect and defuse:
- A list of all national programs and organisations that fund HoF-projects:
- A list of celebrated chefs that come around and publicly endorse the HoF:
- A international meeting of all HoF.

4.4 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

4.4.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Established a House of Food/centre of food excellency called Forum Küche, offering education, empowerment and change management to communal catering stakeholders, schools and kindergartens.	Differing political priorities in different departments responsible for different areas of food procurement (i.e. universities, police, kindergartens etc.).
Fully equipped on-site kitchens fit to cook fresh and healthy.	A focus on cost-cutting measures such as centralised off-site catering instead of building and renovating on-site kitchens and investing in staff
A workforce in communal catering that is aware of what is expected of them and that is sensitive to the needs of the people they serve.	A natural resistance to change on account of fear and acquiescence to purposeful but strenuous change.
Overall public support (citizens) and highly motivated promotion by the regional organic stakeholders (like	Reluctance in acceptance of the politically set goals in catering companies and opposition to the

NGOs, organic wholesalers and farmers).	acquisition of an official organic certification.
The ongoing development of a state-wide food strategy including the planetary health diet.	Unavailability of data regarding school food (i.e. number of kitchens on-site, percentage of organic ingredients, equipment needed etc.).
Implementation and enforcement of said strategy.	Missing control and oversight mechanism in the responsible department.
Dedicated team of professionals responsible to change the food system in Bremen (BioStadt Bremen).	Extreme budgetary constraints in 2026/27.
	Rivalling dietary guidelines.

4.4.2 VISION

All adults and children in city-run institutions have easy access to healthier, fresh, up to 100% organic, seasonally and regionally sourced food without additional costs. The administrative branch of the local government acknowledges its responsibility to make ethical choices with its monumental purchasing power. Consequently, all city and state events in Bremen are being catered with these priorities so that the food at political events reflects Bremen's goal to become carbon neutral in 2038. At the same time, all kindergartens and schools provide sustainable and healthy fresh food without additional costs to the consumers. This way all people from diverse backgrounds – socio-economic, cultural, religious, and geographical – can have quality meals no matter their income.

Besides addressing social inequalities, we aim to reduce climate and health system costs that stem from malnutrition, food waste, land/water degradation, biodiversity loss and pollution.

The pillar focuses on the administrative branch, the catering providers, as well as the cooks in communal catering who buy their own ingredients, design tenders and

cook according to the principles of the planetary health diet in accord with the recommendations of the German Nutrition Society (DGE).

We want to arrive at a new normal. Where healthy and sustainable is equally easy and cheap. We want to change the system.

4.4.3 STRATEGY

Priority 1: Mandatory minimum sustainability criteria in public procurement guideline

Description: Renewal of the administrative regulation for the procurement of the Free Hanseatic City of Bremen (VVBesch), with the aim of obliging all state and communal authorities to implement a monitoring and food waste reduction concept for caterings or receptions. When awarding a catering contract to third parties the food waste reduction concept is to be required. The integration of the topic of avoiding and reducing food waste through the means of tenders and award criteria for communal catering contracts is new to the regulation. Already codified are the obligations to use if possible, only plant-based food and if not possible only organic meat.

Target audience: All professionals in the administrative branch with food purchasing responsibility, event managers at political events and conferences for the city, catering providers etc.

Stakeholders to involve: All professionals in the administrative branch with food purchasing responsibility, event managers at political events and conferences for the city, catering providers, etc.

Provisional timeline: /

Resources needed: /

Priority 2: Forum Küche (Empowerment/Education)

Description: The Forum Küche-team empowers all stakeholders of communal catering, who are responsible for the purchase and supply of food to make a more sustainable choice. Even if not part of the Protokitchen consultation process (see priority 1 section WFSa), cooks can learn how to produce delicious and wholesome

meals with a small budget while prioritising organic, minimally processed, regional and seasonal ingredients in professional courses free of charge.

In networking events, Catering professionals can meet organic farmers from the region and match their demand with available supply. Therefore, they are empowered to build short value chains, source sustainably and change their menus according to the recommendations of the German Nutrition Society (DGE).

Target audiences: All professionals in communal catering with purchasing responsibility. Administrative branch, kindergartens and schools at all levels.

Stakeholders to involve: All professionals in communal catering with purchasing responsibility. Administrative branch, kindergartens and schools at all levels.

Provisional timeline: ongoing until 2026.

- Since Q1 2023 Map existing training programmes for healthy and sustainable school meals
- Since Q1 2023 Building a network of stakeholders willing to contribute to the project
- Since Q1 2023 identify the engaged stakeholders
- Since Q1 2023 Identify related training gaps and competences that need to be bridged
- Since Q1 2023 Engage cook trainers in the design of courses
- Since Q1 2023 Define the modules, goals, and delivery format for the training
- Since Q1 2023 Host theoretical and practical sessions of the training
- Since Q1 2023 Host cooking workshops in the school canteen and/or in the classrooms
- Since Q1 2023 Assess impact and amplify training outcomes

Resources needed: 500.000 EUR p.a. project budget, 6-8 full time employees, the house of food empowerment kitchen (physical space inside the adult learning centre of Bremen).

4.4.4 NEEDS FROM S4FC (OPTIONAL)

- Unbureaucratic ways of showing practitioners best practices on-site Ways how to attract catering professionals despite their workload and faltering support by the management;
- A detailed guideline of the WSFA;
- An accumulation of all arguments against change and how to deflect and defuse;
- A list of all national programs and organisations that fund HoF-projects;
- A list of celebrated chefs that come around and publicly endorse the HoF;
- A international meeting of all HoF.

5 CUNEO REPLICATION PLAN

5.1 POLICY CONTEXT AND CITY'S AMBITIONS

The municipality of Cuneo has always had a strong focus on environmental sustainability and the promotion of local products.

School catering in the municipality of Cuneo, which is currently managed through a public procurement contract (from 2019 to 2027) to an external firm that deals with the purchase of products, the production of food and its distribution in the refectories, has for years been marked by the promotion of a short supply chain, based on local products, the use of organic products and environmental protection.

The contract governs the production and distribution of meals for preschools and elementary schools in the city of Cuneo, involving 22 refectories with an average of 1,700 meals per day, prepared in a single cooking centre. The economic operator running the service must follow some specific guidelines including:

- The preparation of four different seasonal menus (summer, fall, winter and spring);
- The use of organic products;
- The use of local and short supply chain products;
- The use of environmentally friendly vehicles;
- The use of reusable tableware and products with reduced packaging.

Meals are currently distributed in the state schools in the municipality of Cuneo and include a first course, second course, side dish, fruit and bread. Plates for children always include:

- organic products among pasta, rice, cereals, oil, eggs, legumes;
- local products (km 0) like carrots from San Rocco, Bisalta potatoes;
- the following short supply chain products: fruit and vegetables, meat, dairy products.

In recent years, moreover, the municipality of Cuneo has taken part in several projects in this direction, both regarding food and agri-food production and with a view to increasing sustainable mobility.

A project moving in this direction is [In Cibo Civitas - Empowerment, Actions, Territory for a citizenship that feeds the future](#): the project generally aims to develop and strengthen a conception of “citizenship” understood as belonging to the global community, pragmatically contributing to individual and collective change for the creation of a more sustainable world.

In this sense, food is intended as an area of education, participation and engagement, a tool for change towards the definition of food policies which reduce food waste, promote the reuse, processing and regeneration of surpluses, residues and by-products of agribusiness production.

The “In Cibo Civitas” project, financed by AICS - Italian Agency for Cooperation and Development, involves four Italian regions (Piedmont, Emilia-Romagna, Tuscany and Sicily) with the aim of promoting more conscious behaviours and active participation of citizens to foster a sustainable food system. The initiative involves actions to raise awareness, information and training for the reduction of food waste, reuse, processing and regeneration of surpluses, residues and by-products of agrifood production, proposing food as a concrete tool for changing lifestyles.

As part of this project, the City of Cuneo has activated the First City Table of Local Food Policies. Third-sector realities, entities, private social organisations, businesses, services and youth associations, as well as the Piedmont Region and the Local Health Authority participate in the table, each bringing their own vision and experience within the large supply chain that moves around the world of food, often from very different points of view and starting situations.

Another relevant project is [The Cuneo Metromontana Food Atlas](#) that aims to initiate a participatory process of building shared knowledge about the Metromontana food system of the Cuneo area and its valleys, as a preparatory activity for the development of a territorial food policy.

To this end, the creation of a Cuneo Food Atlas is planned, intended as a tool of knowledge, support and promotion of decisions/actions for the environmental sustainability and social justice of the food system.

This planning, among other actions, intends to accompany the city in the construction of a governance process of the Local Food System.

All these projects, with the different activities and actions they are enabling, together with a sustainability-oriented approach in all areas of city development, will allow the actions designed in this Replication Plan to be integrated into a city policy and find further support.

5.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

5.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Creating strong links of exchange and discussion with schools, parents, health services to maximise the impact through targeted and consistent information that can reach the final beneficiaries.	Disseminating information for increased awareness and attention to healthy and balanced nutrition.
Improve school lunch service through constructive inputs from teachers, pupils and parents.	Involve parents and families to raise the level of attention and awareness towards the topic of nutrition education and nutrition in general.

5.2.2 VISION

From an analysis of what is happening in our city, and thanks to the comparisons we have had with SF4C partners, it becomes clear that it is necessary to seek a stronger connection with schools and other stakeholders involved in school food service (health services, parents, etc.), trying to raise awareness of how food education and sustainability are issues that concern everyone.

Very often, in fact, the role of school food service and its implications are not fully understood and rather underestimated.

SF4C has stimulated us in this regard: prompting us to go out and create and seek greater involvement of pupils, teachers, parents, dietitians and nutritionists. We are convinced that only in this way, through shared work, is it possible to improve the service and create a more conscious culture of nutrition, which if assimilated already by the youngest children, can also be more solid in the adults of tomorrow. During this school year, we have taken a number of actions to strengthen service investment and networking, and this is the path we want to continue on in the coming years.

5.2.3 STRATEGY

Priority 1: Training of canteens committee members

Description: At the beginning of the current school year, we asked the members of the Canteen Commission (parents and teachers) to engage in a short training course in order to learn more about what principles underlie school food service and the composition of daily menus and to obtain a more constructive discussion to design together ways to improve the service. The pathway was also co-constructed with the head of the Nutrition and Food Service of the local health service (ASL) and the contact person for Health Promotion and the ministerial program “Schools Promoting Health,” who participated in the meetings.

The pathway, after an initial meeting, included a visit to the cooking centre where meals are prepared and an educational moment focused on reading labels in order to increase awareness about the origin of products consumed on a daily basis.

The pathway then intends to propose the sensory test to the canteens committee, which will also be submitted to four elementary school classes, in order to evaluate

which proposals to include in the menu and bring out any differences in taste perception between adults and children.

We also intend to ask the members of the canteens committee to ensure their participation, where possible, in the next year's term as well to create a stable working group with which to continue on a path to be consolidated.

Target schools: Canteen committee of all preschools and elementary school included in the city school food service contract.

Stakeholders to involve: Catering company (Markas), parents, teachers, health specialists.

Provisional timeline: May to December 2025.

Resources needed: /

Priority 2: Nutrition education

Description: This priority intends to initiate paths with schools focused on nutrition education. Activities geared to both Kindergarten children and Primary School classes will be carried out. These will focus on:

- Importance of breakfast: in order to promote the consumption of a healthy and hearty breakfast, buffets will be set up (milk, tea, cookies, rusks, jam, honey, fresh fruit, fruit juices) within the school refectories of the Primary School, together with an educational intervention conducted by dieticians and nutritionists.
- Knowledge of legumes: for Kindergarten, the activity will be mediated by a book reading and manipulative activities designed to increase knowledge of legumes and facilitate their intake.

In addition, together with other municipal offices dealing with sustainable mobility and the Health Promotion service of ASL CN1, we are creating some pages to be included within the Primary School Diary (common to all schools in Cuneo and distributed to all pupils). The content will focus on good food practices (breakfast, mindful tasting, healthy snacks and snacks, menu composition) through an interactive approach in order to capture the attention of the children.

Target schools: Elementary school and preschool.

Stakeholders to involve: Catering company, schools, teachers and pupils, health service.

Provisional timeline: May 2025 – June 2026.

Resources needed: Catering company, schools, teachers and pupils, health service.

Priority 3: Tips for dinner

Description: With a view to supporting families in their approach to healthy and sustainable food and consumption, we intend to implement on the municipal school food service portal “Tips for Dinner.”

The dinner suggestions will be linked to the planned lunch menu, to ensure a balanced nutritional intake. A dinner menu will be developed for each day, respecting seasonality and menu rotation, along with cookbooks of the most elaborate dishes, which families will be free to use for inspiration. In this way we want to help maximise the impact on children's health and engage families.

Target schools: All schools involved in the municipal contract.

Stakeholders to involve: Markas company, canteens committee.

Provisional timeline: School year 2025/2026.

Resources needed: /

5.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

5.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Thanks to SF4C, one of the cooks from the catering company that manages the contract for the production and distribution of school meals in kindergartens and elementary school in the city of Cuneo was able to participate in the training organised by UNISG in Pollenzo. The objective of the training	1. Expand the skills acquired by the cook in this training through peer-to-peer training to other cooks in the company; 2. Increase the involvement of the cooks; 3. Reduce the offerings of animal protein dishes by increasing and

was to increase the skills and role of cooks in promoting the transition to a plant-based diet in school canteens and lay the foundation for healthier and more sustainable nutrition in the long term.	experimenting with new recipes based on legumes; 4. Increase consumption of fruits and vegetables; 5. Increase the use of whole grains; 6. Experiment with sensory tests with pupils and members of the canteens committee to train sensory skills and gradually introduce new dishes to the menu.
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5.3.2 VISION

The goal we want to achieve is to increase the involvement of cooks and awareness of their strategic role with respect to children's approach to food and the consumption of increasingly healthy and sustainable meals.

Although the contract management methods do not facilitate direct contact between those who produce meals and direct consumers, there is a need to increase mutual awareness. As evidenced also by the findings of concrete cases fielded by other realities participating in SF4C and illustrated during the meetings, the figure of the cook can play a key role in the approach of food, both towards children and young people and towards their families. For this reason, it was decided to start with an action that directly involved the cooks, so as to achieve at the same time two objectives: a concrete modification of the menus (with the inclusion of new plant-based dishes and with the use of legumes and whole grains) and a greater involvement and loyalty of users and families, thanks to the figure of the cook as an expert and knowledgeable voice, as well as one worthy of trust.

In addition, an equally strategic goal is the gradual reduction of animal protein dishes to replace them with plant-based offerings. Achieving this, however, requires greater involvement of schools, children and catering staff, including through the implementation of targeted nutrition education activities, as will be described below.

5.3.3 STRATEGY

Priority 1: Training cooks

Description: Through the collaboration with the cook who participated in the training in Pollenzo, we intend to organise peer-to-peer trainings to the other cooks in the company to enhance their knowledge of using legume, grain and vegetable products and learning new recipes as proposed in the cookbook. Such training is also intended to increase awareness of their role and active involvement in the food approach and nutrition education of children.

Target schools: All preschools and elementary school included in the city school food service contract.

Stakeholders to involve: Catering company (Markas) and cooks.

Provisional timeline: September 2025.

Resources needed: Luca Allione, chef trainer, Markas cooking center premises.

Priority 2: Taste it!

Description: The action intends to involve some elementary school classes and parent members of the canteens committee in a guided tasting activity of new recipes developed as a result of the training at UNISG, which include the use of vegetable, legume and low-salt dishes.

Through collaboration with the ASL (Local Health Authority) and the catering company, it is also intended to offer a sensory test along with guided tasting training.

Target schools: Primary schools.

Stakeholders to involve: ASL CN1 (nutrition and feeding service, health promotion service), Markas company, parents who are members of the canteen committee, teachers and pupils.

Provisional timeline: May 2025 (4 classes) - December 2025 (extension to additional classes).

Resources needed: Preparation of a meal evaluation form, use of catering company and health service personnel.

Priority 3: More veggie, less CO2!

Description: This priority aims to increase the consumption of legume- and vegetable-based dishes and reduce animal protein-based offerings in the menu.

Likewise, it is our intention to increase the proposal of whole grain bread and pasta (currently provided only once a month). To do this it becomes necessary to involve the canteens committee and the schools, clarifying what are the reasons that lead to these choices.

In addition, in some kindergartens in Cuneo, starting last school year, they have experimented with reversing the meal by presenting children with vegetables before the main course (usually pasta or rice). This approach has yielded positive results so far, leading to an increase in vegetable consumption, as children are hungrier at the start of the meal and not already full from eating only pasta or rice.

The goal is to expand this meal service mode to other classes as well, as it works according to monitoring so far.

Target schools: all preschools and elementary school included in the city school food service contract.

Stakeholders to involve: Markas company, ASLCN1, schools, canteens committee.

Provisional timeline: School year 2025/2026.

Resources needed: /

6 DUNKERQUE REPLICATION PLAN

6.1 POLICY CONTEXT AND CITY'S AMBITIONS

This Replication Plan focuses solely on the Whole School Food Approach (WSFA) and aligns its priorities with the WSFA four pillars: Policy and Leadership; Food and Sustainability; Education and Learning; and Community and Partnership.

6.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

Pillar (A) - Policy and leadership

6.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Social prices	Creating a social pricing system is

	essential to ensure all children have access to balanced meals in school catering.
School catering committee	The committee collects and reviews feedback from families and partners to continuously improve the quality of school meals.
Software Welleat	Developing decision-support software helps optimise the quality of meals served in school catering.

6.2.2 VISION

The school meals committee plays a central role in the continuous improvement of the quality of meals served to children. Aligned with the political commitment of the city of Dunkirk, it strives to ensure everyone has access to healthy and balanced food, notably through the implementation of an adapted social pricing system. By collecting and analysing feedback from families and partners, the committee adjusts menus while respecting budgetary and health constraints. Furthermore, innovation is encouraged through the development of decision-support software, a key tool to optimise the quality and management of school meals.

In addition, an equally strategic goal is the gradual reduction of animal protein dishes to replace them with plant-based offerings. Achieving this, however, requires greater involvement of schools, children and catering staff, including through the implementation of targeted nutrition education activities, as will be described below.

6.2.3 STRATEGY

Priority 1: Towards a more attractive and inclusive school catering

Description: The city of Dunkirk places the quality of school meals at the heart of its priorities, affirming a strong political commitment to equitable access to healthy,

balanced meals adapted to children's needs. Central to this approach is the implementation of an adapted social pricing system, a key lever to ensure that all children, regardless of their families' financial resources, can benefit from quality food in school catering. This measure reflects the city's determination to combat inequalities and promote social inclusion through a fair and accessible food policy.

Through this initiative, Dunkirk expresses its ambition to make school catering an attractive, inclusive, and high-quality service that fully meets the expectations of children and their families, in line with its values of solidarity and equality.

Target schools: Primary public schools of Dunkerque.

Stakeholders to involve: Public Policy, Parents.

Provisional timeline: Implemented in September 2023.

Resources needed: Budget Management Department, Child Services Department.

Priority 2: The importance of involving stakeholders in school meal committees

Description: Improving school catering services requires the active involvement of all key stakeholders. Children, parents, service providers, and elected officials each have a vital role to play in shaping a school meal program that is high-quality, inclusive, and aligned with the needs of its users.

Children, as the primary beneficiaries, provide firsthand insight into their preferences, expectations, and eating habits. Giving them a voice helps tailor meals to their real needs and fosters greater engagement with the service.

Parents contribute a broader perspective, offering valuable feedback on nutritional concerns, family constraints, and the overall perception of school meals. Their involvement strengthens trust, transparency, and the relationship between families and the local authority.

Service providers, who operate the catering services, bring operational knowledge. Involving them ensures that proposed improvements are realistic, actionable, and grounded in the daily realities of food production and distribution.

Elected officials ensure that decisions made in the committee reflect the municipality's broader public policies, particularly in areas such as health, sustainability, and social equity. Their presence anchors the work of the committee in the city's long-term vision.

By bringing all these actors together, school meal committees become true spaces for co-construction. Dialogue and shared decision-making lead to more relevant, accepted, and effective solutions. This participatory approach is essential to making school catering a model public service—fair, responsive, and forward-looking

Target schools: Primary public schools of Dunkerque.

Stakeholders to involve: Children, parents, suppliers, policy makers.

Provisional timeline: Implemented in September 2023.

Resources needed: Procurement Département – Catering School service.

Priority 3: Better metrics for better school meal services

Description: As part of its commitment to improving the performance and sustainability of school catering services, the City of Dunkirk has partnered with the startup Welleat, a young and innovative company offering a comprehensive digital management solution tailored to the complex needs of school canteens.

Welleat's software provides a global, real-time view of school catering operations, through a set of integrated, strategic modules:

Food waste tracking, helping to identify losses, adjust portion sizes, and raise awareness among staff and students for more responsible consumption.

Raw materials management, to optimise purchasing, reduce surpluses, control costs, and maintain high nutritional quality.

Monitoring of professional kitchen equipment (condition, wear, maintenance), allowing the city to anticipate investments and ensure safety and efficiency in meal preparation.

Optimisation of catering staff resources, through workload and task flow analysis, supporting operational efficiency and staff well-being.

Improved procurement choices, by using accurate data to design public contracts that align more closely with on-the-ground realities and quality goals.

This solution gives the local authority access to a real decision-making dashboard, enabling precise management of school catering services with a focus on continuous improvement, transparency, and environmental performance.

The integration of Welleat's software marks a major step in modernising public catering services, putting data at the heart of a more sustainable, efficient, and fair school food system for all children.

Target schools: primary public schools of Dunkerque.

Stakeholders to involve: Supplier (e.g., catering school service).

Provisional timeline: Implemented in September 2024.

Resources needed: /

6.2.4 NEEDS FROM S4FC (OPTIONAL)

We have been greatly inspired by exchanges with partner cities, which have allowed us to rethink our approach to school catering. These shared experiences have helped us improve communication with the main stakeholders – children, parents, and catering teams – by placing listening and transparency at the heart of our approach. They have also strengthened our commitment to optimize our organization and make our catering services more sustainable, both environmentally and socially.

With this in mind, we wish to refine our development by partnering with an organization capable of measuring its ecological impact through dedicated software, and, importantly, communicating this impact clearly and transparently to citizens. Mastering environmental data is a key lever for us to build a more responsible school catering system that better meets the expectations of the community.

Pillar (B) - Food and sustainability

6.2.5 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Children's choice of bread.	Children's choice of bread is taken into account to better meet their preferences and promote a balanced diet.
Optimisation of public procurement.	Optimising public procurement improves transparency, competitiveness, and the

	quality of services delivered.
Continued development of homemade production.	We continue to strengthen in-house homemade meal production to offer healthier, fresher, and more adaptable school meals. This approach supports local sourcing, reduces waste, and relies on skilled, well-trained kitchen teams.

6.2.6 VISION

The City of Dunkerque is committed to a long-term strategy to strengthen in-house homemade meal production as a cornerstone of its public-school catering policy. This approach aims to provide meals that are healthier, fresher, and more sustainable, while promoting public service values and supporting local food systems. Producing meals on-site gives the city better control over food quality, reduces waste, and allows greater flexibility to adapt to children's needs. This flexibility is reflected in the ongoing improvement of menus to ensure they are both nutritionally balanced and aligned with students' tastes. As part of this participatory approach, the city has also introduced a process that allows children to choose their type of bread, encouraging their involvement and helping raise awareness about food and nutrition. This long-term initiative is supported by ongoing staff training, the recruitment of qualified professionals, and the modernisation of kitchen facilities to ensure optimal working conditions and consistent service quality. Through this comprehensive and forward-thinking vision, the city reaffirms its ambition to make school meals a powerful tool for public health, food education, and ecological transition.

6.2.7 STRATEGY

Priority 1: Children's choice of bread: A key factor for their satisfaction

Description: Involving children in the choice of bread offered in school meals is an essential approach to boost their satisfaction and encourage healthy eating habits. Bread, a staple food in many school meals, must meet their preferences while respecting nutritional requirements. Allowing children to choose from several types of bread – whole grain, multigrain, white – gives them a sense of active participation in the composition of their meals. This involvement not only promotes meal acceptance but also educates them about taste and dietary diversity. Moreover, this choice can serve as a tool to raise awareness among children about the importance of favouring more nutritious and environmentally friendly breads, thus encouraging sustainable eating behaviours from a young age.

Finally, listening to children's feedback on their bread preferences enables catering teams and providers to adjust their offerings to better meet users' expectations while managing costs and reducing waste. This participatory approach is part of a broader policy of quality and innovation in school catering, focused on children's well-being and the social responsibility of the community.

Target schools: Primary public schools of Dunkerque.

Stakeholders to involve: Supplier (e.g., catering school service).

Provisional timeline: Implemented in September 2023.

Resources needed: /

Priority 2: Optimisation of public procurement

Description: Optimising public procurement is an essential approach to ensure quality, transparency, and accountability in purchases made by local authorities, particularly in the field of school catering. By refining tender processes and integrating more precise and relevant criteria, it becomes possible to select providers who better meet nutritional, environmental, and social requirements.

As part of this effort, we also conducted a sourcing campaign to better understand the constraints of potential suppliers. This step allowed us to gather valuable information about their capabilities, practices, and expectations, ensuring a better alignment between the needs of the community and the offers proposed.

This optimisation also fosters innovation by encouraging suppliers to propose more sustainable solutions, such as local, organic, or short supply chain products, while

controlling costs. Furthermore, it helps reduce food waste by better matching ordered volumes with actual needs. By incorporating performance indicators and social and environmental clauses into contracts, the local authority ensures that its political commitments to sustainable development and social inclusion are respected and valued. Thus, optimising public procurement becomes a major lever to make school catering an exemplary public service, capable of addressing current challenges in health, environment, and equity.

Target schools: Primary public schools of Dunkerque.

Stakeholders to involve: Suppliers, city's procurement department, catering school service.

Provisional timeline: Implemented in January 2023.

Resources needed: /

Priority 3: continued development of homemade production

Description: The continued development of in-house homemade production is a key focus of our school catering strategy. By prioritising on-site meal preparation, we ensure improved nutritional quality, greater freshness of products, and full transparency regarding the origin of ingredients used.

This approach also contributes to reducing packaging and food waste, while highlighting the skills and expertise of our kitchen teams. It strengthens the connection between production and consumption by tailoring menus to children's tastes and needs, all while meeting strict health and environmental standards.

To support this in-house production model, we place strong emphasis on the ongoing training of our teams and the recruitment of qualified personnel. Enhancing skills, supporting professional growth, and attracting new talent are essential to maintaining a high level of quality and daily commitment.

In-house production also offers valuable flexibility to incorporate local and seasonal products, helping support the local economy and promote more sustainable food practices.

Maintaining and expanding this homemade approach is a strong commitment to providing healthier, tastier, and more responsible school meals.

Target schools: primary public schools of Dunkerque

Stakeholders to involve: Supplier – Procurement department – catering school service -Training Department

Provisional timeline: Implemented in January 2023

Resources needed: /

Pillar (C) – Education and Learning

6.2.8 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Training school cooks.	Improve vegetarian meals in children's menu.
Creating a dynamic education around food.	Involve Dk Chef, Waste Brigad, the Healthy Meal.
Promoting well-being during the meridian break	Improve environment through sport and other activites.

6.2.9 VISION

These sessions aim at strengthening the skills of staff who interact with children daily, by highlighting the importance of high-quality school meals. The training will cover key topics such as nutritional balance, food waste reduction, hygiene and food safety, as well as the educational role of mealtime. By emphasising on school catering as a key moment in the day, the city seeks to raise awareness among all stakeholders about their central role in helping children develop healthy eating habits, while also promoting well-being and a sense of togetherness.

6.2.10 STRATEGY

Priority 1: Training school cooks

Description: As eating habits evolve and environmental and public health concerns become increasingly important, training our cooks in the preparation of vegetarian meals is more essential than ever. The regular inclusion of vegetarian options in school catering serves multiple goals: offering balanced and diverse meals that are

accessible to all, while also reducing the environmental impact associated with meat consumption. To achieve this, it is crucial that our cooks receive proper training to ensure vegetarian dishes are both tasty, nutritious, and suited to children's needs. These training sessions also help develop culinary creativity, increase knowledge of plant-based protein sources, and teach how to design complete meals that meet nutritional guidelines. By training our teams, we are equipping them to adapt to the changing demands of collective catering, while also playing a key role in educating children about taste, health, and eco-responsibility.

Target schools: Primary schools.

Stakeholders to involve: Kitchen staff and chefs.

Provisional timeline: The project is constantly evolving.

Resources needed: Budget and partner.

Priority 2: Create a dynamic education around food DKchef: The Top Chef of Dunkirk Schools

Description: Around sixty children from the city of Dunkerque, aged between 7 and 11, and attending Wednesday leisure programs, are taking part in the DKchef initiative. The concept? Four chefs from Dunkerque are working with the children to promote healthy eating habits and teach them how to cook. Led by the Education Policy and School Catering departments of the Children's Services, this third edition focuses on budgeting and eating local. The children are taken to stores where they can choose their own ingredients, compare prices, and learn how to identify quality products through origin and certification labels. The children also visit local farmers to learn about wildlife and the life cycles of living organisms. They are introduced to local specialty producers as well, such as chocolatiers, biscuit makers, and even a marine life observatory. They had the opportunity to visit the kitchens of the participating Dunkerque chefs' restaurants, where they put their recipes into practice. Each group is responsible for preparing a different part of a meal – including a starter, appetiser, main course, and dessert. The resulting menu will be integrated, as much as possible, into the school catering program.

Target schools: Four municipal leisure centre 17 Stakeholders to involve: Four chefs from restaurants in Dunkerque.

Provisional timeline: One session per week, each Wednesday, during all school year.

Resources needed: Time and investment of staff from different departments and partners.

The anti-waste brigade

Description: The anti-waste brigade is a team of volunteer children aged 10 to 11, whose objectives are to reduce food waste in their school and contribute to education at the taste of their peers. Once a week the brigade goes to the canteen during meals and talks with children who have not or may not touch their plates to find out the reason for the rejection of the food. If it is a food rejection, they explain the mechanisms of taste development and encourage tasting. If the problem is with the quality of the meal, then the information is reported so that the provider can take it into account.

Target schools: The biggest school of each district of the city.

Stakeholders to involve: Voluntary children and the agreement of their parents, the director of school catering of each school involved.

Provisional timeline: One time per week, all school year.

Resources needed: Time and investment of staff from different departments and partners.

The Healthy Meal

Description: During each school holiday period, a facilitator with this specific role visits the four leisure centres to lead a cooking workshop that actively involves the children. The dish prepared depends on the season or cultural events.

Target schools: The biggest school of each district of the city

Stakeholders to involve: Children of leisure centres.

Provisional timeline: During each holiday period, four time a year.

Resources needed: Time and investment of staff from different departments and partners.

Priority 3: Well-being during the meridian break

Sports Lunches

Description: In partnership with the territories most established and well-known sports clubs and associations, we organise over twenty meetings each year between professional athletes and children. The players come to introduce themselves and their club, answer questions prepared by the children, demonstrate their sports and playing with the children, share a meal, chat with the children during it and finally take a group photo or hand out autographs. The goal of this initiative is to encourage children to take part in physical activity and to reflect on their own sports practice and eating habits.

Target schools: All the schools.

Stakeholders to involve: Different club and association.

Provisional timeline: All year.

Resources needed: Communication and flexibility.

Health Noon

Description: "Healthy Noons" are educational programmes delivered in the form of mini games by volunteer animators. This year, a new activity was created featuring a dentist and a patient, aimed at raising children's awareness about good oral hygiene practices. This activity is designed for children aged 4 to 5. At the end of each session, a free toothbrushing kit is handed out to every child.

Target schools: Kindergarten.

Stakeholders to involve: Dental lab, school director, animators.

Provisional timeline: One time by school.

Resources needed: Free dental kit.

The quarter of sport practice

Description: To encourage sports participation and engage children during the midday break after lunch, we have set up a program for discovering and gradually learning different sports disciplines. For each age group, facilitators can lead activities in a dozen different sports and develop a progression plan over a full period (6 to 8 weeks). Twice a week during a quarter of an hour, children take part in workshops focused on motor skills, discovery, and training, with the goal of reaching a certain level of proficiency in a sport. This level is self-determined by each child based on their initial

interest and motivation. The goal of this project is to develop children's physical abilities, introduce them to a variety of sports, and encourage regular physical activity.

Target schools: All the schools.

Stakeholders to involve: Animators.

Provisional timeline: Twice a week, different sports each period (6 to 8 weeks).

Resources needed: A document with all the activities and their different stages of evolution, materials for all sports practices.

Work on the restructuring of school restaurants (acoustics, accessibility, furniture)

Description: To reduce noise and improve the children's dining experience, renovation work is being carried out in school canteens to make them more pleasant. These efforts focus primarily on noise reduction, through the installation of soundproofing panels to lower ambient noise levels. The renovations also address the practical and visual aspects of the dining spaces, with the purchase of furniture that no longer resembles classroom seating. The goal is to create clearly defined and functional areas within the canteen.

Target schools: Every school canteen.

Stakeholders to involve: The city's procurement department to find equipment that meets our needs and the building management service to carry out the project.

Provisional timeline: School by school.

Resources needed: Investment capacity.

6.2.11 SF4C NEEDS (OPTIONAL)

As part of these various objectives, the contribution of SchoolFood4Change has already been significant. Here, we have listed the initiatives currently underway in our municipality. Others are in the planning or project stage and have been greatly inspired by the sharing, transparency, and valuable insights provided by the member cities of the program and their dedicated staff. Our main need from SchoolFood4Change is to continue sharing experiences and visiting our partners to gather ideas and best practices.

Pillar (D) – Community and Partnership

6.2.12 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Presence of cooperatives of local organic farmers and food artisans.	Encourage and accompany the emergence of food supply opportunities at a local level.
Study group of local public purchasers.	Act collectively to better our practices in food purchasing.

6.2.13 VISION

Not only are we due to work with the cooking side and the consumer side of the process, but we need to help the local agricultural and agri-food economic fabric to develop itself in a sustainable way thanks to long-term partnership with school food restaurants. Along with the County Council Policy on Agriculture and food, a huge effort is thus made to encourage organic producers to settle on the area, as there is not a lot of them in the surrounding rural area. It is of our duty as every public purchaser to work with them so as to improve their skills in appliance to public call for tender, and to anticipate our needs in order to better the match between supply and demand. We also work on local study group to share good purchasing practice within local authorities and municipalities in charge of collective catering.

6.2.14 STRATEGY

Priority 1: Mobilise the resources of the territory to enable local supply

Description: We aim at getting in touch with local farmers and food factories or cooperatives to detail our needs. Indeed, more especially in agriculture, producer need to have a clear view on the ongoing demand, and its expected schedule so as to plan the crop enough time in advance. In addition, a single small farmer cannot solely apply for public tenders as its production volume won't be sufficient. Producers need to gather themselves in cooperatives or structured groups and benefit from a critic size to guarantee enough production (to secure the supply) and product diversity (so that

the public purchaser is not to multiply the contracts), and to rationalise delivering and public contract management.

Target schools: Every school supplied through hot delivery Stakeholders to involve: Existing or beginning local producers, County Council Department in charge of Agriculture and of local Business development.

Provisional timeline: In progress.

Resources needed: Human resource to train the companies so as to better their skills in public procurement, and to express more clearly our needs.

Priority 2: Share public procurement good practices among public authorities

Description: France is known for its layer cake of authority levels. Collective food is handled by many public authorities that must work under the public procurement regulation. Sharing the same goals of sustainability, quality, taste, locality and optimised cost, we need to work together to share our best practices and ideas to better school food. We are settling a group of public procurers around Dunkerque to discuss our practices and to solve existing problems.

Target schools: Every school and collective food restaurants around Dunkerque

Stakeholders to involve: Public purchaser around Dunkerque,

Provisional timeline: In progress 24

Resources needed: Time to organise and animate the group.

7 MADRID REPLICATION PLAN

7.1 POLICY CONTEXT AND CITY'S AMBITIONS

Madrid has made significant strides in building a healthy and sustainable food system for its municipal nursery schools (ages 0–3), fully aligned with the [Milan Urban Food Policy Pact](#) and the [United Nations Sustainable Development Goals](#) (SDGs). Since 2016, the city has developed its own network of public nursery schools, which currently includes 76 centres, with plans to expand to 80 in the near future. At the heart of this initiative is the recognition of nutrition as a fundamental right for all children.

Madrid promotes healthy, balanced, and sustainable diets as part of a broader commitment to early childhood care, educational quality, and social equity.

Madrid's ambitions are anchored in:

- Implementing healthy, sustainable, and locally sourced food practices.
- Integrating food education into the full school experience.
- Engaging families and communities through participatory processes.
- Using food as a tool to promote social justice, sustainability, and support for local agriculture.
- Encouraging lifelong healthy eating habits from an early age.

Madrid's nursery schools are adopting greener menus by prioritising fresh, local, seasonal, and organic ingredients. They are also increasing the proportion of plant-based meals, reducing the use of animal proteins by replacing processed meats with legumes, using whole grains and healthy fats, cutting back on added sugars, and eliminating salt. These changes are accompanied by educational efforts aimed at helping children and families understand where their food comes from and how to eat in an environmentally conscious way. Despite these gradual changes, there is still resistance from families in the school network.

Menus in municipal nursery schools must meet the following criteria:

- Include two days per week without any animal protein.
- Avoid all processed or pre-cooked foods.
- Offer fresh fruit daily as dessert.
- Exclude certain fish species such as pangasius, tilapia, and Nile perch.

Furthermore, mealtimes are conceived as moments of learning, care, and emotional development. They are an opportunity to promote positive and responsive feeding practices, respecting children's natural hunger and satiety cues. Schools encourage autonomy through child-friendly utensils and settings, while shared mealtimes help strengthen bonds with educators and peers. Taste development begins at birth and should be nurtured without relying on salt or sugar. Early childhood is a crucial stage for establishing lifelong food preferences and preventing obesity. In Madrid's

nurseries, children are encouraged to self-regulate hunger, ask for second helpings of healthy foods, and politely refuse foods they do not want.

Despite the progress made, challenges remain, particularly in ensuring consistency across all schools and integrating these healthy food practices throughout the entire municipal nursery network. Madrid aims to use the WSFA as a framework to consolidate and expand these efforts, ensuring that all children enjoy healthier, more sustainable meals while fostering lifelong good eating habits.

7.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

7.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Strong alignment with the Milan Urban Food Policy Pact.	Complex procurement and administrative processes slowing implementation of healthy food initiatives.
Existing policies favouring fresh, local, organic products, and elimination of ultra-processed foods.	Uneven level of engagement and training across all school staff and families.
Presence of "motor groups" (working groups) already established in many schools to drive food policy changes.	Limited monitoring and evaluation mechanisms for tracking WSFA implementation across all centres.
Fully equipped on-site kitchens.	Differing political priorities in different departments regarding food contracts.

7.2.2 VISION

Madrid envisions a school environment where healthy, sustainable eating habits are fully integrated into daily life, not just through menus but also through education, community engagement, and school culture.

All children attending municipal nursery schools will have:

- Daily access to healthy, seasonal, organic, and locally sourced food;

- Educational experiences that build awareness of food's impact on health, environment, and society;
- Active involvement of families and school staff in promoting a "food conscious" culture.

Furthermore, healthy, sustainable eating habits must be promoted and learned, not only by children attending school, but also by families, school members and everyone involved in the nursery school. It is a shared responsibility that creates the ideal conditions to integrate healthy eating habits into children's lifestyles.

7.2.3 STRATEGY

Priority 1: Strengthen and expand School Food Working Groups

Description: Consolidate and reinforce the existing motor groups within each nursery school, ensuring that they serve as the primary agents for WSFA implementation.

Encourage those schools that don't have this motor group in place to create one. These groups will foster a shared vision, encourage interdisciplinary collaboration, and ensure collective ownership of school food strategies.

Target schools: All 75 municipal nursery schools.

Stakeholders to involve: School leadership, educators, kitchen personnel, municipal education authorities and parent associations.

Resources needed: Facilitators and spaces to take meetings.

Priority 2: Develop and deploy a standardised WSFA educational toolkit

Description: Design a comprehensive, age-appropriate, and culturally sensitive educational toolkit to integrate food literacy during "pedagogical mealtimes". The toolkit will cover topics such as healthy habits, food sustainability and biodiversity.

Target schools: one or two municipal nursery schools.

Stakeholders to involve: School leadership, educators, kitchen personnel, municipal education authorities and parent associations.

Resources needed: Expert teams for applying the content to Madrid context, pilot testing schools, budget for printing and distribution

Priority 3: Establish a Monitoring and Evaluation Framework for WSFA implementation

Description: Create and implement a systematic evaluation framework, aligned with the "Bronze-Silver-Gold" WSFA model, to monitor progress, identify challenges, and recognise achievements within schools.

Target schools: All 75 municipal nursery schools.

Stakeholders to involve: Municipal education authorities, external evaluators, school food coordinators.

Resources needed: Expertise in evaluation methodology, digital reporting tools, training sessions for school personnel.

Priority 4: Continue with the implementation of Canteen Days to promote healthy eating habits

Description: Continue with the implementation of Canteen Days that have been done in some nursery schools to give tips to families on how to improve eating habits, to promote health education and sustainable consumption in relation to food and lifestyle and to propose actions that can be replicated at home in the daily routine.

Target school(s): All 75 municipal nursery schools.

Stakeholders to involve: Municipal education authorities, urban food enablers, educators, kitchen personnel and parent associations.

Resources needed: Facilitators and spaces to take meetings.

8 MBALE REPLICATION PLAN

8.1 POLICY CONTEXT AND CITY'S AMBITIONS

The [School Feeding programme](#) in Uganda is a vital initiative aimed at improving student nutrition, attendance, and academic performance. Uganda's Ministry of Education and Sports recognises the importance of school meals which also triggered the development of the school feeding guidelines in 2013. However, these have not been fully implemented or uniformly disseminated across the country. The provision of meals is largely left to parents, guardians and school administrations. The student enrolment in Mbale city is currently at 86,306 and 16,484 in government and private

schools respectively, yet the feeding programme is mainly available in private schools than government schools. Relying on parents and school administrations or management for school feeding, risks the sustainability of the programme and inclusivity due to varying degrees of willingness and ability to pay.

Mbale city, through its partnerships with different stakeholders, will provide services towards the sustainability of its school feeding programme through partnering to boost its services along departments like the:

- Production department which will support in extension services towards school gardening as well as some inputs for establishments and maintenance of school gardens with regular monitoring and backstopping of school gardening teams across different schools.
- Education department through its mandate of school inspections and regulations will engage from time to time on the compliance standards and continuously encourage and guide schools to engage in school management, parent dialogue and sensitisation towards school feeding to increase the school meal student enrolment.

The city is in the process of aligning its development plan to the national nutrition strategy and in the same vein has appointed a city nutritional focal point, whom, together with the health department, will provide essential guidance and oversight to ensure the programme is effective, safe and aligned with public health standards, as well as guide on nutritional standards through nutritional education.

The community department will foster community involvement, mobilisation and sensitisation of parents and the public through its mandate of organising community meetings and encouraging active participation of parents and communities in planning and running the feeding programme.

The city's good leadership and administration ensures a safer and healthier work environment and advocates for policies that aim at sustainable safety approaches.

8.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

8.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Existing program-AfriFOODLinks (on promoting school feeding in 10 pilot schools) in Mbale city that provides a foundation for replication and testing of models such as the school garden model, demonstration of urban farming technologies, awareness and capacity building of teachers.	Since school feeding is strictly parent-led, most children from poorer families have limited access to school meals due to affordability of the fees involved in enrolling their children to school food programmes. This has resulted in poor cooperation between parents and school administration in making meals accessible to students.
Ongoing school feeding engagements in some of the schools and existing efforts by school administration to promote the parent led school feeding Programme. Some schools have land that makes it easy to establish vegetable gardens.	Low political will from the government towards supporting school feeding programmes.
Existing national school feeding guideline.	Current policies on school feeding are not clear which makes implementation difficult in the city.
Existing multi stakeholder platforms such as Good Food Parliament and Good Food Council that can be leveraged for policy discussions.	Vested political interests have hindered school feeding programmes. In this scenario, politicians interfere in implementation of school feeding policies and agreements by schools within the city.
Availability of local expertise on urban farming, model technologies and enthusiasm of different stakeholders including school administrations, city council leaders to address the issue of school feeding in Mbale city.	Lack of key production resources like the sizeable land and access to agricultural inputs like seeds, tools and chemicals have limited schools from growing their own food.

Large number of local primary schools (209 in total, 59 public and 150 private schools).	Lack of school feeding programmes subsidised by the government.
	Lack of dietary variety in most school meals prepared as most schools prepare posho and beans daily hence limiting the nutritional intake for the children who are still in growing stages. There are also cases of some children not eating certain foods due to illnesses.

8.2.2 VISION

Mbale's ambition is to catalyse an urban support system for schools that promotes and supports a Whole School Food Approach.

8.2.3 STRATEGY

Priority 1: Education and Learning - Establishment of school nutrition clubs and gardens

Description: Rikolto through the Afrifoodlinks project is implementing the school pilots and has supported the revival of school gardening. A school nutrition club per participating school has been established and horticultural gardens have been set-up in 10 schools to support practical learning purposes for pupils and teachers. The nutrition clubs provide safe spaces for pupils to debate and discuss about food issues within and beyond their school environment. The food from these gardens are intended to be used to supplement kitchen menus in schools for pupils. Rikolto in partnership with Holland GreenTech developed a training manual to guide students and teachers in establishing and managing school gardens. The Pilots also supported the procurement of inputs such as seeds, organic manure among others and tools to support school gardening initiatives like hoes, wheel burrows. Regular school visits to

monitor the progress of the school nutrition clubs and gardens are being conducted. The school garden model is being used as a tool to catalyse discussion and transfer knowledge and create awareness around the need for school feeding as well as demonstrate urban farming technologies to learners as we believe that this knowledge will trickle down to the parents as well and form a basis to discuss food in urban context and thus ultimately creating a ripple effect to increasing the enrolment of pupils on the school feeding programme. However, the model still needs a lot of sensitisation, training and upscaling to enable its stability and sustainability.

Target schools: Eight primary and two secondary schools within Mbale city.

Stakeholders to involve: School administration, Mbale city local government, Holland Green Technology and learners.

Provisional timeline: Not yet determined.

Resources needed: Further investment is needed in deepening the demonstration of urban farming and improved technologies in schools such as Solar powered Irrigation kits, Aquaponics, Aquaculture, setup of water sources in some schools among others.

Priority 2: Community and partnerships - Community sensitisation

Description: Through the MSPs such as Good Food Parliament, Good Food Council, City departmental Meetings and other stakeholder engagements, a strong partnership has been established between Rikolto Uganda, other AfriFoodlinks implementing partners (Food Rights Alliance FRA and CONSENT), school administrations, religious leaders, civil society organisations, parents, the city council and leaders to create awareness on school feeding within Mbale city. The project consists in leveraging this strong partnership and existing parent-teacher school meetings and associations to create awareness about school feeding and provoke a behavioural shift towards increased enrolment of pupils into school feeding programmes.

Target schools: Eight primary and two secondary schools within Mbale city.

Stakeholders to involve: Mbale city, school administrations, city and community leaders, religious leaders, civil society, parents and partners.

Provisional timeline: Yet to be established.

Resources needed: There is still a gap in deepening the awareness among the parents on the need to comply with the current context of parent led school feeding

programme. Resources and investment are needed to catalyse this discussion and engage all key stakeholders repeatedly to achieve results.

Priority 3: Policy and leadership

Description: Stakeholder mapping and consultations were held within Mbale city. Stakeholder inception meeting was held to clearly communicate the objectives of the school nutrition intervention and call for participation and full support from each stakeholder. Capacity building sessions like training of trainers' workshop for schoolteachers were conducted to boost the capacity of teachers to become ambassadors in supporting school feeding initiatives within their schools. Rikolto has also been working with the city council, school administration and Holland Green technology to advocate and influence policies on school feeding at the city level. (demonstrate the policy gap).

Target schools: Eight primary and two secondary schools within Mbale city.

Stakeholders to involve: City council leaders and its technical departments, School administration and Holland Green Technology.

Provisional timeline: /

Resources needed: Its worthwhile to invest more resources in disseminating, analysing and reviewing the current policy frameworks and possibly localising policies at both city level and school level that govern the school feeding programme as well as facilitating Mbale city officials to implement or supervise the implementation of such policies. For example, ensuring that procurement guidelines, food safety, are adhered to.

8.2.4 NEEDS FROM S4FC (OPTIONAL)

Mbale City, given the context of school feeding, would benefit from deepened research and advocacy on the overall school feeding programme to enable adoption by government or increased uptake by the parents. This will inform further exchanges, focused dialogues, broadcast awareness and investments in multiple governance areas and policy development and multi-stakeholder engagement platforms.

8.2.5 ADDITIONAL NOTES (OPTIONAL)

The newly launched IDRC School Food 4 cities project will review the current policies and try to improve policy frameworks around the school feeding programme highlighting the roles of key stakeholders more so in the procurement processes.

8.3 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

8.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Presence of a national guideline on school feeding (https://www.scribd.com/document/792778976/Uganda-School-Nutrition-Policy-2024)	Because of the limited demand for school food there is limited interest, awareness and implementation of national school food procurement guidelines as the magnitude of procurement of food in individual schools is very small.
There is an ongoing research project (School Food 4 Cities) in Mbale funded by IDRC Canada, being coordinated by ICLEI Africa in partnership with Rikolto and the University of Zambia to bridge the research gaps in school food procurement in Mbale, Arusha and Kitwe Cities	Limited enrolment of students into the school feeding program (15-25%) which hinders the capacity of schools to procure food sustainably. This is because the basis of food procurement is dependent on the collective income obtained through overall student enrolment into existing school food programmes.
The strategic location of Mbale city in a food abundant agroecological zone can make food sourcing easy and	Limited political will/government support in providing subsidies to schools to procure food.

convenient, helping schools reduce their carbon footprints through regional purchases.	
Presence of city technical departments to supervise/monitor and technically support pathways to sustainable school food procurement.	Absence of associations/unions (trade, farmer or civil society) linking and organising local farmers to supply school food.
	Limited storage and kitchen equipment and infrastructural developments in schools which can hinder bulk and seasonal food procurement, safe storage and quality food preparation equipment.
	Limited diversification of food during procurement.
	Vested political interests present a huge barrier to school food environments and in turn school food procurement.

8.3.2 VISION

Analyse the roles and challenges of local governments in promoting healthy and sustainable school meals in Mbale City and provide insights for scaling to national and regional policy actors. The following are some of the reasons behind the choices made towards shaping the city's vision for sustainable food procurement:

- Limited research in the area of sustainable school food procurement in Mbale;
- Need to investigate the environmental impacts of food procurement;
- Wish to increase access to food produced by local farmers by schools (support local farmers and boost local economy);

- Reduce child hunger among school aged learners within the city jurisdiction.
Promote local food sovereignty.

8.3.3 STRATEGY

Priority 1: Action Research

This approach involves a comprehensive set of activities designed to build knowledge, test solutions, and scale successful practices. In particular:

- Desktop review
- Generate empirical data
- Prepare a data summary report
- Working paper
- Co-Design intervention pilots
- Develop pilot intervention plan
- Report on pilot intervention implementation
- Develop useful policy tools like policy briefs, factsheets and infographics
- Participate in city exchanges
- Capacity building of technical staff
- Develop a road map for scaling up actions at the local and national level
- Participate in regional forums
- Publish open access peer reviewed journals
- Create local food systems' experts through one academic PHD thesis

Target: Mbale city

Stakeholders to involve: School administrations, parents' associations, city council, school food vendors, development partners.

Provisional timeline: /

Resources needed: /

8.3.4 NEEDS FROM S4FC (OPTIONAL)

Mbale City given the context of school feeding would benefit from deepened research and advocacy on their overall school feeding programme to enable adoption by government or increased uptake by parents. This will be informed by further exchanges, focused dialogues, increased awareness and investments in multiple pilots and models to increase uptake and adoption.

9 SARAJEVO REPLICATION PLAN

9.1 POLICY CONTEXT AND CITY'S AMBITIONS

As part of the regular activities of Sarajevo's local project, [New School Lunch](#), in March 2024, a [Law on agricultural support](#) was adopted in Sarajevo, which includes the purchase of agricultural products from small farmers for school nutrition, modelled on the EU school scheme.

At the level of the Federation of Bosnia and Herzegovina (BiH), an [agricultural and rural development strategy](#) was adopted, which also includes a similar measure of support for small farmers for delivered products intended for school nutrition in the entire Federation of BiH, with around 165,000 students in primary schools. The project based in Sarajevo will serve as a pilot project for this strategy for other cities.

It is important to point out that the strategy as a whole is adapted to the Common Agricultural Policy of the EU (CAP).

With the law on agricultural support being implemented in Sarajevo and the Federation of BiH, farmers are already receiving funds for milk, eggs, fruit, vegetables and other products for schools.

In terms of expansion, Sarajevo has already started activities to transfer our experiences and achievements, as good practices, to other cities in Bosnia and Herzegovina and the Balkans. The city is currently talking to their partners from Montenegro about replicating our practices in their cities. In particular, they are discussing with the parliamentary committees for agriculture and education of the Federation of BiH, and with the Ministries of Health, Education and Agriculture about

the legal regulation of school meals and we hope that this will practically begin during the next school year.

9.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

9.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Support provided by the Ministry of Education to improve conditions for preparing and serving food in schools.	School kitchens and canteens have never been adapted and adjusted for this.
Parents and teachers are very interested in better nutrition for students.	Lack of initiative, leadership, vision and coordination of practical activities reconstruction and education.
Near Sarajevo, there are conditions for preparing healthy food, as well as a large number of products from small farmers.	There is a lack of education and support for farmers to properly grow healthy fruits, vegetables, milk and other products.
There are many catering companies operating in Sarajevo that prepare and deliver food.	There is a lack of legislation that would ensure the delivery of only products that meet nutritional needs and balanced meals for schools.

9.2.2 VISION

Sarajevo Food Lab was formed as an initiative to bring together all participants in the process of transforming nutrition in schools.

We want all children and students in preschools, primary and secondary schools to receive at least one healthy meal at school, a total of about 65,000 meals per day in more than 200 different institutions.

To establish a new sustainable system of healthy school nutrition, we are introducing the Sarajevo VIP scheme, delivering fruit, vegetables, eggs and milk to all children and students. In the second phase, when we secure sufficient political

will and budget, and adjust the organisation, we will move on to preparing and serving complete and hot meals for all.

9.2.3 STRATEGY

Priority 1: Establishment of the Working Group for School Nutrition

Description: Establishment of the Working Group for School Nutrition to ensure proper monitoring and enforcement of the standards developed by the Ministry of Education of Sarajevo in all schools.

Target schools: Primary and secondary schools.

Stakeholders to involve: Representatives of the Ministry of Education, schools, NGOs, food inspectorates, public procurement experts, UNICEF, Faculty of Food and Agriculture, Parents' Council.

Provisional timeline: The working group works continuously, with the possible expansion of its composition, adapting to current needs with the aim of growing into a Food Council.

Resources needed: The work of the group is funded by the Ministry of Education, and schools provide space for meetings, which are organised each time in a different school, with the involvement of the administration of each school.

Priority 2: Create a legal framework and implement the New School Lunch project in schools

Description: Education is a very strictly regulated area, so any changes are only possible after legal regulation and approval from the competent Ministry.

Target schools: Primary and secondary schools in Sarajevo.

Stakeholders to involve: Working group for school nutrition.

Provisional timeline: /

Resources needed: Within the Working Group for School Nutrition.

Priority 3: Food teams in every school

Description: To implement the New School Lunch project, a team of at least five members is formed in each school. In addition to the school administration (principal,

secretary - lawyer), there are teachers who deal with food-related issues, and kitchen and canteen staff.

Target schools: 50 primary schools in which the project has already been implemented, there will be another 15 schools in which the project will be implemented, as well as all secondary schools in Sarajevo.

Stakeholders to involve: School administration (principal, secretary - lawyer), there are teachers who deal with food-related issues, and kitchen and canteen staff.

Provisional timeline: /

Resources needed: /

9.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

9.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Defined education plan within the implementation of the entire new school snack project.	Cooks and canteen staff lack specific knowledge related to the safety, quality and health of food adapted to the needs of students.
School administration teachers have been informed and have accepted the implementation of the project and education plan.	Cooks and canteen staff do not have capacity to conduct education for school administration, teachers, and kitchen and canteen staff.
The cooks and canteen staff are professionally committed to preparing and serving healthier meals.	Cooks and canteen staff have never received specific training related to child nutrition and they require an extensive cooks training programme to prepare healthy and safe meals.

9.3.2 VISION

To prepare and serve healthy meals, in addition to the technical conditions, it is necessary that everyone in the chain of responsibility of sustainable nutrition in schools acquires adequate knowledge and inspiration from good practices.

School administrations must take greater responsibility, in accordance with the law, to establish a sustainable school feeding system and to maintain and improve it.

Within the regular teaching and curriculum, teachers and tutors should incorporate special lessons on the importance of healthy eating and its impact on the development of children and adults.

For all cooks and kitchen staff, good knowledge of healthy and sustainable diets, eating habits and the safety of the food they prepare for students are important.

9.3.3 STRATEGY

Priority 1: Greater responsibility of school management

Description: School food teams must be educated and become responsible for all issues related to student nutrition, from the development of good lifestyles, through public procurement, to technical details in kitchens and canteens.

Target schools: All primary and secondary schools (around 65-90 schools).

Stakeholders to involve: School food teams, school administrations, NGOs, parents' council.

Provisional timeline: /

Resources needed: School teams are made up of school employees who are regularly paid, so there are no special/additional costs, and they use school premises for their work.

Priority 2: Quality education of chefs and kitchen staff

Description: In addition to primary and initial education related to the preparation of quality and healthy meals for students, it is necessary to establish a system for maintaining and improving acquired knowledge through permanent systems of lifelong learning and education, in accordance with the law but also with the goals of permanently improving competencies for the preparation of high-quality meals.

Target schools: All primary and secondary schools (around 65-90 schools).

Stakeholders to involve: Ministry of Education, school administrations, NGOs in this area, external experts.

Provisional timeline: Permanently.

Resources needed: Additional funds in the budget for continuous maintenance of knowledge and education.

Priority 3: Improving the curriculum and teaching plans

Description: Improve school curricula by introducing innovative content related to the importance of healthy eating, short supply chains, and methods of sowing, growing, harvesting, and preparing healthy agricultural products. New lessons should be adapted to the age of students (6-9, 10-12, and 13-18 years of age) in terms of their content and topics. In addition to healthy eating, hygiene, and the importance of drinking water, they should also promote living in nature and healthy lifestyles.

It is necessary for all schools to organise several visits a year to agricultural producers and their farms - like schools in nature, and together with their parents to get involved in the processes of sowing or harvesting fruits for the needs of schools and students' families.

Target schools: All primary and secondary schools (around 65-90 schools).

Stakeholders to involve: Ministry of Education, School Boards, Council of Parents, small agricultural producers.

Provisional timeline: Permanent activity.

Resources needed: The Ministry and the Parents' Council will provide additional resources for outdoor schools, and for other activities, resources have previously been provided.

9.4 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

9.4.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
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Near Sarajevo, there are conditions for preparing healthy food, as well as many products from small farmers.	Developing a sustainable system and criteria for public procurement that will guarantee the cultivation of healthy products by local farmers near Sarajevo.
There are many catering companies operating in Sarajevo that prepare and deliver food of usual composition and quality for regular use.	Provide appropriate support to help catering companies transition towards healthier food offerings by enhancing their understanding and providing clear guidance, by allowing participation in market dialogue sessions, presentations of the new regulations, and targeted support on the specific school nutrition standards.

9.4.2 VISION

In the preparation of the School Nutrition Regulation, through the Working Group, a public procurement expert was continuously involved, which helped ensure that the new Regulation contained specific instructions for schools on how to define criteria for purchasing food from domestic companies.

Later, through market dialogue, understanding and agreement was secured with catering companies that accepted the provisions of the regulation and now deliver food that is adapted to the health and nutritional needs of children and students.

In a similar way, we want to educate all small farmers around Sarajevo in the preparation and cultivation of products with the same purpose.

9.4.3 STRATEGY

Priority 1: School Nutrition Regulation

Description: The adoption of the School Nutrition Regulation ensures the supervision and control of previously defined standards that must be met by producers - small

farmers and catering companies - which thus become criteria for sustainable and regular food supplies for students.

Target schools: All primary and secondary schools

Stakeholders to involve: Working group, public procurement experts, school administration, catering companies, small farmers and parents' council

Provisional timeline: /

Resources needed: The work of the working group was previously regulated by a decision on appointment by the Ministry of Education, and a budget and premises for work were provided in each school.

Priority 2: Market dialogues

Description: Market dialogues through informing and educating catering companies and thus further supporting the offer of healthy products and prohibiting the delivery of others that are less beneficial for students/children.

Target schools: All primary and secondary schools (around 65-90 schools).

Stakeholders to involve: Working group, school administrations, catering companies, public procurement experts.

Provisional timeline: /

Resources needed: No special resources for these needs.

Priority 3: Education and information for small farmers

Description: The experiences of domestic experts in regional and international projects whose intentions are the transfer of the Agricultural Knowledge and Innovation Systems (AKIS) approaches and practices should be put into use as soon as possible to transform and upgrade the newly established, but traditional, agricultural advisory service in the Federation of BiH into AKIS-based transfer of knowledge and technologies, with an emphasis on innovation and the incorporation of information technologies into agriculture and related activities (AKIS).

Aligned with the regional pilot schemes for fruit, vegetables, and milk, the programme supports product distribution as well as educational and informational initiatives. In our case, the education and information programmes for small-scale farmers focus

on promoting the safe and healthy production of fruits, vegetables, milk, and other products, tailored to meet the nutritional needs of schoolchildren.

Target schools: All primary and secondary schools (around 65-90 schools).

Stakeholders to involve: NGO, Ministry of Agriculture - advisory services, procurement experts.

Provisional timeline: /

Resources needed: Financial support from the Ministry of Agriculture.

9.4.4 NEEDS FROM S4FC (OPTIONAL)

To organise a partnership for the implementation of a comprehensive project, new knowledge and lessons learned are needed for NGO and change agents. For better acceptance of reforms, international support is also important through field visits, discussions with decision-makers and presentations of new knowledge and reforms from the EU in our governments and ministries. For the organisation of the work of expert teams and advisory and coordination services for all NGO activities, financial support is also important as a lever for greater interest in reforms, which are often rejected due to lack of funds for these purposes.

Also, the good practices of partners and other cities are of great importance, which are the fastest accepted through local events and international participation and public media appearances. such activities require stronger support through joint projects that include practical reforms and transformation of nutrition in the field - in schools in Sarajevo and Bosnia and Herzegovina.

9.4.5 ADDITIONAL NOTES (OPTIONAL)

The SchoolFood4Change project has given key momentum and support to our local activities and the local project New School Lunch.

Numerous reforms and planned activities and a permanent system of sustainable school nutrition through the Sarajevo VIP scheme and the EU scheme for the

provision of fruit, vegetables, milk, eggs and other products. In the second phase, complete provision of hot meals for all students in all schools in Bosnia and Herzegovina. This positions us at the very beginning of reforms with a marathon and many steps ahead of us.

10 SCHAEARBEEK REPLICATION PLAN

10.1 POLICY CONTEXT AND CITY'S AMBITIONS

This plan focuses solely on the Gemeenteschool De Kriek elementary school and covers pillar B and C of the WSFA.

Gemeenteschool De Kriek is a primary school situated in the municipality of Schaerbeek (Brussels), Belgium. It has 200 pupils aged between 2.5 and 12 years old, organised into 10 classes of 20 pupils. The school represents the municipality in the SchoolFood4Change project. Since the school opened in September 2011, sustainability has formed part of our pedagogical project. This is reflected in providing fruit as a healthy snack, not serving soft drinks (only water instead) or sweets, sorting and composting waste, and holding workshops on vegetable gardening, sustainability, and preparing vegetarian hot meals.

The municipality is committed to health and sustainability. For example, every toddler is offered free soup every day, and all municipal schools are supplied with organic, seasonal hot meals. All meals in Dutch-speaking municipal schools are vegetarian.

10.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

10.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

The opportunities and challenges in this table are divided per pillar B and C of the WSFA.

Opportunities	Challenges
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(B) Food & Sustainability • New school kitchen and restaurant (since September 2022). • Friendly and warm kitchen staff • School rooftop garden (since April 2024). • Sustainable Food Procurement (of fruit for school meals).	No challenges identified.
(C) Education & Learning • Implementation of new curriculum "Health". • Sustainability as part of the school vision. • Integrating the Soup project in the lectures.	No challenges identified.

10.2.2 VISION

Gemeenteschool De Kriek aims to become a pioneer and set an example for other schools in the Schaerbeek municipality and beyond, with the implementation of an educational project (Soup project) in which the school will make soup with their pupils.

The school has a small school garden where vegetables are grown, as well as a school kitchen and compost area. The plan is to educate students about the cycle of the food they eat, teaching them about:

- Seasonal vegetables;
- Preventing food waste;
- Healthy and sustainable food.

As part of the school curriculum, students from Classes 1 to 6 will participate in a weekly afternoon program over the course of three months. This hands-on initiative

integrates subjects such as mathematics, geography, sustainability, and social skills through practical, meaningful activities.

Each week, students will engage in:

- Planning the menu using seasonal vegetables (geography, sustainability).
- Calculating ingredient quantities based on class size and servings (mathematics).
- Preparing the soup, promoting teamwork and practical kitchen skills (technique, social skills).
- Composting vegetable scraps to understand natural cycles and reduce waste (sustainability).
- Serving the soup, fostering empathy, cooperation, and communication (social skills).
- Measuring leftovers to assess consumption and reduce food waste (mathematics, sustainability).

In addition, students will help maintain the school garden, reinforcing lessons on where food comes from and how it's grown.

Because this program is fully integrated into the existing curriculum and led by teachers, no additional staffing or changes to school facilities are required. However, parent volunteers are welcome and could contribute to a more culturally diverse menu, enriching the educational experience.

By learning where food comes from, how to cook it, and the environmental impact of these choices, children gain the knowledge and skills to make informed decisions about their health and the wellbeing of the planet—now and into the future.

10.2.3 STRATEGY

Priority 1: Establishment of a Soup project working group

Description: Identifying a dedicated group of teachers—one representative from each grade (Class 1 through 6), that will take part in the Soup project working group to coordinating and enabling the implementation of the project across the year.

The implementation plan would envision:

- Organising the timetable and year plan for Classes 1 to 6 (e.g. each Monday afternoon we make soup for Tuesday, Wednesday, and Thursday; each Thursday afternoon we make soup for Friday and Monday. Class 5 and 6 cover September, 3 and 4 October, 1 and 2 December, and so forth).
- Identifying parents who can participate.
- Gathering input from pupils in setting the menu.
- Identifying a set of curriculum goals (*leerplandoelen*).

Target school: gemeenteschool De Kriek Schaerbeek.

Stakeholders to involve: teachers, parents, pupils.

Provisional timeline:

Setting up the working group: June 2025.

Starting the plan Project Group: September 2025 onward.

Resources needed: /

Priority 2: Recipe book

Description: Creating Recipe book featuring healthy and sustainable soups that pupils enjoy, taking inspiration from the Recipe book realised by the Pollenzo University of Gastronomic Sciences, partners in the SchoolFood4Change project.

Target schools: gemeenteschool De Kriek Schaarbeek (however, the Recipe book can be shared with all schools interested in Schaerbeek and beyond).

Stakeholders to involve: teachers, parents, pupils.

Provisional timeline: work in progress (target completion: September 2026).

Resources needed: no budget needed.

Priority 3: Roadmap

Description: Creating a roadmap (*draaiboek*) for the Soup project afternoons to guide new teachers through the implementation of the project. The roadmap will include:

- Lesson plans;
- Curriculum goals (*leerplandoelen*);
- A step-by-step plan;
- Recipes;

- Suggestions for activities (mathematics, school garden, social skills, technical skills, etc.).

Target schools: gemeenteschool De Kriek Schaarbeek (however, the roadmap can be shared with all schools in Schaarbeek and beyond).

Stakeholders to involve: Soup project working group.

Provisional timeline: work in progress (target completion: September 2026).

Resources needed: time.

10.2.4 NEEDS FROM S4FC (OPTIONAL)

- Recipe Book from Pollenzo University;
- Professional support from Rikolto in implementing Whole School Food Approach.

11 SEINÄJÖKI REPLICATION PLAN

11.1 POLICY CONTEXT AND CITY'S AMBITIONS

The Region of South Ostrobothnia's main initiatives and food development projects that have started during the SF4C project are the following:

- [Seinäjoki Urban Food Strategy and Impact Model](#) (ERDF): Led by the Universities of Turku and Tampere, this project aims to develop a comprehensive food strategy for Seinäjoki. The key objective is to establish a sustainable food ecosystem strategy to support local food businesses, promote innovation, and encourage international growth. The aim is to integrate food into city governance beyond budgeting and decision-making, focusing on long-term impacts and sustainability and to develop an impact management model to track and guide strategy implementation. Upon completion, Seinäjoki aims to become Finland's leading food capital with a globally recognised food policy framework.
- [Finnish Food Cities and Regions - FinFoodNet](#) (ERDF): Into Seinäjoki Ltd leads a national development project called *Finnish Food Cities and Regions*, which aims to build an inter-regional network of strong food cities and six regions, in whose

regional programs and strategies, as well as smart specialisation strategies and innovation activity ecosystem agreements, the food sector plays a significant role.

- [Food Export Ecosystem – building a regional competence hub and strengthening the national cooperation platform](#) (ERDF): Into Seinäjoki Ltd and Foodwest Ltd are working in cooperation to create a food export competence centre in the region. The goal of this project is to find out how Finnish food exports can be profitably increased through cooperation and to conceptualise a national food export ecosystem in the region. The aim of the hub is to combine a consumer-oriented product development with market intelligence, export logistics and development of export promotion.
- [Milan Urban Food Policy Pact](#): Launched by the Municipality of Milan in 2015, the Milan Urban Food Policy Pact is an international agreement among cities from all over the world, committed to 'developing sustainable food systems that are inclusive, resilient, safe, and diverse.' Its main goal is to establish a permanent platform for knowledge exchange of best practices and capacity building activities among signatory cities. The City of Seinäjoki became a member of this network in April 2025.

11.2 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

11.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Existing national guidelines: Finland has procurement policies promoting organic and local foods that give structure to city level actions.	Centralised procurement complexity: Seinäjoki operates a central kitchen model, limiting flexibility to a certain extent, however offering opportunities at the same time.
Strong public support: there is widespread citizen backing for sustainable procurement in schools.	Legal and budget constraints: Public procurement laws and cost considerations can hinder innovation.

Potential for SME inclusion: South Ostrobothnia region (of which Seinäjoki is the capital) has many small food producers and farms that could supply schools.	Market readiness: Not all local suppliers meet organic or sustainability certification requirements.
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11.2.2 VISION

Seinäjoki envisions a school food system where all primary and secondary school students have daily access to nutritious, sustainably sourced, and culturally appropriate meals that support both local agriculture and climate goals. By 2030, the city aims to ensure that at least 50% of school food ingredients are organic or locally produced, and that procurement contracts prioritise negative environmental impacts, and promote biodiversity, fair labour, and health outcomes.

This vision is grounded in Seinäjoki's broader ambition to become a national leader in sustainable food innovation and a model for resilient city food systems. It reflects the city's commitment to aligning public procurement with Finland's sustainability goals, reducing greenhouse gas emissions, supporting local food producers, and fostering sustainable and healthy food acknowledgment among youth.

Through strong interdepartmental coordination, engagement with local companies and evidence-based procurement criteria, Seinäjoki will embed sustainability and equity into the core of its school meal strategy, empowering future generations through every school lunch served.

11.2.3 STRATEGY

Priority 1: Integrate sustainability and health criteria into procurement tenders

Description: Revise upcoming school meal procurement tenders to include clear sustainability and health targets, such as organic share, seasonal/local sourcing, reduction in GHG emissions, and inclusion of small/local producers.

Target schools: All publicly funded primary and secondary schools in Seinäjoki.

Stakeholders to involve:

- Seinäjoki Municipal procurement staff
- Education and School Catering Departments
- Local and regional food suppliers
- Environmental department

Provisional timeline: by 2030.

Resources needed: Policy and legal expertise, updated procurement templates, market dialogue facilitation, budget for higher-quality food items.

Priority 2: Launch a supplier engagement and market dialogue programme

Description: Organise a series of workshops and engagement events with local and regional food producers and catering services to explain new sustainability criteria, gather feedback, and build supplier readiness for future tenders.

Target schools: Initially focusing on 5–10 pilot schools, then scaling up.

Stakeholders to involve:

- Local farmers and food SMEs
- Into Seinäjoki Ltd
- Municipal procurement staff
- Local food networks or cooperatives
- Partner cities or SF4C cities for peer learning

Provisional timeline: by 2030.

Resources needed: Workshop funding, communication materials, staff time for coordination.

Priority 3: Monitor and Evaluate Procurement Outcomes and Food Impact

Description: Establish a system to monitor and evaluate how the new procurement standards affect food quality, student satisfaction, sustainability targets, and food waste levels.

Target schools: All schools participating in the new procurement framework.

Stakeholders to involve:

- School principals and food service managers
- Students (via surveys), parents
- University or research partners (e.g., Seinäjoki University of Applied Sciences)

- and Seinäjoki University Consortium)

Provisional timeline: by 2030.

Resources needed: Digital tracking tools, staff for data collection/analysis, development projects with research partners.

11.2.4 NEEDS FROM S4FC (OPTIONAL)

- Procurement Templates

Need: Ready-to-adapt procurement templates and example tender documents that integrate SF4C's sustainability and health targets (e.g., share of organic produce, GHG criteria, local sourcing).

- Best Practice Case Studies

Need: Practical case studies from SF4C partner cities that have successfully implemented sustainable food procurement.

- Market Engagement Strategies

Need: Tools and methodologies to conduct effective market dialogues with local producers and small suppliers.

- Monitoring and Evaluation Frameworks

Need: Support in setting up impact tracking for procurement, including environmental (GHG), nutritional, and social indicators.

12 STRASBOURG REPLICATION PLAN

12.1 POLICY CONTEXT AND CITY'S AMBITIONS

Since the beginning of the 2024 school year, the city of Strasbourg has mandated that 50% of the food it serves must be organically produced, with two-thirds of this sourced locally. In a context where an increasing number of children are being diagnosed with cancer and soils are being degraded by pesticide use, organic farming is more vital than ever. It also poses a challenge to regional resilience, as fertilisers are often imported. Moreover, organic certification ensures a minimum standard of animal welfare.

This policy has been introduced without any increase in costs for families.

Additionally, in September 2024, the first school with an on-site kitchen – Jean Mentelin School – opened. A second is scheduled to open in September 2025 following the same model, with further on-site kitchen projects either underway or in the planning phase.

12.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

12.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Opening of an on-site kitchen in a school with a chef.	Establish a link between the kitchen teams, the children and the activity leaders.
	Integrate national education into the school-time system.

12.2.2 VISION

The city's ambition is to restore meaning not only to food and nutrition, but also to education and the roles of school and kitchen staff. Strasbourg's vision is that the on-site kitchen model offers the highest possible standard in meal quality. It also enables the development of a holistic approach to nutrition, involving kitchen staff, children, and adults alike.

12.2.3 STRATEGY

Priority 1: Creating social links between the different stakeholders during the lunch break

Description: When children arrive at the cafeteria, they should be able to recognise the chef and know that they are the one who prepared their meal. The chef, in turn, should greet the children with a smile, know who they are, and help foster a warm and familiar connection.

Target schools: Schools with on-site kitchen.

Stakeholders to involve: Children, kitchen staff, adults.

Resources needed: A shared will.

Priority 2: Create activities with children around food in the kitchen

Description: The aim is for children to take part in preparing a meal that will later be served to their fellow pupils. This hands-on experience will allow them to discover raw ingredients, learn about the role and skills of a chef, and take pride in contributing to a shared meal.

Target schools: School with on-site kitchen.

Stakeholders to involve: Children, kitchen staff, adults, teacher.

Resources needed: Time to organise and implement this initiative during school time.

Priority 3: Create the recipes

Description: Strasbourg is a culturally diverse and cosmopolitan city, and this diversity is reflected in the expectations expressed by children through school meal satisfaction surveys. Many pupils have indicated a desire to occasionally enjoy meals that reflect their home culture—for example, dishes inspired by African recipes.

To respond to this, the city aims to establish a children's committee that will, among other responsibilities, help select a special meal each month.

Target schools: School with on-site kitchen from the onset.

Stakeholders to involve: Children, supervisors, kitchen staff.

Resources needed: A team of supervisors and the desire to make the changes needed.

12.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

12.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Dieticians working in the city of Strasbourg.	Change children's approach to meals, as they expect more sweet and savoury dishes.
Offer of balanced menus.	Repositioning the role of parents in their children's taste education

Local officials actively committed to the school food issue.	
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12.3.2 VISION

The City of Strasbourg has a clear vision for school meals:

- Dishes that are as close to 'homemade' as possible, even when prepared in the central kitchens of service providers;
- The elimination of many food additives, ultimately keeping only those authorised in organic farming;
- A reduction in salt and sugar content, with a preference for seasoning meals using herbs and spices.

The overarching goal is to reach a standard of quality that closely resembles meals that are both homemade and prepared on-site.

12.3.3 STRATEGY

Priority 1: Organise canteen meals with parents and children

Description: Meals are regularly organised with parents in the city's canteens in order to present political orientations and to be able to taste the meals in order to break the negative image that some parents may have of the canteen.

Target schools: All primary schools of the city.

Stakeholders to involve: Parents of students.

Resources needed: Time to organise meetings and places available in the canteen.

Priority 2: Modify certain products containing prohibited additives

Description: Given the city's requirements, it is necessary for the industrial sector to be able to modify certain products in order to make them nutritionally better (e.g. ketchup, pie crusts, vegetarian meatballs, etc.).

Target schools: primary schools of the city.

Stakeholders to involve: Meal providers and manufacturers.

Resources needed: Not known.

Priority 3: Organise canteen activities based on the discovery of tastes

Description: Set up activities in the canteen for children on different themes so that they can discover new products.

Target schools: All primary schools of the city.

Stakeholders to involve: Meal providers, canteen facilitators, freelance dieticians.

Resources needed: One person per school/activity and one person for the organisation of the activity on site.

12.4 PILLAR: INNOVATIVE, SUSTAINABLE AND HEALTHY FOOD PROCUREMENT

12.4.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

The city of Strasbourg has chosen to require, since the start of the 2024 school year, 50% of its products to come from organic farming, including two-thirds locally sourced products. This is a strong political ambition championed by the City of Strasbourg. Organic farming is essential in a context where more and more children are developing cancer and where soils are being depleted by pesticides. It is also a challenge for the region's resilience, since fertilisers are exported. Finally, the organic label guarantees a certain level of animal welfare.

This policy is implemented without any price increase for families.

Opportunities	Challenges
An agricultural environment allowing for quality local produce.	Being able to buy locally without specifically stating this in public tenders.
Menus consistent with the seasonality of the products.	Making children appreciate productions.
Local policies in favor of increasing organic products.	Avoid offering too many similar dishes on the menu, especially in winter due to Alsace's climate.

12.4.2 VISION

The goal is to maintain the procurement requirement of 50% food coming from organic farming, and two thirds locally sourced over time, and even increase it depending on the region's capacity.

Other quality-certified products are also required: farm products, red label products, etc.

We also support the development of environmentally friendly sectors in the broadest sense, through public procurement: legumes, grass-fed meat, etc.

Finally, the city of Strasbourg will increase the number of vegetarian meals served per week for everyone.

12.4.3 STRATEGY

Priority 1: Draft ambitious but realistic public contracts

Description: To be able to draw up public contracts with strong ambitions regarding the quality of foodstuffs in line with the territory and budgetarily acceptable, by improving the contracts through progress plans.

Target school(s): All primary schools of the city

Stakeholders to involve: Chamber of Agriculture, Organic Production Association, Producer Group.

Resources needed: One project manager and 0.5 full time employee (FTE) for market monitoring.

Priority 2: Setting up agricultural committees

Description: Set up a discussion forum between elected city officials, catering providers, partners and city services to identify potential difficulties and find solutions.

Target schools: All primary schools of the city.

Stakeholders to involve: Chamber of agriculture, organic production association, producer group, meal providers.

Resources needed: One project manager.

Priority 3: Increase the number of vegetarian meals for everyone

Description: Currently, a vegetarian menu is served once a week in the canteens for all children. The goal is to gradually increase the number of vegetarian meals, helping to diversify diets and reduce the environmental footprint of meals.

Target schools: All primary schools of the city.

Stakeholders to involve: Meal providers.

Resources needed: One project manager.

13 TASMANIA REPLICATION PLAN

13.1 POLICY CONTEXT AND CITY'S AMBITIONS

This Plan is drafted building on the ongoing Tasmanian School Lunch Programme.

Tasmania is a small island state located south of mainland Australia. In 2021, the Tasmanian government provided funding to trial a school lunch program, inspired by similar initiatives in other countries, in 15 government schools. The program has since expanded to 45 schools, with 60 expected to participate by 2026. Tasmania has 185 government schools, ranging from kindergarten to Year 12.

The Tasmanian School Lunch Programme (SLP) lead by School Food Matters (SFM) is a data-informed, practical plan built on four guiding principles:

- Equity and universal access – for every Tasmanian child.
- Quality food: paddock to plate – nutritious, fresh and seasonal meals, with an emphasis on local sourcing of Tasmanian produce – up to 75% of local produce. Work in partnership with schools, farmers and partner NGO Loaves and Fishes Tasmania.
- Health and wellbeing – recognising that preparing students for a successful future is broader than academic processes alone.
- Enhanced education and engagement – using the program to educate and instil healthy eating habits and develop positive social connections between students and their communities.

13.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

13.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
Provide nutritious food based on seasonality to all children funded on the Australian Dietary Guidelines (2013).	Dietitians and Chefs agreeing on the menu.
School staff involvement in preparing meals and in enjoying meals with students. New roles in schools.	All school staff, including teachers, leadership team, teacher support staff are involved and partake in the school lunch program.
Link with local farmers – aim for 75% of Tasmanian produce eaten by Tasmanian children.	Procurement capacity of identified Farmers and Producers – establish growth of local economy. Full support of the lunch programme and its value to farmers, producers and children.
Menu developed with dietitians and chefs based on students input.	Dietitians and chefs agreeing on the elements of the menu.
Community members volunteer in the school lunch programme. Connection with residents, parents, grandparents to their local school.	Food Safety standards are taught to volunteers – building of food safety skills within the programme and that can be applied at home or in other hospitality roles.
Evaluation of the pilot evolving into a program – 45 governmental schools now involved. Menzies Institute for Medical Research (University of Tasmania) are a key partner in the School Lunch Programme.	Adequate funding for effective and meaningful evaluation and research in the Tasmanian School Lunch Programme.
Fulfilment of Tasmanian State Government strategies in child	Ongoing funding to measure the achievements and impact of the School

wellbeing, education and community food resilience.	Lunch Program on children, families and the local economy.
Government policy support.	Ongoing funding.

13.2.2 VISION

Through the implementation of the School Lunch Programme, Tasmania is dedicated to improving the educational and health outcomes of every school student in Tasmania by providing nutritious sit-down meals. The School Lunch Programme establishes a foundation for academic improvement, social development and overall healthier lifestyles.

The overall aim of the School Lunch Programme is “every child, every day is able to access and enjoy a cooked school lunch made from local and seasonal produce”.

13.2.3 STRATEGY

Priority 1: Development of school leadership group

Description: SFM recommends setting up a school leadership group to drive the programme. This group may include the School Kitchen Lead, Teacher Assistants, classroom teachers, senior staff, and any other interested staff members. Staff who eat the lunches help to create a supportive culture and a positive eating environment. Taking a whole school food approach to food is the most effective way of making the lunch programme part of school life.

The school plays a key role in introducing the SLP concept to the school community and in communicating with students and parents about the menu. SFM provide the school templates to use, for example newsletter inserts, or social media tiles. Schools can share family friendly sized recipes of the menu items.

Target schools: By 2026, 60 government schools will be involved in the SLP. These include primary, secondary and district schools.

Stakeholders to involve: School leadership group, school kitchen lead, Loaves and Fishes Team, SFM School Lunch Coordinators, School Lunch Program Manager, Department of Education, Children, and Young People.

Provisional timeline:

By 2025: to have a total of 45 government schools involved

By 2026: to have a total of 60 government schools involved

Resources needed: Government funding, development of a co-payment, school kitchen specialist, school kitchen leads, SFM staff, Loaves and Fishes Tasmania staff and social enterprise focus.

Priority 2: Involvement of families and community members

Description: Student engagement and the student voice is valued. We are keen to hear their experience of the programme, including any feedback and suggestions. Student involvement in the SLP is encouraged, for example, setting up the eating area, serving meals, or clearing and rinsing their own plates. Some high schools have their hospitality students preparing the meals. The level of involvement may vary depending on the ages and abilities of students.

Parents/guardians participation in the SLP is voluntary. Parents are given a student consent form for the SLP which needs to be completed and returned to the school office before the student can receive a meal.

Farmers are involved via procurement of seasonal produce by local farmers, boosting nutritional value and economic viability.

Volunteers' recruitment, induction and management of volunteers to support the SLP and School Kitchen Lead is the responsibility of the school.

Target schools: All current 45 schools.

Stakeholders to involve: Students, Family members, volunteers, farmers.

Provisional timeline: Ongoing.

Resources needed: Social media, school newsletter, SFM newsletter, radio and TV opportunities.

Priority 3: Positive Eating Environment

Description:

The SLP's aim is to create a positive, relaxed and social mealtime environment. It is important to create an enjoyable, pressure-free mealtime environment that enables

children to trust their appetite and decide what and how much to eat. This helps them to develop healthier eating habits and reach their healthiest weight.

While it may be frustrating when a student refuses to try the lunch, learning to eat a variety of foods takes time and practice – everyone learns at their own pace. Basic expectations around table manners should be set, but allowing students to decide how much they participate helps them to explore new foods at their own pace. Pressuring students to try new foods can be counterproductive, and they can still have a positive learning experience without actually tasting or eating a food. Pressure can also have a negative impact on students who want more food. Students should be able to access additional servings of food as needed without comment to satisfy their appetite.

Target schools: Current 45 schools involved.

Stakeholders to involve: School Leadership Group, classroom teachers, grounds staff, SFM School Lunch Coordinator.

Provisional timeline: Ongoing.

Resources needed: Infrastructure funding for equipment and building structure, evaluation focus, in-service on the Language of Food for school staff.

13.2.4 ADDITIONAL NOTES (OPTIONAL)

Sharing experiences on topics such as menu planning including vegetarian options, measuring student satisfaction of meals, procurement of food with Malmö and Dunkerque, involved in the SF4C project, has been very beneficial.

The larger workshops online have also been instrumental in the sharing of information about school lunches in the EU and the five regions in the southern hemisphere. School Food Matters has enjoyed being involved in the SchoolFood4Change movement and has valued the experience. We have learnt a great deal and felt valued by its members. Thank you:

14 TORRES VEDRAS REPLICATION PLAN

14.1 POLICY CONTEXT AND CITY'S AMBITIONS

Torres Vedras operates within a policy environment that increasingly recognises the importance of sustainable and healthy food systems. At the local level, the municipality has developed the [Sustainable School Food Programme](#), which aligns with broader national and European strategies for promoting healthier diets, reducing food waste, and supporting local agriculture and local suppliers. This program reflects a strong political commitment to improving school food environments and fostering a culture of sustainability across the municipality's education system.

In this context, Torres Vedras has set ambitious goals for transforming its school food system. The city aims to strengthen the alignment between school meals and the Mediterranean diet, ensuring that all students have access to nutritious, culturally relevant, and environmentally responsible food options. A key part of this ambition is to increase the share of plant-based and vegetarian dishes in school menus, while also supporting local farmers and reducing the environmental footprint of food procurement.

The city also recognises the need to engage multiple stakeholders - including students, parents, cooks, teachers, and local producers/suppliers - to build a holistic approach to food that goes beyond the canteens. By embedding food sustainability into the broader urban agenda, Torres Vedras aspires to become a model city for innovative and inclusive food policies that support health, sustainability and community well-being.

14.2 PILLAR: WHOLE SCHOOL FOOD APPROACH

14.2.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
The city already has a Sustainable School Food Programme in place, which provides a solid foundation for implementing improvements in food	Limited knowledge and training among school cooks to prepare appealing vegetarian meals in line with the Mediterranean diet.

procurement, education and governance.	
Strong collaboration between schools and the municipality, with active involvement from cooks, educators, and parents.	Resistance to dietary changes in some school communities, requiring engagement and awareness-raising efforts.

14.2.2 VISION

We aim to foster a whole-school approach to food sustainability, integrating food education, inclusive procurement practices, and strong governance structures that empower school communities to actively participate in shaping healthy food environments.

14.2.3 STRATEGY

Priority 1: Enhancing food education and engagement with students and parents

Description: Expand educational initiatives on healthy eating and the benefits of the Mediterranean diet, including hands-on cooking classes, garden-based learning, and participatory menu design activities.

Target schools: Primary schools.

Stakeholders to involve: Teachers, students, local food educators, student councils, and parents' associations, food suppliers.

Provisional timeline: Integrated in "October – The Food Month", a municipal monthly activity to celebrate the 16th of October World Food Day.

Resources needed: Educational materials, workshops, garden infrastructure where needed.

14.3 PILLAR: PLANETARY HEALTH DIETS & COOKING

14.3.1 STATUS QUO: OPPORTUNITIES AND CHALLENGES

Opportunities	Challenges
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Recent experiences with integrating vegetarian menus create an opportunity for further expanding and diversifying plant-based options.	Procurement challenges in sourcing high-quality, local and organic vegetarian ingredients consistently.
Strong policy level support for the school meals management, reflected in sustainable food procurement.	Balancing cost constraints with the ambition to offer healthier and more sustainable food.

14.3.2 VISION

Our long-term vision is for all schools in Torres Vedras to offer meals that reflect the principles of the Mediterranean diet, including more vegetarian and plant-based options, while supporting local producers and ensuring high nutritional quality.

14.3.3 STRATEGY

Priority 1: Strengthening Vegetarian Menu Options Aligned with the Mediterranean Diet

Description: Develop and introduce diverse vegetarian menus inspired by the Mediterranean diet, ensuring they are both nutritionally balanced and appealing to students. This includes adapting menus to better meet the preferences and nutritional needs of secondary school students.

Target schools: Primary and secondary schools participating in the Sustainable School Food Programme.

Stakeholders to involve: Municipal nutritionists, school cooks, parents' associations, local farmers, and suppliers.

Provisional timeline: As soon as possible, according to the political decision.

Resources needed: Budget for new recipe development and testing, staff training sessions, potential adjustments in procurement processes.

Priority 2: Training and Capacity Building for School Cooks

Description: Provide practical training and capacity-building workshops for school cooks, focusing on vegetarian cuisine, Mediterranean diet principles, and food waste reduction strategies.

Target schools: All schools involved in municipal kitchens food services.

Stakeholders to involve: Professional chefs or trainers with expertise in vegetarian and Mediterranean cuisine and municipal staff.

Provisional timeline: Training sessions to be held over the next academic year, with refresher workshops annually.

Resources needed: Trainers/cooks' fees, facilities for training sessions, materials for hands-on learning.

14.3.4 NEEDS FROM S4FC (OPTIONAL)

- Best practices and experiences from partner cities that have successfully integrated vegetarian options and Mediterranean dietary principles into school meals;
- Technical support or toolkits for training cooks in vegetarian and Mediterranean recipes (we have some support already from Valencia);
- Resources for communication campaigns to engage parents and students in these dietary changes.

14.3.5 ADDITIONAL NOTES (OPTIONAL)

We recognise that transforming school food environments is a complex process that requires continuous collaboration. We are committed to sharing our experiences and learning from SF4C partners, ensuring that Torres Vedras remains a leader in sustainable and healthy school food practices.

15 CONCLUSION

This Deliverable compiles and synthesises the Replication Plans developed by 14 of the 19 Replication Cities engaged in the SchoolFood4Change project, providing an overview of their visions, priorities, and strategic actions for fostering healthier, more sustainable school food systems. The report captures the diversity of local contexts, policy landscapes, and levels of engagement across Europe and beyond, showcasing how the SF4C Triple Approach is being interpreted and adapted at local level.

The Replication Plans presented in this report establish a solid foundation upon which cities can build and adapt future implementation pathways beyond the formal duration of the SchoolFood4Change project. Within the wider framework of SchoolFood4Change, the findings and insights contained herein contribute to a broader understanding of the varied states and developments of school food systems across Europe and globally. This report aims to:

- Encourage the continued uptake of actions demonstrated and evaluated within SchoolFood4Change in other European cities and beyond.
- Support Replication Cities in engaging key stakeholders both internally and externally, by setting a clear vision and defining the means to achieve this vision.
- Lay the foundation for future fundraising efforts from Replication Cities and their partners in order to effectively implement and amplify their Replication Plan activities.

These contributions serve to support ongoing efforts in the systemic transformation of school food environments, encouraging long-term impact beyond the immediate scope of the SF4C project.

**THANKS FOR
THE FOOD!**



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

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