

Application

Programme	Erasmus+
Action Type	KA220-SCH - Cooperation partnerships in school education
Call	2023
Round	Round 1

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Context

Field	School Education			
Project Title	Implementoring Healthy Meal for all			
Project Acronym	HealthyWave			
Project Start Date (dd/mm/yyyy)	Project total Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/10/2023	36 months	30/09/2026	NL01 - Nationaal Agentschap Erasmus+ Onderwijs & Training	English
Project lump sum			400 000,00 €	

For further details about the available Erasmus+ National Agencies, please consult the following page: [List of National Agencies](#).

Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer-term benefits. The summary will be publicly available in case your project is awarded.

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Objectives: What do you want to achieve by implementing the project?

Implementing Healthy Meal for all (HealthyWave) aims to contribute to the implementation of the European Child Guarantee to ensure effective and free access to at least one healthy meal each school day for all children at risk of poverty and social exclusion in Europe. We need to implement school lunch concepts that have high nutritious quality, are safe, sustainable and low in waste, inclusive, satisfactory to children, parents and school staff, feasible and affordable.

Implementation: What activities are you going to implement?

- Mentoring training at the kick-off meeting in Cluj-Napoca
- Study visits and mentoring visits
- Developing a toolkit on Healthy Sustainable Food
- Four local implementation strategies
- Connecting & aligning all stakeholders of the school ecosystem
- Final conference in Rotterdam to disseminate all the project results

Results: What project results and other outcomes do you expect your project to have?

HealthyWave will develop and implement 5 main project outputs which contributes to the project objective:

1. One Mentoring training
2. One research on Healthy meals
3. Four Local implementation strategies
4. Four Local Action Groups
5. One Healthy Sustainable Food Toolkit

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10206344	GEMEENTE ROTTERDAM	Netherlands		ROTTERDAM	www.rotterdam.nl

Partner organisations

OID	Legal name	Country	Region	City	Website
E10280637	Asociatia Cluster de Educatie	Romania	Nord-Vest	Cluj-Napoca	
E10050230	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS ERASMUS UNIVERSITAIR	Latvia	Rīga	RIGA	www.iksd.riga.lv
E10209463	MEDISCH CENTRUM ROTTERDAM	Netherlands		ROTTERDAM	www.erasmusmc.nl
E10001574	Asociatia GAL Somes-Nadas	Romania	Nord-Vest	Floresti	www.galsn.ro
E10018792	Agrupamento de Escolas Anselmo de Andrade	Portugal	Lisboa	Almada	www.anselmodean.drade.pt
E10205166	COMUNE DI MILANO	Italy		MILANO	www.comune.milano.it
E10032796	Rikolto	Belgium	Prov. Vlaams-Brabant	Leuven	www.rikolto.be
E10019486	Stichting BOOR	Netherlands	Zuid-Holland	Rotterdam	www.stichtingboor.nl
E10153472	OBSHTINA VARNA	Bulgaria		VARNA	http://www.varna.bg
E10018022	Göteborgs stad, Grundskoleförvaltningen	Sweden	Västra Götalands län	Göteborg	www.goteborg.se

Workpackages summary table

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
1	Project Management		65 000,00
2	Communication and dissemination	2	11 700,00
3	Healthy Sustainable Food Toolkit	2	63 320,00
4	Need analysis, study visits and preparation of mentoring	6	116 710,00
5	Mentoring and action planning	6	112 010,00
6	Final conference	1	31 260,00
Total			400 000,00

Project budget summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	65 000,00
Work package n°2 - Communication and dissemination	11 700,00
Work package n°3 - Healthy Sustainable Food Toolkit	63 320,00
Work package n°4 - Need analysis, study visits and preparation of mentoring	116 710,00
Work package n°5 - Mentoring and action planning	112 010,00
Work package n°6 - Final conference	31 260,00
Total	400 000,00

Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Partner 6 (EUR)	Partner 7 (EUR)	Partner 8 (EUR)	Partner 9 (EUR)	Partner 10 (EUR)	Total (EUR)
Work package n°1 'Project Management'	10 000,00	10 000,00	5 000,00	5 000,00	5 000,00	5 000,00	5 000,00	5 000,00	5 000,00	5 000,00	5 000,00	65 000,00
Work package n°2 - Communication and dissemination	2 500,00	1 840,00	320,00	1 500,00	320,00	600,00	900,00	1 500,00	1 000,00	320,00	900,00	11 700,00
Work package n°3 - Healthy Sustainable Food Toolkit	5 050,00	2 080,00	3 880,00	7 700,00	2 080,00	5 700,00	7 650,00	13 700,00	3 950,00	3 880,00	7 650,00	63 320,00
Work package n°4 - Need analysis, study visits and preparation of mentoring	5 800,00	2 920,00	3 880,00	39 400,00	3 880,00	3 900,00	5 850,00	36 900,00	4 450,00	3 880,00	5 850,00	116 710,00
Work package n°5 - Mentoring and action planning	4 600,00	5 320,00	2 080,00	35 200,00	2 080,00	5 700,00	7 650,00	36 400,00	3 250,00	2 080,00	7 650,00	112 010,00
Work package n°6 - Final conference	15 260,00	2 400,00	1 800,00	500,00	1 800,00	1 800,00	1 800,00	1 800,00	500,00	1 800,00	1 800,00	31 260,00
Total	43 210,00	24 560,00	16 960,00	89 300,00	15 160,00	22 700,00	28 850,00	95 300,00	18 150,00	16 960,00	28 850,00	400 000,00
Project lump sum (EUR)												400 000,00

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identification Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: [Organisation Registration System](#)

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

Applicant - GEMEENTE ROTTERDAM (E10206344 - NL)

Organisation ID	Legal name	Country
E10206344	GEMEENTE ROTTERDAM	Netherlands

Applicant details

Legal name	GEMEENTE ROTTERDAM
Country	Netherlands
Region	
City	ROTTERDAM
Website	www.rotterdam.nl

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Municipality of Rotterdam has responsibility for a number of areas of policy and funding devolved from the national government. City governance in Rotterdam is led by a governing body consisting of the Mayor and representatively elected vice-mayors. The Mayor chairs this 'College' and the latest mayor has been in office since 2009. They are overseen by the council of 45 elected members who each serve a term of 4 years, as do the elected vice mayors as they are drawn from their midst by order of political agreement following election results for the council. Within the city governance there is 6 service clusters: Work & Income, Social Development, Urban Development, City Maintenance, Civil Services and Administration and Organisation Support. The city governance of Rotterdam employs in total 60.000 people.

The City of Rotterdam is the second largest city in the Netherlands and is split into two parts by the Nieuwe Maas Channel. It covers an area of 324.1 km². Rotterdam has an increasingly diverse population with over 170 nationalities represented in its estimated population of 651,000 while almost 1.5 million live in its conurbation. Following population decline associated with de-industrialisation in the 1970s, the population of Rotterdam has continued to grow year on year. Rotterdam is one of the youngest cities in Europe (reflected by good universities), with 30% of the population under the age of 25. On a slightly wider geographical footprint, Rotterdam forms part of the province of South Holland, and the Randstad, which is an agglomeration of urban areas including the Hague and which focuses upon the potential benefits of agglomeration associated with transport and economic development. Rotterdam is also part of the Urban Region of Rotterdam, which comprises 15 municipalities and which means the economic footprint and influence of Rotterdam is wide upon the economy of the Netherlands.

The economy of Rotterdam has been historically dominated by its Port, which remains the second largest in Europe and one of the most important in the world. With decline in Port based employment in recent years, Rotterdam has needed to diversify its economy, which whilst retaining a strong focus on Port based industry also includes sectors around health, distribution, consumer services, knowledge, and education. The Port area, alongside the medical/education cluster around Erasmus University are seen as key to the future economic development of Rotterdam.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

1. The Lekker Fit! program of the city of Rotterdam aims to reduce overweight and lack of physical exercise in children. The program is mainly directed at children aged 0-12 years of age, but currently the program is further developed to reach children at secondary schools (12-18 years of age). The Lekker Fit program is one of the Rotterdam Groeit programs.
2. The Rotterdam Groeit program is the overarching integral youth policy of the city of Rotterdam. Main aims are to create an environment in which children can develop their talents and grow up healthy and safe. The program is using a knowledge and evidence-based approach. Promising Neighbourhoods is one of the research projects in which the implementation of preventive youth policies in neighbourhoods are evaluated. The city of Rotterdam uses a knowledge and evidence based-community approach with shared decision making to implement preventive youth.
3. Together with the Public Health department of Erasmus MC several research projects have been set up to study determinants of lifestyle in children, socio-economic health differences, and effectiveness of several interventions directed at improving lifestyle of children and adolescents.

Katerina Polychronakis is an expert on youth policies and program development and works for the municipality of Rotterdam since 2009. She is policy maker in the Sport department of the city of Rotterdam and advises on the further development and implementation of the Lekker Fit! program. Katerina Polychronakis is also a member of the expertise center Healthy'R, a partnership between the municipality of Rotterdam and the Erasmus University of Rotterdam. This center helps the residents of Rotterdam to choose healthier behavior (nudging). Katerina Polychronakis studied Business Administration, major Change Management, at the Erasmus University of Rotterdam. She also has work experience in application design and worked for 6 years for a software company in Delft.

René Keijzer is European Liaison Officer at the youth and education department of the city Rotterdam since 2009. He is an adviser on matters of international relations and European funding. He's active in the Eurocities working group Education and working group Children and young people; currently the city of Rotterdam is chair of the working group Children and young people. Throughout the years he took part in several European projects, like Edina [2015-1-NL01-KA201-008898], PACT [2017-1-NO01-KA201-034200], We Hear You [2017-1-SE01-KA201-034597], Skills Navigator [2017- 0425 - Interreg Vlaanderen-Nederland], Rotterdam voorbij discriminatie [2020 - 963797 - REC programma], SEEDS [2020 - 101006251 - Horizon].

Action Type	Number of project applications	As Applicant	As Partner or Consortium Member	
		Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for school education (KA201)	0	0	3	3
Cooperation partnerships in higher education	1	1	0	0
Newcomer organisation		No		
Less experienced organisation		No		
First time applicant		No		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The city of Rotterdam has participated in Erasmus+ programme many times both as project coordinator and part of consortiums.

2018-1-KA205-YOHHOOD - YOUNG ARTISTS IN THE HOOD

2017-1-NO01-KA201-034200 PACT - Partnership Achieving Communities Tackling early school leaving

2017-1-NL01-KA202-035220 - Fighting Loneliness

2015-1-NL01-KA201-008898 - "Education of International Newly Arrived migrant pupils at primary and secondary school level"

2015-1-BE02-KA202-012248 - "Training for Inclusion of Ageing people with Disabilities through Exchange"

2017-1-SE01-KA201-034597 - We Hear You

The latest Erasmus+ project applied for by the city is project HOPE (Responding to Heatwaves in the Older People Ecosystem) - KA220-HED-F8D51393.

Partner Organisations

Organisation ID	Legal name	Country
E10280637	Asociatia Cluster de Educatie	Romania
E10050230	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS	Latvia
E10209463	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM	Netherlands
E10001574	Asociatia GAL Somes-Nadas	Romania
E10018792	Agrupamento de Escolas Anselmo de Andrade	Portugal
E10205166	COMUNE DI MILANO	Italy
E10032796	Rikolto	Belgium
E10019486	Stichting BOOR	Netherlands
E10153472	OBSHTINA VARNA	Bulgaria
E10018022	Göteborgs stad, Grundskoleförvaltningen	Sweden

Asociatia Cluster de Educatie (E10280637 - RO)

Partner organisation details

Legal name	Asociatia Cluster de Educatie
Country	Romania
Region	Nord-Vest
City	Cluj-Napoca
Website	

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

In October 2020 Founded by the six public universities of Cluj-Napoca, the County School Inspectorate, Transylvania College Foundation, the County of Cluj and the Municipality of Cluj-Napoca launched the first Education Cluster in Romania, C-EDU.

The main purpose of the Education Cluster, C-EDU, is to create an inclusive and co-design platform that illustrates the community's needs in terms of education and accessibility. Also, C-EDU encourages the creation of partnerships between the public and private sectors, administrations, learning institutions, and non-profit organizations.

The core activity of C-EDU also includes organizing events and meetings to connect relevant actors in developing and implementing the city's strategic objectives regarding education. The Cluster of Education, C-EDU, is the local ecosystem response to Cluj's cross-sectoral need for learning and education.

C-EDU became, therefore, in the last three years, the most suitable platform for different actors in the learning and education community to initiate co-design processes to tackle or to assess different systemic challenges in our city better (from the need of testing and improving learning content to boost the innovation potential of young people in the city, to the need to map and create a better-supported ecosystem for startups, mainly in the health sector, to the need to create a suitable framework for co-designed processes in order to tackle societal divide) all these are examples of the best usage the city of Cluj-Napoca has tested in this umbrella entity for all who value learning, education and innovation.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Among the important projects of the Cluster are programs such as Cluj Innovation and Experiment Fund, StartupCity Cluj-Napoca contribution to the European platform of startup cities, and the Rural-urban Hub Process to contribute to the European Rural Pact with a bottom-up experimental initiative to tackle the divide.

Through the Rural-Urban Hub program, we built "bridges" between rural and urban communities, creating a space for dialogue and inviting people, businesses, and local schools to connect. From the beginning, our goal was to improve the villagers' living standards, allowing them to grow.

FIX Cluj is a project developed in a co-design process with the local innovation ecosystem, implemented by Educational Cluster in partnership with Cluj-Napoca Municipality, and funded by Fondation Botnar. The project aims to increase the local level of innovation by funding innovative ideas. The project is aimed at teams of two to five people aged 16 to 26 who live, study, or work in the greater Cluj-Napoca area. The project supports these ideas with financial means, an "incubation program," and access to specialized mentors.

We also started to develop some experience in Erasmus + project, being involved as we speak in collaboration with the Dortmund community on a learning exchange on inclusion, education, and innovation.

Being a cluster formed by all public actors in the field of education in Cluj-Napoca C-EDU does facilitate access to specific expert actors in the field of the application and also can ensure the integration of specific tasks, mapping the chain of actors and ensure access to analysis and strategic approaches into using data based conclusions and recommendations. At the same time, the Cluster of Education, C-EDU, can disseminate and engage in learning exchanges with different actors, apply community engagement tools, and ensure processes for public consultation on matters and issues identified, working as a community facilitator.

Andreea Suci is an experienced Erasmus coordinator, with over 13 years of continuous work and 9 projects she coordinated and implemented in the School Education sector. She is an English teacher and currently, the School Inspector for modern languages in Cluj county. She is also the only Erasmus Ambassador, selected by the Romanian NA to represent Cluj.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV)**Partner organisation details**

Legal name	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS
Country	Latvia
Region	Rīga
City	RIGA
Website	www.iksd.riga.lv

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Education, Culture and Sports Department of Riga City Council (further – the Department) is a City of Riga municipal institution that handles matters related to pre-school, general and professional (Arts, Music and Sports) oriented education, culture, youth and sports. One of the functions of the Department is to manage pre-school and primary education and to provide secondary education for all children residing within the administrative territory of the City of Riga. The Department oversees 101 general education schools (incl. 9 gymnasiums, 53 secondary schools, 33 elementary schools and 3 primary schools, 8 special educational institutions, incl. 3 development centers) with 68,671 student, Out-of-school and vocational education is provided by 9 music and art schools, 10 sports schools, 8 Riga Municipality's out-of-school education institutions, 23 leisure centres. 7,435 teachers work in Riga schools and 3,898 technical personnel. The Riga Education and Informational Methodical Center is also subordinate to the Department. Therefore, the competence of the Department includes the organization of budget and investment planning and utilization of subordinate institutions, compilation of the annual budget and investment projects intended for education, culture, youth and sports, for submission to the Riga City Council. In order to implement the areas within the competence of the Department, the following units operate in it: Board of Education, Board of Culture, Board of Sports and Youth, Administrative Board, Board of Finance (includes Unit of EU and Investment Projects), Board of Legal Security and separate structural units: Audit and Audit Unit, Personnel Unit and the Director's office. The department employs 156 staff, 3 persons of them directly work with EU projects.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Department contributes considerably to the education sector in the city, as well as provides major support to the schools' staff. One of the functions of the Department is to provide the rights to obtain education to the residents reached school age according to the law of the Republic of Latvia. The Department coordinates and supervises the professional development of the staff of educational institutions, their methodological work. The Department tries to identify the best teachers experience and promotes the exchange of best practices. The Department has wide knowledge of spreading of the information in the field of education, teachers information campaigns, involvement of support staff as researchers and developers. The Department has direct access to communication tools with schools, teachers and parents using platforms such as E-klase and Mykoob. For communication with a wider audience, the Department has experience using the media, websites, and social networks. The opportunities provided by the Communications Department of the Riga City Council will also be used.

The Department will involve the project manager with IPMA certificate level C, with excellent experience and management skills in EU projects since 2008. The chief specialist – expert of education support field will be involved in the project activities and management with considerable experience in providing schools with catering services, organization of public procurement, supervision and control of provided catering services, with good communication and organizational skills. Riga schools' teachers and school administration will be involved in the Project activities and dissemination activities. A communications specialist with relevant education and work experience will be engaged to ensure communication with all stakeholders and to disseminate the project outputs.

Iļze Spundeļ is projects manager of Unit of International and Investment Projects, who has 15 years of work experience as coordinator and manager of EU-funded projects of the Department, performing duties related to project management. Experience with Comenius and Erasmus+ projects representing the project's partner or coordinator, IPMA C-level certificate in project management.

Ingrīda Millere, who has 7 years of work experience as the main specialist of the Education Support Division of the Department - an expert, performing duties related to: 1) planning, analyzing and coordinating the provision of catering services in educational institutions; 2) organization of qualification improvement of persons responsible for catering services of educational institutions; 3) activities in the work of the food and catering services procurement commission; 4) cooperation with the management of educational institutions in matters of student catering; catering quality assurance organizational solutions in educational institutions.

Dace Zeļmeļ is financier, who has 19 years of work experience as an expert in the Resource Management and Project Financial Control Department of the Resources Department of the Finance Department of Riga City Council, as well as 7 years of work experience in fulfilling the duties of ES funded projects financier.

The Department will participate in all Project activities – will involve the schools, will organize the teachers, will ensure dissemination of the project results to the Riga schools and other municipalities in Latvia. As a policy maker, the Department will inform Riga City Council members about the project and invite them to participate in the project activities. The outputs of the project will be sent to the Headmasters of the Riga Schools with a recommendation to use it in their future work.

Action Type	Number of project applications	As Applicant	As Partner or Consortium Member	
		Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for school education (KA201)	1	1	5	4
Newcomer organisation		No		
Less experienced organisation		No		

ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)**Partner organisation details**

Legal name	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM
Country	Netherlands
Region	
City	ROTTERDAM
Website	www.erasmusmc.nl

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Research Institute/Centre

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Our mission is to conduct eminent research and provide excellent education with a discernible impact on population health at local, national, and international levels. This is achieved by interdisciplinary research on the effectiveness of prevention, screening, and health care to support evidence-based practice.

The Department of Public Health realizes its mission through:

1. conducting observational and experimental studies in general and high-risk populations on developing, evaluating, and implementing primary preventive interventions, screening, and treatment modalities in health care,
2. a strong focus, but not exclusively, on innovative quantitative methods in public health epidemiology,
3. interdisciplinary research with medical, health, social, economic, and natural sciences, and
4. close cooperation with professionals and policy makers in health care and communities which facilitates timely and effective dissemination of knowledge to create societal impact.

Our research is organized in two main programs:

1. Determinants and primary prevention: with a mission to better understand the social and physical determinants of population health and develop effective primary preventive interventions to improve population health.
2. Secondary prevention and care: with a mission to contribute to population health by evaluating the effects (both harms and benefits) and cost-effectiveness of health care interventions.

The department has about 170 staff members, of which 150 researchers with well over 100 junior-researchers / PhD students.

Resource: <https://www.publichealthrotterdam.com/>

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Increasing healthy lifestyles among youth and thereby reducing inequalities has been a focus of the Public Health Department of Erasmus MC, especially the Youth section, for many years. Several intervention studies, systematic reviews and studies regarding determinants of obesity have been done in this department, especially by the Youth section. Some examples of those projects we gained experience in are the Water Campaign (development and evaluation of a social marketing campaign to promote water intake of children), BeeBoft (promoting healthy lifestyles and preventing overweight in young children through parents) and 'Be Active, Eat Right' (promoting healthy weight and lifestyle among children). Regarding determinant studies, among others we make use of data from the Generation R study, a population-based cohort of children born in Rotterdam, the Netherlands.

More recently and at the moment, we are involved in several studies. For example, the study regarding long-term effects of LekkerFit!, a multi-component lifestyle intervention in primary schools in Rotterdam to reduce obesity and increase physical activity. Another example is the SEEDS project, in which we used a citizen science approach to co-create healthy lifestyle interventions with and for adolescents from high schools in low socioeconomic areas. One of the current research projects focusses on healthy school lunches at primary schools in Rotterdam in which we look at both effectivity and feasibility.

Wilma Jansen did her PhD defence in 2009 on the effectivity of the LekkerFit! Program, a multi-component lifestyle intervention in primary schools in Rotterdam to reduce obesity and increase physical activity. Ever since, she has been working as a senior researcher at both the Municipality of Rotterdam and the Public Health department of Erasmus MC and has been involved in several research projects focussing on healthy lifestyles among youth (as described above).

Amy van Grieken did her PhD defence in 2013 on the 'Be Active, Eat Right' study. She is an assistant professor in the Youth Section and has been involved in various research projects related to (preventive) interventions that promote public health in youth, healthy development of children and active and healthy ageing using innovation, technology and a population-based approach.

Annemieke Wargers started her PhD trajectory in March 2021 and has been involved in the European SEEDS project (2021-2022), as described above. She is currently involved in the healthy school lunch project in Rotterdam

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Cooperation partnerships in higher education	3	2	2	1
Newcomer organisation			No	
Less experienced organisation			No	

Asociatia GAL Somes-Nadas (E10001574 - RO)**Partner organisation details**

Legal name	Asociatia GAL Somes-Nadas
Country	Romania
Region	Nord-Vest
City	Floresti
Website	www.galsn.ro

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	GAL Somes-Nadas Association (GAL SN) was established in 2016, aiming to contribute to the sustainable development of the villages in the Somes-Nadas area (Cluj county, Transylvania).

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

GAL Somes-Nadas Association (GAL SN) was established in 2016, aiming to contribute to the sustainable development of the villages in the Somes-Nadas area (Cluj county, Transylvania), by encouraging cooperation and implementing activities and projects at local, regional, national, and European level. GAL SN is implementing the Local Development Strategy for Somes-Nadas, through which it provides EU funding for private and public entities.

The association focuses on developing the competences of the members of the local communities of the villages, on preserving the material and immaterial patrimony of the area, on helping develop the economic sector, and on increasing the opportunities of the members of the community through education, mentorship, and empowerment.

GAL SN works closely with the municipalities of the five core-villages of the area (Floresti, Baci, Sanpaul, Savadisl, Garbau), permanently developing projects and activities together, for the benefit of the local population of all Somes-Nadas villages. The association has also conceived the Local Development Strategy of the entire Somes-Nadas area, which it is still undergoing implementation and which focuses on a large range of activities aimed to help develop and grow the villages, their businesses, their institutions, and their human resource.

GAL SN has been involved in Erasmus+ KA1 and KA2 mobilities since 2020, on projects on topics of non-formal education, youth work, competences for youth workers.

GAL Somes-Nadas has organized several activities which helped members of the community promote their businesses and create the basis of strategic cooperation. It also periodically organizes activities for informing the local entrepreneurs and institutions of the existing funding opportunities. We also help youth develop their skills and competences for helping them become more desirable on the labor market.

GAL SN has accessed funding on PNDR 2014-2020, through the European Agricultural Fund for Rural Development, through which the organization helps intermediate the people's accessing of rural development funds at European level.

The organization also got involved in developing youth and youth workers projects at a European level, involving participants from the community and from the whole country, aiming to cover social issues which concern youth and youth workers across Europe.

Our community is a very multicultural and diverse one, having members of numerous nationalities and ethnicities (Romanian, Hungarian, Roma, German, etc.), and we are working on promoting inclusion and reducing inequalities, by also increasing the chances of employment and development of rural youth and rural youth workers.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

We were previously involved in an Erasmus+ KA1 partnership on nutrition and healthy lifestyle. The project was called "You are what you eat" and it brought together young people from 10 European countries gathered in Turkey for activities on topics of nutrition and healthy lifestyle. The participants facilitated sessions and learned also about cultural diversity and cultural dialogue. We, as partners, also took care of planning and implementing some of the activities in the mobility, as well as of selecting and coordinating the Romanian team.

We also hold a close partnership with the Riihimäki Municipality in Finland, with which we already got an Erasmus+ KA1 project approved. The topics were youth participation in small communities and empowering youth to take initiative for solving their own small issues. Unfortunately, we gave up on the grant, since we got it in 2020 and couldn't implement the project, and eventually everything led to a very short deadline that could've been impossible for us to manage. However, we are still planning on resubmitting the project together.

Moreover, all our activities have to do with small communities, since our day-to-day job is to help facilitate the access of people in rural areas to European funding. The final aim of this endeavour is to develop rural communities in the Somes-Nadas area.

Daniela Prunean is the Executive Director of GAL SN, coordinating all activities within the organization, as well as all relations with stakeholders. Apart from this, Daniela is also an entrepreneur, having developed a small rural business with European funding. She studied at the University of Agricultural Sciences and Veterinary Medicine of Cluj, and both her studies and her interests led to her being very engaged in issues related to agriculture. She is actively involved in farmers' associations and she works at the grassroots level with farmers within the GAL SN territory.

Ioana Filipas is the Communication Officer of GAL SN, in charge of creating and disseminating all advertising and

communication materials of the organization, as well as managing Erasmus+ mobilities (mostly Youth Exchanges and Training Courses where GAL is a partner). She has been strongly involved in youth work for over 18 years now, having worked uninterruptedly in the youth sector as a volunteer coordinator, university teacher, trainer, and facilitator, as well as Youth in Action and Erasmus+ project manager and project coordinator.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT)**Partner organisation details**

Legal name	Agrupamento de Escolas Anselmo de Andrade
Country	Portugal
Region	Lisboa
City	Almada
Website	www.anselmodeandrade.pt

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – General education (primary level)

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Agrupamento de Escolas Anselmo de Andrade is a public school located in Almada, in the Peninsula of Setúbal, in the crossing of the Tagus River. We are a cluster school that integrates students from preschool to secondary education and we have around 1560 students.

Our population covers a wide range of social ranks with distinct academic expectations. We have a great diversity of students, some having Portuguese as a second language, others migrants as well as students covered by inclusive education and those who have severe disabilities are supported by a Learning Support Centre with two units of disabled youngsters.

In order to adopt a philosophy of quality in our school, there was the need to clearly define the Mission, the Vision and the Values of our organisation.

The Mission gives evidence of the reason that provides the existence of the school - the context in which the organisation lays having its goals in mind.

The Vision is related to the long-term general goals and describes what is aimed to be fulfilled in the future.

The Values sustain the school's identity and regulate the activities carried out. Our Values are related to Autonomy, Respect, Personal and Social Responsibility, Entrepreneurship, Innovation, Cooperation, Sustainability, Transparency, Quality and Excellence.

Our aim in engaging international, and national, projects is to make our students aware of what's going on around them. They need to Learn, Think and Act so that they can contribute to a healthier and better world.

They need to broaden their minds by sharing experiences, work on different issues, improve their language skills and be better citizens.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Blue School (Escola Azul)

Escola Azul is an educational program of the Ministry of Economy and Sea whose mission is to promote Ocean Literacy in the school community and create more responsible and participatory generations that contribute to the sustainability of the Ocean.

This program distinguishes and guides schools that work on issues related to the sea, creating a community that brings together schools, the sea sector, industry, municipalities, NGOs, universities and other entities with an active role in Ocean Literacy.

The aim is to encourage the school community to understand the Ocean's influence on us and our influence on the Ocean, motivating schools to work with the Ocean in a structured, interdisciplinary and vertical way, without being restricted to the classroom context, and with reflection at a social level, either from the involvement of local communities or in the participation of different partners. The Blue School program also integrates multidisciplinary marine education actions in a diversified network of partners aimed at the Blue Schools.

Through transversal, innovative and creative learning, a Blue School promotes the development of a critical spirit and initiative in students and encourages them to translate their knowledge into effective changes in attitude in their relationship with the Ocean.

International Blue School

The Network of European Blue Schools is an initiative of EU4Ocean, the European Ocean Coalition that connects diverse organisations, projects and people contributing to ocean literacy and the sustainable management of the ocean. EU4Ocean is the place where new ideas and joint actions come to life to make a bigger change. Supported by the European Commission, this bottom-up inclusive initiative aims at uniting the voices of Europeans to make the ocean a concern of everyone.

How are we connected to the ocean? All people on Earth are directly or indirectly connected to the ocean in a variety of ways: through what we eat, breathe and use, where we go on a holiday. The ocean is our planet's life support system - and it needs our protection. This Network of European Blue Schools aims to inspire teachers, the school director or staff of education services, to challenge their students, from kindergarten, primary, lower and upper secondary, technical or vocational schools, to develop a "Find the blue" project that links them to the ocean or the sea. By successfully completing the project and sharing its results, schools will receive the European Blue School label.

The EU4Ocean is inviting teachers/staff of education services from all subjects to enrol in the Network of European Blue Schools and bring the ocean into the classrooms!

Clube Ciência Viva (CCVnA)

The Ciência Viva Clubs function in schools as open spaces for contact with science and technology, for education and for generalised access by students to scientific practices, promoting the experimental teaching of science. They result from solid partnerships with Universities, Research Centres, Museums and Science Centres, Companies, Associations and NGOs that encourage interdisciplinarity and open schools to the community.

Biological Garden where different vegetables/plants are grown

This space, located inside the school's garden, is run by students and teachers responsible for the project, with the aim of bringing young people closer to organic and sustainable agriculture. Another objective of this project is to use Mediterranean plants so that we could save water while keeping them in good conditions. The vegetables are given to students in order to promote the Mediterranean diet.

We have our own canteen where balanced meals based on the Mediterranean diet is served.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	2	0
Strategic Partnerships for Schools Only (KA219)	0	0	6	3
School Exchange Partnerships (KA229)	0	0	3	3
Cooperation partnerships in school education	0	0	1	1
Newcomer organisation	No			
Less experienced organisation	No			

COMUNE DI MILANO (E10205166 - IT)**Partner organisation details**

Legal name	COMUNE DI MILANO
Country	Italy
Region	
City	MILANO
Website	www.comune.milano.it

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Municipality of Milan is a Local Authority and is responsible for the strategic planning and delivery of a large number of services for the city (education, social services, economic development, mobility, housing). Second largest city in Italy (1.400.000 inhabitants in its Municipality, 180 sqKm), Milan is also administrative and business centre in the largest Italian metropolitan area, with a population of about 5.000.000 people, and the main city of Lombardy, Italian more populated and rich region.

Milan Municipality is the local government of the core city. The City of Milan, during Expo Milano 2015 "Feeding the Planet, Energy for Life", adopted one of the most innovative urban food policies in Europe. In 2014 Milan started an action-research process that produced an analysis of its food system. After that, the city launched a public consultation engaging its different departments, universities, civil

society organizations, startups, private sector and ended the process with a vote in the City Council of 5 priorities, 16 guidelines and 48 actions of Milan Food Policy: 1) ensure healthy food and water for all citizens; 2) promote the sustainability of the food system; 3) promote food education; 4) fight against food waste; 5) support scientific research in agrifood sector. In the same period Milan launched the Milan Urban Food Policy Pact (MUFPP) in occasion of a major event during Expo 2015, and nowadays hosts its Secretariat and is Chair of the Milan Pact. MUFPP is an international pact on food security and sustainable development signed by more than 200 cities from all over the world. The MUFPP Secretariat ensures a liaison within the network of the 200 signatory cities and coordinates its activities making sure that the Pact, officially launched in 2015, remains at an international and global level one of the most authoritative points of reference as far as urban food policies are concerned.

Its activities also include: exchange of best practices among signatory cities, coordination of the Milan Pact Awards (MPA), supervision of the identification process of indicators and monitoring framework of the Pact, organization of the MUFPP Annual Gathering and Mayors' Summit, hosted every year by one of the signatory cities, advocacy and fundraising activities including participation to project proposals.

MUFPP cities have developed food-related policies, programmes and initiatives supported by multi-actor networks including neighboring authorities, technical and academic organizations, civil society, small-scale producers, and the private sector. In 2016, Milan has contributed to establish a Working Group on food policies within Eurocities, under the framework of the MUFPP. The Working Group Food has +50 city members, deeply committed to the transformation of food systems towards sustainability.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Municipality of Milan, through its Food Policy projects and actions, creates relations and exchanges of experiences with different Italian and international cities with the aim of promoting the dissemination of good practices and improving its own experiences, thanks to the comparison and co-planning with new partners and stakeholders. Within the Education Department, the Food Policy Area is composed of a series of units. Among them, two of them deal with the in-house catering company Milano Ristorazione (serving all public school cantins in the Milan Area) and an office dedicated to fighting food poverty.

Their main activities are:

- Development and promotion of the Food Aid Device for the distribution of aid and shopping vouchers for families in need, in synergy with the third sector and the Social Policies Directorate
- Improvement of the food aid distribution systems pertaining to the FEAD (EFS+) and the forms of food support provided by the EU Child Guarantee, also with regard to school canteen fees
- Designing and developing collective purchasing systems among canteens and solidarity markets in order to make them more efficient
- Design and development of centralised logistics systems among third sector operators
- Monitoring, support and development of synergies between third sector activities to combat food poverty
- Development of joint advocacy actions towards regional (Right to Food Act) and national institutions (EU Child Guarantee, FEAD, EFS+, Poverty Fund, Citizenship Income Action Plans) in order to integrate local welfare measures
- Monitoring the spread of the food poverty phenomenon in the different NIL neighbourhoods of Milan through synergy with the different Ambito Servizi alla Persona directorates
- Development and implementation of models for the prevention, reduction of food waste and redistribution of edible surpluses with the Neighbourhood Hubs against food waste, also through the implementation of the EarthshotPrize
- Promotion and monitoring of surplus donations from food services managed and connected to the Municipality of Milan (school canteens, open and covered municipal markets, general market, events and green criteria)

Andrea Magarini (M) is the Director of the Milan Food Policy Area within the Education Directorate under the supervision of the Vice Mayor in charge for food policy. In this position he is also Chair of the Eurocities Working Group Food. The Food policy Area encompasses : Milan Urban Food Policy Pact (MUFPP) and knowledge transfer Unit - Food poverty Unit - Partnerships Unit - Agriculture Unit - Milano Ristorazione Coordination Unit (Milano Ristorazione is the in-house catering company).

Expert in strategic planning processes for the governance of urban and territorial food systems. He holds a Master in Architecture and Territorial Planning at the Politecnico di Milano, active in the development of food policies for cities, with Italian and international experiences. He has developed research-action activities at the Politecnico di Milano on the topics of territorial planning, local development, international cooperation and food systems, with research activities and practices according to the territorialist approach. He was a researcher at the EStà Research Center, where he contributed to the development of the Milan Food Policy from its first stages in 2014, participating in the analysis of the Milan food system and analyzing international experiences. This work was published in the book "Food and the Cities", Edizioni Ambiente, 2015.

Filippo Gavazzeni (M) is Head of the MUFPP and knowledge transfer Unit within the Education department of the Municipality of Milan and coordinator of the MUFPP Secretariat. Whithin the MUFPP Secretariat, and working with Cariplo Foundation, since 2019 he is the Milan Pact Awards coordinator. From 2016 to 2019 he has served as Vicemayor policy Advisor and liaison officer for the Milan Food Policy, codesigning its implementation ac

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	2	2
Newcomer organisation	No			
Less experienced organisation	Yes			

Rikolto (E10032796 - BE)**Partner organisation details**

Legal name	Rikolto
Country	Belgium
Region	Prov. Vlaams-Brabant
City	Leuven
Website	www.rikolto.be

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	Non-governmental organisation/association
Main sector of activity	Other (specify)
Please specify the main sector	A sustainable income for farmers and nutritious, affordable food for everyone: this is what Rikolto works for.

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

A sustainable income for farmers and nutritious, affordable food for everyone: this is what Rikolto works for.

We reach our goals by building bridges between smallholder farmer organisations, companies, authorities and other actors across rural and urban areas. Together, we create innovative ways of accessing, distributing and producing nutritious, quality food, so no one is left behind.

Through our global network, we wish to inspire others to tackle with us the inter-related challenges of food insecurity, climate change, and economic inequality.

We see schools as a major entry point to change our food system. In Belgium and Europe we work actively with cities and schools to promote a whole school food approach and to bring together the actors involved in the school food system.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

1. GOOD FOOD 4 Cities: The ambition of the programme is to catalyse collective action among local food system actors (local authorities, food retailers and distributors, producers, citizens, experts, financial institutions, citizens, and civil society organisations) to make urban food environments and food supply chains more conducive to healthy, sustainable and nutritious diets for all citizens as part of resilient and inclusive city region food systems. We hope to affect change in three domains:

- A. Healthy and nutritious food for cities is produced in an efficient and sustainable way (sustainable food production)
- B. Urban food markets are inclusive of smallholder producers, vulnerable citizens, the youth and women (inclusive markets).
- C. An enabling policy, financial and normative environment at local, national and international level incentivises healthy, sustainable and nutritious diets (enabling environment).

For more information: Food Smart Cities | Rikolto (International)

2. Inclusive business: Rikolto uses the 6 principles of the LINK methodology, developed by CIAT, to define whether a Business is truly inclusive:

- 1. cooperation between the all actors in the chain with a common goal;
- 2. new relations between all chain actors, leading to a stable market and constant supply;
- 3. a fair and transparent policy (open communication, fair prices, risk sharing)
- 4. equal access to credit, technical support in the field, market information, etc.
- 5. inclusive innovation (not 'for', but 'with' farmers);
- 6. and measurable results (indicators and concrete tailored monitoring programmes or follow-up plans).

For more information: <https://www.rikolto.org/en/focus-areas/inclusive-business>

Annelies Smets

Currently working as project coordinator/project lead of one of the work packages of the EU-funded project School Food 4 Change (SF4C) under the Horizon 2020 Programme.

Naomi Dries

Has been working on the GoodFood@School program for over two years, focusing on city policies and healthy, sustainable food practices in schools in Ghent and Leuven. She also facilitates the intercity network of Rikolto on accessible school meals, currently involving ten Flemish cities.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Newcomer organisation			Yes	
Less experienced organisation			Yes	

Stichting BOOR (E10019486 - NL)

Partner organisation details

Legal name	Stichting BOOR
Country	Netherlands
Region	Zuid-Holland
City	Rotterdam
Website	www.stichtingboor.nl

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	Yes
Type of Organisation	School/Institute/Educational centre – General education (primary level)

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Stichting BOOR (Bestuur Openbaar Onderwijs Rotterdam, Primary Education Public Schools in Rotterdam, Primary Education Public Schools in Rotterdam) provides education for children from 4-22 years, from preschool till secondary education. About 2800 teachers are in charge and provide daily education in 75 schools for almost 30.000 pupils.

We provide education that contributes to the talent development of every student.

Our mission is to create maximum opportunities for children and young people in Rotterdam and the surrounding area. They become mature citizens of the world who contribute to a just society and know how to use their talents for this purpose.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

BOOR, Primary Education Public Schools in Rotterdam, is represented by the Principal/headmaster of primary education OBS Delfshaven (Mieke van Duijn).

Information about OBS Delfshaven

OBS Delfshaven is a "Lekker Fit!" (Be fit!) school a program developed by the city of Rotterdam.

Also they joined the EU School fruit project from the European Union, where the school gets 20 weeks every day 3 portions of fruit and vegetables.

Since 1 January, the school has been offering a healthy breakfast and school fruit at 10:00 am. The school encourages students to bring healthy lunches.

Skills Mieke van Duijn: Mieke van Duijn has experience in various positions within education. She has been a teacher and special need teacher. She has been a school principal for a year now. Her motivation is working together in a safe environment. She is a connector and is committed to development and innovation in education.

Skills Michelle Struick: In 2002, after working in healthcare for 12 years, she made the transition to education as a lateral entrant. She was a nurse in the operating room. In education she started as a teacher. She became director in 2009. In 2015 she started at Het Landje in Rotterdam, an artistic primary school with a lot of attention for art and culture. Since 2021, she has been working as a senior school director and manages 16 schools.

She is committed to developing future-proof and effective education

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	0	0	3	3
Newcomer organisation		No		
Less experienced organisation		No		

OBSHTINA VARNA (E10153472 - BG)

Partner organisation details

Legal name	OBSHTINA VARNA
Country	Bulgaria
Region	
City	VARNA
Website	http://www.varna.bg

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Municipality of Varna manages the biggest service provider for school canteen food - "Student and canteen food" EAD - Varna and delivers food to 60 schools and kindergartens (about 10000 pupils) daily. From the end of 2015 the company is engaged in the preparation of food for children with special needs /gluten-free and casein-free nutrition/, and in this respect it is the first in Bulgaria.

The Municipality of Varna is looking to constantly improve the services delivered in schools and kindergartens and the role in this project would be to learn other best practices, adapt with the help of analyse and research the knowledge and experience with the rest of the partnership. Delivering health sustainable and affordable local food to the schools and kindergartens in Varna is among the main objectives in the Plan for Integrated Development of the municipality.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

Taking part in a study visit, Organising a mentoring visit, Work with facilitator and mentor city on need assessment, Work with facilitator and mentor city on action planning , Taking parts in calls and meetings, Linking project with wide range of stakeholders at local level , Feedback and inputs on the thematic toolkits, Providing practices for the toolkits.

Krasimira Yakimova - Project accountant. Krasimira has a master's degree in finance and works for the past 13 years in the Municipality of Varna. She has extensive experience in administration of projects.

Bojanka Georgieva is the executive director of the Municipality owned company "Student and canteen food" EAD. She is also member of the Board of Directors. As such she is responsible for 208 employees and workers - administrative, support-technical and kitchen staff. In her responsibilities are to assure the quality of daily food preparation and delivery in the municipal kindergartens and schools for children aged 2 to 10 years.

Plamena Marinova is the deputy Mayor of the Municipality of Varna and it's Chief Legal Officer. In her duties are also the European and international relations and more specifically the EU agenda of the city. Among Mrs. marinova's competences is the drafting of legislative and regulatory proposals for the Municipality, including those concerning education and healthy food.

Bilyana Raeva works for the Municipality of Varna for 10 years as representative in Brussels. Her role is to link the best practices across EU with the needs in Varna and to prepare the local administration for transition in various domains, including youth policies. Mrs. Raeva was leading the Varna - European Youth Capital 2017 initiative and is active in many participatory processes and expert networks both in Varna and on EU level.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	1	0	0	0
Newcomer organisation		Yes		
Less experienced organisation		Yes		

Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE)**Partner organisation details**

Legal name	Göteborgs stad, Grundskoleförvaltningen
Country	Sweden
Region	Västra Götalands län
City	Göteborg
Website	www.goteborg.se

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of Organisation	Local Public body

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The compulsory school administration is responsible for the activities of Gothenburg's municipal comprehensive schools from preschool class, 6 years old up to 15 years old when the pupil leave for upper secondary school that is another administration. Special needs compulsory school and after-school recreation centre and cultural school is also included in the administration. The preschool administration is responsible for the city's municipal preschools, pedagogical daycare, family oriented preschools, as well as for the supervision of independent preschools and educational care.

Both administrations started on 1 July 2018 after a political decision to gather all primary and preschool activities in the city in two central administrations. The administration consist of 160 compulsory schools and 350 pre-schools where 85 000 children and pupils get their education provided by the municipality.

Both administrations has specific organization and units in order to provide healthy school meals with a holistic approach including 4 perspectives on sustainability related to healthy meals.

- Education – how we include the healthy meal as a part of the curriculum
- Awareness of healthy lifestyle – how we create awareness among our pupils/children and their families about the importance of healthy food
- Environment – how we as a city contributes to decrease the negative impact on the environment. Food waste and procurement
- Social sustainability – how we through our work with healthy meals create a platform for social competences and strengthen the relations between pupils/children and staff. Pedagogical meals as a part of the pedagogical work for the school/preschool staff.

In the project Gothenburg wants to share examples on how we include the children all the way from 1 – 15 years old. To start early with creating awareness and the importance of a healthy lifestyle. We also want to share how we organize and support this work from an administrative level and how we support the school staff in methods and to assure the competence among our staff.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The units for healthy school meals are based on national recommendations and report concerning healthy and sustainable food in preschools and schools. The national meal model provides a holistic perspective on good meals and can be used in the planning and monitoring of public meal services. The model consists of six different areas, all of which are important for public meals to create joyful food and contribute to sustainable development. Healthy and sustainable meals require a holistic approach to meals and responsiveness to the needs and wishes of children and pupils.

The units perform activities like:

- Offer breakfast, lunch and snacks over the school day to ensure sufficient for the children/pupils to cope with the school day
- Training of the staff in the schools responsible for the food service
- Monitoring and evaluation of the work with food service and holistic approach for a healthy life style.
- Including the meal in the curriculum and as a pedagogical and social tool for the teachers/staff

The project will involve staff working in the food service production and staff from the management/administration responsible for the organization, training and monitoring of the work.

Malin Omland, is a Development Manager/International Co-ordinator within the Preschool administration in the city of Gothenburg. In this project she also represents the administration of compulsory school in Gothenburg. She works in the development unit and supports the development work, which involves coordinating and supporting the administration's international collaborations, exchanges, and projects. For several years she has worked with cross sectoral cooperation and coordination of projects and processes related to the public health area and with a special focus on children and young people. She is also representing the preschool administration in the Eurocities working group Children and young people. Between 2017-2019 she was the project coordinator for an Erasmus+ strategic partnership, Open the door to reading [2017-1-SE01-KA201-034532].

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for school education (KA201)	2	0	0	0
Newcomer organisation		Yes		
Less experienced organisation		Yes		

Relevance of the project

Priorities and Topics

All project proposals under the Erasmus+ Programme should contribute to one or more of the programme's policy priorities.

Please select the most relevant priority according to the objectives of your project.

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

If relevant, please select up to two additional priorities according to the objectives of your project.

SCHOOL EDUCATION: Tackling learning disadvantage, early school leaving and low proficiency in basic skills

HORIZONTAL: Environment and fight against climate change

How does the project address the selected priorities ?

Inclusion and diversity & Tackling learning disadvantage

Children and young adults are in a critical stage of life so they need to be encouraged to adopt healthy behaviours such as healthy eating and exercising. There are some strategies to encourage healthy eating which include incentivising healthy food as well as quick and affordable healthy recipes. Deviant eating behavior such as skipping meals and consuming unhealthy meals has a significant association with mental well-being in kids.

The fact that students skip meals correlates with their mental well-being, whereas eating with family and friends positively correlates with improved mental well-being and often lead students adopting unhealthy eating behaviors, such as irregular eating patterns and junk food consumption. Unhealthy eating behavior is often associated with a variety of mental well-being concerns such as depression, anxiety, stress, and mood.

Physical and mental health and well-being need to be approached and solutions need to be found so that we can contribute in a positive and effective way to overcome this issue.

Environment & climate change

We aim at making school meals enjoyable and healthy both for our children and our community. We embrace the Whole School Food Approach (WSFA) is a holistic concept that offers pupils healthier and sustainable food choices in the long term, including the children at risk of poverty and social exclusion. It's not just about what food they are served in schools, but also about where the food comes from and how production impacts our environment and our health.

Please select up to three topics addressed by your project

Inclusion, promoting equality and non-discrimination

Physical and mental health, well-being

Environment and climate change

Project description

Please describe the motivation for your project and explain why it should be funded.

Healthy food habits, balanced diets and fresh foods are important for the development of children to healthy adults and contribute to the prevention of obesity and many non-communicable diseases. Providing healthy school lunches is a very promising approach to improve health and health equity in children in Europe. We need to implement school lunch concepts that have high nutritious quality, are safe, sustainable and low in waste, inclusive, satisfactory to children, parents and school staff, feasible and affordable. We have much to learn from the best-practices around Europe on all of these aspects as well as on private-public partnerships, involvement of local stakeholders and governance.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected?

Implementing Healthy Meal for all (HealthyWave) aims to contribute to the implementation of the European Child Guarantee to ensure effective and free access to at least one healthy meal each school day for all children at risk of poverty and social exclusion in Europe. We need to implement school lunch concepts that have high nutritious quality, are safe, sustainable and low in waste, inclusive, satisfactory to children, parents and school staff, feasible and affordable.

The objectives of HealthyWave are linked to those of Erasmus+. HealthyWave is focused on including diverse local communities from partner cities to take part in the project. In collaboration with facilitators, the project consortium will develop several project outputs, which will aim to have healthier and sustainable food for our children including the ones at risk of poverty and social exclusion. By using the whole ecosystem around the school food, we will increase pupils' understanding of the food system, teaching them new skills and makes them more likely to make healthy and sustainable food a prominent part of their lives. Therefore we will get stronger school ecosystems, which allow cities and schools from the consortium to inspire and reinforce each other. The inspired cities and schools outside the consortium offer best practices and a toolkit.

The impact HealthyWave wants to make a difference on the topic of environment & climate change, by changing the school food into healthier and sustainable food that reflects different cultural needs. And by helping schools prevent food waste, e.g. with tools to measure food waste and with tips and tricks. And possibly have a city-wide guideline to, for example, make one day a week vegetarian.

The objective tackling learning disadvantage will be tackled by providing at least one healthy meal per day, since in studies on the immediate and transient effects of a healthy school lunch versus skipping lunch showed, on a variety of cognitive measures, small and inconsistent effects on alertness and working memory of children. Studies on the long-term effects of a healthy school lunch versus habitual lunch showed small improvements in concentration and language processing ability of children.

What makes your proposal innovative?

The proposal is innovative as there is no mentor-mentee approach used on this scale. The mentor - mentee methodology is on its own not innovative, but we use the methodology from AMIF projects in an Erasmus+ project with a new theme, the ECG. Also the project will feed the national plans since the council of the European Union asks the Member States to submit action plans on how they will implement the child guarantee⁽¹⁾. Especially partners from Italy, Belgium, Sweden and Bulgaria have experiences in innovative food on school policy.

HealthyWave uses an innovative learning method. Its strength lies in the interaction between two levels:

- Specific and local: It supports partners in carrying out concrete changes in local practice - where goals and standards are set by a benchmark based on EU-wide experience, and each city undertaking these actions is mentored through the process of change by a mentoring city.
- General and EU-wide: By applying its thematic benchmarks in these 'real-life' city actions, HealthyWave develops, tests and validates them so they can be delivered to Europe's cities and the European Commission as tools for improving practice EU-wide in future years.

(1) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021H1004#PP2Contents>

How is this project complementary to other initiatives already carried out by the participating organisations?

The partnership consists of partners which are European innovative and active. We will make links with all our different projects locally and internationally.

We are in close cooperation with UNICEF through EURO CITIES, and the working group Children and young people; Currently both co-chairs of this working group, comune di Milano and the city of Rotterdam are part of this consortium. UNICEF is making a deep dive into the European Child Guarantee (ECG) in Bulgaria, and we have the city of Varna as partner.

Rikolto is part of the SchoolFood4Change project as well as comune di Milano. The School Food 4 Change project which is funded by the EC Horizon 2020 program, works with schools and cities as a catalyst for a food system transformation towards diets that are fair, healthy, and sustainable for both humans and the planet. Here, Rikolto is responsible for the development of the WSFA aiming to build a healthy sustainable school food culture in and around schools.

This project is also complementary to Rikolto's work on a national level in Belgium. With their GoodFood@School program, they support schools, local governments and multistakeholder networks to develop healthy, sustainable and for all pupils accessible school food policies. supports schools and cities in Belgium to develop a healthy, sustainable school food policy and to provide nutritious food that is accessible to all pupils.

Comune di Milano is also the lead partner of the Food Wave project which is with the financial support of the DEAR Programme of the EU. FoodWave empower urban youth for food and climate action, which is closely connected to our project. And last project is Food trails(3), this project aims to enable cities to reimagine, develop a and implement sustainable, healthy and inclusive food policies.

In 2022 The Network of European Youth Capitals (EYC) was officially created in Cluj-Napoca, and also Varna is part of this network, and we can also share our results there.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

We believe that change can only be achieved when applying an integral approach to school food. Impact is low when you only try to change what students eat in a school canteen. When you want to change students behaviour towards food they should know where the food they eat comes from, how it impacts on their body, how it impact the planet, etc. Applying a Whole School Food Approach at school entails investing in getting the whole school team on board, making sure that school staff has sufficient knowledge about food and make sure they can translate this in to their lessons adapted to various ages and stages of the pupils. All school staff should be aware that the WSFA work is part of the school's systematic quality-assurance work, and that it will be monitored and evaluated just like all other teaching. It is imperative to make sure school food should not only be approached in one class. A one-off lesson on health or sustainability has little effect. Pupils are best introduced to the topic of healthy food and its sustainable aspects in several learning areas throughout their school career. To streamline food education, it is important that teachers are aware of what pupils learned the year before and what they will be taught the next year, and which food topics are dealt with in different learning areas/courses. School staff should try to sync their teaching content across different years and subjects. Food can be integrated in numerous subjects 34 (biology, science, maths, social science, history, PE, hospitality and catering, etc.). At the very least, it should be part of the courses that all pupils take.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

European cooperation is needed because all of the participating partners and their countries have the same challenge regarding obesity, climate change and healthy food in schools. By collaborating on European level and consolidating different experiences and expertise of the project partners, our project results will be developed in a way they can benefit other organizations and cities across Europe.

A toolkit will be developed based on exchanging practices, theory, ethics among the project partners

The first phase of the mentoring process will allow implementing partners to participate in a study visit to their mentoring partners after a period of need analysis leading to a nurtured relationship. This will prepare the ground for the second phase of the project which will be the mentoring visits and the action planning. The second phase of the mentoring process will leads to a concrete action plan, to be endorsed by local stakeholders and implemented in the implementing partners.

The strength of this proposal is that some of the cities have reached a very high standard of school meals such as the city of Milan where almost all kids (3 – 11 yo) eat at schools and the service is delivered every day to more or less 77.000 children. Additionally, most of the cities of this project, are part of important networks such as the Milan Urban Food Policy Pact, C40, Eurocities, that provide continuous learning and peer to peer activities to improve food policies practices and share the knowledge of cities on specific issues. Last but not least, the action will contribute to the sharing of knowledge not only at ECG level but also in terms of increasing educational activities for families, and all other actors that are involved in the school canteen services.

Needs analysis

What needs do you want to address by implementing your project?

In 2015, the European Parliament called on the European Commission and EU Member States “to introduce a Child Guarantee so that every child in poverty can have access to free healthcare, free education, free childcare, decent housing and adequate nutrition, as part of a European integrated plan to combat child poverty”. Currently there is the phase III of the Preparatory Action, the European Commission has partnered with UNICEF. The aim of this phase is to test how the European Child Guarantee could work in practice and provide recommendations for its successful design and implementation. With this project we focus on the healthy nutrition and at least one healthy meal each school day within the European Child Guarantee (ECG).

Malnutrition is a threat to the growth and development of children.(1) It includes two types of conditions – undernutrition, manifested by weight or height lower than the typical ranges for the relevant age, and overweight and obesity. (2) Studies on the immediate and transient effects of a healthy school lunch versus skipping lunch showed, on a variety of cognitive measures, small and inconsistent effects on alertness and working memory of children. Studies on the long-term effects of a healthy school lunch versus habitual lunch showed small improvements in concentration and language processing ability of children. (3)

We aim at making school meals enjoyable and healthy both for our children and our community. We embrace the Whole School Food Approach (WSFA) is a holistic concept that offers pupils healthier and sustainable food choices in the long term. It's not just about what food they are served in schools, but also about where the food comes from and how production impacts our environment and our health. Putting the WSFA into practice requires teamwork from school staff, cooks, schoolchildren and all other stakeholders. In practice, there is no easy recipe for transitioning to sustainable school food systems by integrating sustainable food and education. The WSFA guides agents of change every step along the way and helps bring about a community-wide systemic shift by addressing the composition of school meals and school cafeterias as learning environments. (4)

(1) UNICEF. The State of the World's Children. Children, food and nutrition. Growing well in a changing world (executive summary). October 2019.

(2) WHO. Malnutrition, Key Facts, <https://www.who.int/news-room/fact-sheets/detail/malnutrition>

(3) WUR, <https://edepot.wur.nl/519945>

(4) Rikolto, WSFA, https://schoolfood4change.eu/wp-content/uploads/2022/07/SF4C_WholeSchoolFoodApproach_Framework_EN_web_new.pdf

What are the target groups of the project?

The advantage of our partnership is that we are faced with the same challenge regarding the negative effects of the current world crises and that we have an active role to play in dealing with this consequence. Our different expertise and natures of our organisations are highly valuable and will give us a great opportunity to supplement and strengthen the project. We have therefore identified following main target groups of the project:

- The children, our target is to contribute to the implementation of the European Child Guarantee to ensure effective and free access to at least one healthy meal each school day for all children at risk of poverty and social exclusion in Europe. So the children in our 8 cities are the focus of our project.

- The school teams, As a topic, food should be part of the school's curriculum, adapted to pupils' different ages and stages of development. It can be integrated into numerous subjects and the food issues should preferably be addressed in a multidisciplinary way, with several teachers collaborating. The topic could even be addressed during extracurricular events, for example, during a canteen party.

- The Community / Stakeholders, The final pillar focuses on cooperation with a wide range of actors in the environment surrounding the school. A WSFA is more impactful when many actors work together, including caregivers, food shops, farms, local associations and neighbourhood committees. Because the principle at the heart of the WSFA is that healthy and sustainable food should be the easiest choice for everyone, no matter who or where they are. The approach is not only about making the right food choices: it is about celebrating good food and food's role in important occasions in many different cultures.

How did you identify the needs of your partnership and those of your target groups?

To meet the needs and expectations of each partner we have organised 2 working sessions during the winter of 2023 to align our objectives and identify needs that will benefit us all and most importantly our target groups. The project partners have already formed close bounds during the application preparation and writing process and they have all been involved in the project development. Several project partners have already collaborated with each other before in other European projects.

All partners are looking to increase expertise by complementing the existing knowledge and practices with new processes

allowing us to better respond to the needs of the children.

How will this project address these needs?

To make the policies developed in mentor cities replicable, the mentor cities will share lessons learned and local experiences with mentee cities, through a mentoring process. This process will help mentee cities benefit from practical knowledge in terms of policymaking and project implementation. At the same time the mentor city can use the mentoring process to receive feedback and input from the participants on how to further elaborate / improve their own approach.

The objectives are to foster the transfer of excellent practices between cities. This process requires a methodology to determine whether and how such practices can be transferred from one place to another. The use of a transferability methodology provides an opportunity to learn from the previous experience of implementation, to better exploit opportunities and to avoid repeating mistakes.

The objectives of mentoring are to: arrange transfer of knowledge and experiences to the mentee city through reflective approaches; lead to better organization, decision making, implementation, better vision and planning; improve/fine-tune strategy, for processes and/or specific policies or projects; foster a participative approach. It is not about imposing solutions but rather about jointly seeking and inspiring new local approaches.

The mentoring visit aims to gather information and exchange ideas, to change attitudes locally, among a range of colleagues and stakeholders, and win their commitment to tackling the gaps or barriers, which have been previously identified. Arriving in the implementing city, the mentor with the facilitator will have three main objectives:

- Interactive enquiry: to test and develop with local actors the ideas which mentor cities and the mentee city formed provisionally in advance.
- Help the mentee city prepare the ground locally for change.
- Reviewing and endorsing the action plan showing how the mentee city will achieve that change.

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10206344	GEMEENTE ROTTERDAM	Netherlands	ROTTERDAM	Local Public body	No
E10280637	Asociatia Cluster de Educatie	Romania	Cluj-Napoca	Local Public body	Yes
E10050230	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTIS	Latvia	RIGA	Local Public body	No
E10209463	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM	Netherlands	ROTTERDAM	Research Institute/Centre	No
E10001574	Asociatia GAL Somes-Nadas	Romania	Floresti	Non-governmental organisation/association	Yes
E10018792	Agrupamento de Escolas Anselmo de Andrade	Portugal	Almada	School/Institute/Educational centre – General education (primary level)	No
E10205166	COMUNE DI MILANO	Italy	MILANO	Local Public body	No
E10032796	Rikolto	Belgium	Leuven	Non-governmental organisation/association	Yes
E10019486	Stichting BOOR	Netherlands	Rotterdam	School/Institute/Educational centre – General education (primary level)	No
E10153472	OBSHTINA VARNA	Bulgaria	VARNA	Local Public body	Yes
E10018022	Göteborgs stad, Grundskoleförvaltningen	Sweden	Göteborg	Local Public body	Yes

Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The city of Rotterdam is co-chair of the working group Children and young people, together with Comune di Milano. The European Child Guarantee (ECG) is part of the working programme of the working group. In the city of Rotterdam, we made an overview of our investing needs, and one of them is 'healthy school lunches'. There was some first national research done which showed that a healthy school lunch and more movement is helping to get less obese youth. Therefore we wanted to connect the ambition of the city of Rotterdam and work with cities active in the working groups of Eurocities and the healthy meal for all in the ECG.

An important benefit for Rotterdam, and the Stichting BOOR, is that we have less experience with healthy school lunches compared with some other partners like Milano and Goteborg. Furthermore, our policies, healthy meal, have only in the recent years started to become relevant. The city of Rotterdam have a lots to learn and gain when collaborating with partners from countries that already have more expertise on this topic, and have for many years dealt with school lunches. We therefore looked for consortium partners with vast experience. Another gain we were looking to get was to work with organisations who are innovative and experts in healthy and sustainable food at schools, who have a large network and are oriented towards working transnationally.

Rikolto has experience with the Whole School Food Approach (WSFA), which is a holistic concept that offers pupils healthier and sustainable food choices in the long term. Their goal is not just about what food they are served in schools, but also about where the food comes from and how production impacts our environment and our health. Putting the WSFA into practice requires teamwork from school staff, cooks, schoolchildren and all other stakeholders.

EMC has experience with the SEEDS project, in which we used a citizen science approach to co-create healthy lifestyle interventions with and for adolescents from high schools in low socioeconomic areas. One of the current research projects focusses on healthy school lunches at primary schools in Rotterdam in which we look at both effectivity and feasibility.

The city of Milano, AEAA are experts on the topics of Healthy and sustainable food policy, and the Asociatia Cluster de Educatie of Cluj-Napoca and the city of Goteborg, are expert on education & community building.

Besides the city of Rotterdam with their pilot school OBS De Delfshaven, also the city of Varna, Riga and the association GAL Somes-Nadas are willing to learn and implement new policies.

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

There are four roles in the HealthyWave roject, we have the project coordination, which is led by the city of Rotterdam, in co-leadership with Asociatia Cluster de Educatie. Then we have mentor cities/schools which are Goteborg, Milano, C-Edu and AEAA, implementing cities/schools Stichting BOOR/City of Rotterdam, GAL Somes-Nadas, Riga and Varna. The expert facilitators are Rikolto and Erasmus MC.

All project partners will contribute to tasks connected to project management, communication and dissemination (work packages 1 and 2) and will attend the 2 work visits.

The tasks have been divided based on the partners experience, expertise, interest areas, own work activities and load.

The city of Rotterdam is responsible for the overall project management, the development of a local action group; organizing the final conference, co-developing the communication and dissemination plan.

Asociatia Cluster de Educatie of Cluj-Napoca is responsible for the communication and dissemination work package, co-developing the healthy and sustainable food toolkit, advice on a local implementation strategy, and mentor another partner.

Riga city council is responsible for implementing a local implementation strategy, organize a local action group, co-developing the healthy and sustainable food toolkit.

Erasmus MC is responsible for the work package 'Need analysis, study visits and preparation of mentoring' and the research on healthy meals, co-developing the healthy and sustainable food toolkit, mentoring process.

Asociatia GAL Somes-Nadas is responsible for implementing a local implementation strategy, organize a local action group, co-developing the healthy and sustainable food toolkit.

Agrupamento de Escolas Anselmo de Andrade is responsible for co-developing the healthy and sustainable food toolkit, advice on a local implementation strategy, and mentor another partner.

Comune di Milano is responsible for co-developing the healthy and sustainable food toolkit, advice on a local implementation strategy, and mentor another partner.

Rikolto is responsible for the work package 'healthy and sustainable food toolkit' and 'Mentoring and action planning', co-developing the work package 'Need analysis, study visits and preparation of mentoring'

Stichting BOOR is responsible for implementing a school implementation strategy, co-developing the healthy and sustainable food toolkit.

The city of Varna is responsible for implementing a local implementation strategy, organize a local action group, co-developing the healthy and sustainable food toolkit.

The city of Goteborg is responsible for co-developing the healthy and sustainable food toolkit, advice on a local implementation strategy, and mentor another partner.

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

The consortium will communicate through following channels:

Communication:

To simplify the communication across partner organizations and make our work as efficient and transparent as possible, we will use our already created project site in Microsoft Teams. Here we will conduct all the online meetings, divide tasks, share documents, collect input, and communicated with each other. Moreover, a project website will be created for external communication of the project and its results.

Monthly online progress meetings:

During the project monthly update meetings will be held, where each partner will communicate their progress and status. During these meetings any potential risks or issues will be detected, and a resolution plan will be made. Furthermore, the budget will be revisited in order to keep transparency, proper accounting of expenses, and detect unexpected costs or issues.

Transnational project meetings:

The transnational project meetings are intended to exchange and gather information from all partners, target groups and advisory board members, to implement the tools necessary to reach the goals, produce the final results, to evaluate the practices, monitor and evaluate the project and the results. Furthermore, it these meetings give us an opportunity to meet in real life and meet our target groups, associated partners, and participants of the project.

Local Action Group meetings:

These meetings will take place in take place in Rotterdam, Riga, Varna, and Floresti twice a year during the lifetime of the project, where we will have an opportunity to meet the created Local Action Groups and collect information, materials, good practices, experience and expertise form them. During these meetings we will also perform research based on the prepared research plan developed by EMC.

Impact

How are you going to assess if the project objectives have been achieved?

Erasmus MC will monitor the number of students and schools whom will take up the new approach to healthy school lunches. Furthermore, through quantitative and qualitative research the outcomes from having taken the course as part of training through our local action groups will be investigated.

The impact of the toolkits will be measured through: number of good practices in the toolkits, number of accesses to the toolkits, a questionnaire completed by stakeholders about the effectiveness and usefulness of the proposed good practices in the toolkits.

Erasmus MC & Rikolto: Installed capacity to internalize new action plans; level of maturity on applying new approaches and tools;

Pilot schools (early adopters): level of satisfaction with the new practices; number of new actions performed.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

The city of Rotterdam will organize a final conference, and all the city partners will organize a webinar in their cities, with the participation of national stakeholders and in the local language. The local, regional and national organizations in the ecosystem of schools will be invited. The country-based nature of the webinars will make it possible for national participants to exclusively focus on their domestic issues and potential solutions in the light of the project outcomes, which are a product of a comprehensive transnational cooperation.

During the conference and webinars we will present our project results, share the outputs, and encourage the local ecosystem to use the toolkit and good practices. The attendees of the international conference will therefore learn about the project outputs and good practices, discuss project results, and get tools and inspiration to further develop the work around our project. The objective of the conference is also to strengthen the ecosystem and give an opportunity to the relevant attendees to meet each other online/offline, broaden their network and continue the collaboration of the project topic.

The Asociația Cluster de Educație is together with the city of Rotterdam responsible for the coordination of dissemination and communication activities of the throughout the entire project cycle and afterwards. The activities will involve: 1 Healthy Sustainable Food Toolkit, 4 video's, 4 infographics, 6 newsletters, one poster, one general leaflet and one final leaflet, project website, events.

Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how.

All cities will equally benefit from the development of different project outputs, as all results will have a potential to be implemented in partner and other European cities. The project partners will benefit from the knowledge exchange during the study and mentor visits and the overall project collaborations.

In each city the established LAGs will give an opportunity to work together on changing the power and knowledge dynamic of the whole school food ecosystem. Furthermore, the project partner has several international networks. Through a strong collaboration with these partners, we can implement the developed project results wider, spread the concept of the Whole School Food Approach and that way contribute to the main impact of the project: to contribute to the implementation of the European Child Guarantee to ensure effective and free access to at least one healthy meal each school day for all children at risk of poverty and social exclusion in Europe. Among the networks are EUROCTIES, ENSA, and projects like FoodWave, SchoolFood4Change, and Food trails.

Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

The overall communication of the project will include at least following activities:

- 1 project website
- 1 project leaflet
- 6 newsletters
- 1 Healthy Sustainable Food Toolkit
- 4 Infographics
- 4 Video's
- 1 Final conference, and 5 webinars

For each partner organisations a communication plan will be developed to fit the local contexts and can include following activities:

- Identification of local news channels where HealthyWave updates can be included
- Development of the LAG member database
- At least 1 local press release during the hosting of the study/mentor visit or one of the LAG meetings
- Speak at external events to promote HealthyWave

The target groups will be:

- European networks interested on the topic of healthy and sustainable school food
- Local communities, who could become part or support of the creation of Local Action Groups. The LAG from each city will help with the project communication and dissemination. This is a group of a wide range of stakeholders within the Whole School Food ecosystem. Through the communication channels of these groups, we will also be able to share the project communication locally in each city.
- Academia: academic experts, researchers, students. Academic experts will be reached specifically through partner's university channels and activities, such as webpage, newsletter, social media, internal meetings, seminars, or conferences, etc.
- Decision makers: authorities at different level (local, regional, and national), policy advisors, project managers, school board leaders. Decision makers will be reached through channels of the local municipalities who are partners, as well as collaborations across Europe with organisations such as Eurocities (network of major European cities).

The expertise and resources for the project will be available through:

Andreea Suciuc is an experienced Erasmus coordinator, with over 13 years of continuous work and 9 projects she coordinated and implemented in the School Education sector. She is an English teacher and currently, the School Inspector for modern languages in Cluj county. She is also the only Erasmus Ambassador, selected by the Romanian NA to represent Cluj.

René Keijzer is active in the Eurocities working group Education and working group Children and young people; currently the city of Rotterdam is chair of the working group Children and young people. He has co-organised many European events for European projects or networks. Throughout the years he took part in several European projects, like Edina (Organised the final conference), PACT (co-project lead), We Hear You (project web design and involved with the video's), Skills Navigator [Work Package Communication leader], Rotterdam voorbij discriminatie [Project secretary, and advisor work package communication], SEEDS [Conference and communication advisor].

Workpackage activities

In addition, subcontracting of services is allowed as long as it does not cover core activities on which the achievement of the objectives of the action directly depends. In such cases, the amount budgeted for subcontracting must be included in the description of the activities covered by the subcontract.

Work package n°1 Project Management

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

The project will be led by the project manager, who will oversee the entire project and progress of each project result, events, activities, and budgets. The project will be monitored using a Gantt Chart, which will be the main overview document available for the entire project team in the MS Teams project site. This site will also serve as document depository, main platform for communication and collaboration. During the project monthly update meetings will be held, where each partner will communicate their progress. During these meetings any potential risks or issues will be detected, and a resolution plan will be made.

The activities and results will be evaluated by:

1. quality check from the practice on the developed toolkits and action plans

Staff members from the partners, will participate to the project, and use the toolkits. They will provide feedback on the overall aspects of the deliverables and on the guidelines to use them. They will also add good practices and concrete examples. With their profile they are able to give adequate feedback. They are the ones who are going to use it, they have a good understanding of what will or won't work, based on their experience in the classroom/city. Two times this check will be done, when the action plans/toolkits are developed and after implementing.

2. quality check from expert partners on the deliverables

The two participating expert institutes will provide the partners with questionnaires. The quality and utility of the toolkits and action plans will be evaluated. Based on these surveys and interviews among the school/city staff members participating in the implementation phase of the project; each expert institute will collect and analyze the data within a international context. The data and analyses will be shared amongst the partners and collected by Rikolto for cross-national comparisons. Based on the interviews and answers to the questionnaires, the focus group (researchers from the two expert institutions and members of the other partners) will analyze the results with regard to the targeted benchmarks.

3. quality check Focus group:

The focus group is a smaller group of partners within the partnership. The aim of this group is to guarantee the quality and to ensure the completion of the work packages on time by given each interdisciplinary feedback. Members of the focus group will also assist the partners in the implementation of their tasks. The focus group will develop strategies to support the partners in specific research questions concerning the questionnaires.

4. quality check from experts outside the consortium:

An Advisory Board involving an international researcher (Janas and policy makers who are not related to any of the partners) will ensure the quality of the development of the project and work packages during the whole project. They will receive every project report following and participate in the kick-off meeting, the final meeting and the midterm webinar.

How will you ensure proper budget control and time management in your project?

The city of Rotterdam is responsible for the coordination, financial control, and time management in the project. If the project is granted, to ensure the project completion:

1. The accounting department of the coordinating organization, externally audited each year, will be in charge of the project budget control. The coordinating organization will develop a consortium agreement and an accounting system, which will be signed by the all partner organizations. Prior to the project start all financial rules will be communicated to be transparent. The rules will be equal for all partner organizations. The single lump sum shall be used to cover all costs related to the implementation of eligible activities falling within the scope of Partnerships for Cooperation. Bi-monthly there will be activities updates meetings held online and the activities will also be discussed during online project meetings.

2. The coordinating organization will set up a precise activity management sheet though a Gantt chart, monitor the project progress, track the deliverables, deliver work package reports after each transnational project meetings (10 in total), distribute activity sheets and regulate the administrative flow of information (such as activity sheets & invoices). With the partners agreements we will divide tasks, roles, responsibilities, deliverables, schedules, and budgets.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

The city of Rotterdam, as project manager, will be responsible to manage and coordinate the project results and detect delays in order to maintain the schedule and safeguard the outcomes and results. The risk of delays will be minimized, by

creating a firm project plan and schedule, containing milestone dates and specific task overview and division of responsibilities. Many delays can be avoided by giving ownership of tasks to specific team members and by communicating on regular basis. We have therefore decided to make each project partner an owner of a specific project result. A user-friendly communication and project platform is important to keep the project moving forward and we have therefore created a team site in Microsoft Teams, which will serve as a communication tool, document depository and project planning and task tool. Furthermore, monthly online update meetings will be organised and when needed also extra sessions.

The risk of lack of budgeting will be mitigated by keeping the budget transparent for all partners at all times, having regular budget meetings, accounting for time and expenses made on regular basis, communicate unexpected spending or issues. During the project application writing phase our team has spent lots of time making the correct estimate of the needed budget and during the project phasis we will ensure that strong planning and projections are done ahead of time, so we can better budget time and resources for tasks over the 3 years.

The coordinating partner has also made a budgeting expert and an accountant available to help us with the budget and accounting of the project.

A dissemination plan will be set up during the kick-off meeting to ensure an efficient dissemination of the project.

How will you ensure that the activities are designed in an accessible and inclusive way?

During the project events and the final conference will be organized and people from the different city communities, speakers, teachers or experts will be invited. Then it is important to ensure that the venue is physically accessible (with e.g a ramp a lift, suitable lighting, accessible toilets, disabled parking spaces etc.). Sharing information about venue accessibility in advance can improve participant attendance levels.

We plan to use a translation tool so that all our key documents used within our project will be provided with translated versions (for example key information or some basic notes for participants to take away). Also, the outputs will be available in each partner native language. In addition, delivering a project in multiple languages can assist with accessing a wider range of participants; moreover, individuals may feel more comfortable learning if they are able to read in their first language.

Two facilitators will be joining each mentor/ study visit. We expect that not all the people will be speaking English and that we will need to dedicate time for translation. Also, we know that English is not the common language spoken by all Europeans and this is also why we will make sure that the outputs developed will be translated to Romanian, Portuguese, Latvian, Italian, Swedish, Bulgarian, and Dutch.

As we will be working with the whole school ecosystem with very diverse backgrounds it is important that we take the cultural background into consideration; cultural and religious holidays, reframing of some discussion topics (mental health), religious dietary restrict, and in general we need to be sensitive with communities' own contexts. When providing food during the project activities we will make sure that common dietary requirements (e.g., vegetarian, halal, kosher) are considered.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

The largest part of the project collaboration and development of project result digitally.

To simplify the communication across partner organizations and make our work as efficient and transparent as possible, we will use our already created project site in Microsoft Teams. Here we will conduct all the online meetings, divide tasks, share documents, collect input for project results, and communicated with each other.

Moreover, a project website will be created by Asociatia Cluster de Educatie for external communication of the project and its results. And also on the partner websites, the toolkit and results will be available. We hope that this is the first of the many Erasmus+ projects related to the European Child Guarantee, and that there will be a dedicated website connecting all the projects ran in the Eurocities working group Children and young people.

How does the project incorporate green practices in different project phases?

"Green project management starts with establishing a culture of responsibility and sustainability in your requirements from project team members" as Haley Montgomery states in her book. From the beginning of this partnership, we all agreed to make decisions that take into account the impact on the environment. Firstly, we began by keeping our interactions as digital as possible and as paperless as possible. We all respect the environment and consider that the world around us is wasting important resources in a reckless way.

Even when choosing our main topic - food - we had a green policy in mind: to educate people, esp young generations that food waste is not an option, that buying locally saves resources and encourages local entrepreneurs and producers. We want to get everyone with a stake in the project to consider green alternatives when developing work plans, communication plans, etc. can often save time and money—while also contributing to ecological sustainability.

How does the project encourage participation and civic engagement in different project phases?

All the implementing cities/schools will be responsible for the coordination on local level. They will install a Local Action

Group (LAG), consisting of school boards, schools, university and other relevant stakeholders on local and national level; and not just professionals will be active in the LAG but also the students, so we just not only talk about them but also with them. The LAG will further develop and adjust the deliverables. The municipalities will ensure that the LAG members honour their commitments. They will control the obligations in their city tightly. The school boards have an important role in creating the necessary conditions for schools to participate three years in this project. They are responsible for the dissemination of the deliverables in the other schools. Researchers and schools will make further agreements about the involvement of the schools in the development and implementation of the deliverables.

Grant amount allocated to Project management

65 000,00 €

Work package

Work package n°2 - Communication and dissemination

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

Communication and Dissemination Activities are lead by Asociatia Cluster de Educatie in close cooperation with the city of Rotterdam and support by all the other project partners

The main objective of this work package will be increased knowledge about the project and its outcomes. This will include the preparation of a detailed project communication and dissemination strategy. This strategy will include among others:

- The events at EU, national and local level where the project results will be disseminated
- The project graphic identity (logo, graphic elements) and leaflet
- The web portals the project will be promoted on (the projects main website, partners' websites)
- The electronic newsletters which will feature information about the project activities and results
- The local communication channels cities will use to provide regular updates on the project's progress
- The video-clips on visits
- Social media

What will be the main results of this work package?

Without a strong emphasis on dissemination, project results and outputs will remain unexploited outside the project consortium and the participating partners, which would result in an inefficient use of European public funds.

Project website. The project website will be an English language public facing interface aimed at being the main landing point of the different target audiences. It will provide the necessary resources and contents aimed at all the identified project targets to increase awareness around the project, its progress and achievements, acting as the main repository of the project outcomes. It will be maintained for at least two years after the end of the project. When more related projects will be granted this can be even longer.

Social media and digital tools. A communication and dissemination strategy will be designed together with each partner to reach local citizens, teachers, and policy makers who currently are or could become part of the local school food ecosystem. Synergies with partners' social media accounts will be established to coordinate common social media campaigns to increase awareness around the project.

Communication materials. A visual identity for HealthyWave will be developed comprising a logo, along with key messaging through a project leaflet, and press releases. The material will help to communication purposes and activities, everything available on the project's website. It will be developed firstly in English and editable to be translated by partners into local languages..

The project will be mentioned and discussed at various stages during regular EURO CITIES working group Children and young people meetings to increase visibility within the EURO CITIES network and with its stakeholders. Also we will share our results on divers (inter) national conferences and meetings. Since Milan is also co-chair of the Eurocities working group food, we can share the results there and ask input.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

We plan to make 6 newsletters, 4 infographics, 4 video's, 1 project leaflet, 1 project webpage, 11 partner project webpages

Website KPIs. Visits, page views, visit length, downloads of resources, etc. will be collected via analytics. The website is expected to reach 2,000 unique visitors during the 3 years of the project's duration. At least 2 newsletters per year will be published on the project's website.

Social media KPIs. Impressions, viewers, visualisations, followers. A common hashtag to create conversation around the project will be created. Post and comments from the audience will be the main quality indicator of their interest on the project.

Communication materials. A visual identity for HealthyWave, a project leaflet, at least 2 press releases sent to local media by partners. Media coverage will be the main indicator of their interest on the subject.

Please describe the tasks and responsibilities of each partner organisation in the work package.

The project graphic identity (logo, graphic element) and the project leaflet will be made by Asociatia Cluster de Educatie in close cooperation with the city of Rotterdam.

All the partners will put information on their own website, give input on the newsletters, infographics, and do some social media activity.

For each partner organisations a communication plan will be developed to fit the local contexts and can include following activities:

- Identification of local news channels where HealtyWave updates can be included
- Development of the LAG member database
- At least 1 local press release during the hosting of the work visit or one of the LAG meetings
- Speak at external events to promote HealthyWave

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

We use the old methode of daily rates but adjusted with new rates, for Belgium and Dutch partners 250 per day, for Swedish and Italian partners 225 euro, for the Portugese partner 150, for the Romanian, Latvian and Bulgarian partner 80 euro per day.

The communication and dissemination work package will be cost-effective by being based on digital channels which help to promote visibility of the project and reach out target groups through a wide range of public-oriented materials. That builds the ground for open regular exchange of learnings, initiating a network of relevant stakeholders and decisions makers interested in exploring healthy and sustainable school food. These continuous contacts with the network and potential stakeholders, combined with open project activities during international meetings, contributes to build up a good framework for exchange and potential replication of the toolkit.

The total budget for this workpackage is € 11.700 has been allocated based on the estimated working hours and materials needed for production of project outputs.

Output 1: Increased knowledge about the project and its outcomes costs € 1.615. The budget has been allocated based on each partners involvement in the development of the project identity and websites.

RTM: €500
C-EDU: €320
Riga: €40
EMC: €125
GAL: €40
Almada: €75
Milano: €112,50
Rikolto: €125
BOOR: €125
Varna: €40
Goteborg: €112,50

Output 1: Performing the project communication and dissemination strategy costs € 10.085. The budget has been allocated based on each partners involvement in the outcomes of the output.

RTM: €2.000
C-EDU: €1.520
Riga: €280
EMC: €1.375
GAL: €280
Almada: €525
Milano: €787,50
Rikolto: €1.375
BOOR: €875
Varna: €280
Goteborg: €787,50

Activities (2 - Communication and dissemination)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Increased knowledge about the project and its outcomes	Romania	01/10/2023	01/01/2024	Asociatia Cluster de Educatie (E10280637 - RO)	<p>Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,</p> <p>Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) ,</p> <p>Asociatia GAL Somes-Nadas (E10001574 - RO) ,</p> <p>COMUNE DI MILANO (E10205166 - IT) ,</p> <p>Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) ,</p> <p>OBSHTINA VARNA (E10153472 - BG) ,</p> <p>RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) ,</p> <p>Rikolto (E10032796 - BE) ,</p> <p>Stichting BOOR (E10019486 - NL) ,</p>	1 615,00	Project communication and dissemination strategy 1) The project graphic identity (logo, graphic element) 2) The project leaflet 3) Info on existing partner websites and project website

ERASMUS UNIVERSITAIR
MEDISCH CENTRUM ROTTERDAM
(E10209463 - NL)

Agrupamento de Escolas Anselmo de
Andrade (E10018792 - PT) ,

Applicant - GEMEENTE
ROTTERDAM (E10206344 - NL) ,

Asociatia GAL Somes-Nadas
(E10001574 - RO) ,

COMUNE DI MILANO (E10205166 -
IT) ,

Göteborgs stad,
Grundskoleförvaltningen (E10018022

Performing the project
communication and
dissemination strategy

Romania 01/12/2023 30/09/2026

Asociatia Cluster de - SE) ,
Educatie
(E10280637 - RO)

OBSHTINA VARNA (E10153472 -
BG) ,

10 085,00

Newsletters Infographics Social media activity
Meetings and events International
Dissemination

RIGAS DOMES IZGLITIBAS
KULTURAS UN SPORTA
DEPARTAMENTS (E10050230 - LV)

Rikolto (E10032796 - BE) ,

Stichting BOOR (E10019486 - NL) ,

ERASMUS UNIVERSITAIR
MEDISCH CENTRUM ROTTERDAM
(E10209463 - NL)

11 700,00

Description of the activities

Describe the content of the proposed activities.

Project communication and dissemination strategy

The project graphic identity (logo, graphic element) - It will ensure coherence within the Youth Cities process while developing a distinct identity for HealthyWave to be used by all partners and in all material throughout the project. All material will clearly credit the European Commission for its funding, using the official logo and guidelines.

The project leaflet - It will provide for the general public a summary of the concept of the project, present its partners and the planned milestones and deliverables.

Info on existing partner websites and project website - Existing websites of the 11 consortium members will be used to communicate about the project, so it will be also still available after the project.

Newsletters - There will be 6 newsletters spread among the partners networks.

Infographics - They will illustrate each mentoring scheme in each thematic area. These tools are more successful than reports to illustrate the reality of the work done at city level within the project, disseminate good practices and foster engagement of other cities and NGOs in the whole food approach.

Social media activity - There will be set up a Twitter project account, and LinkedIn project page. Additionally, partner cities will be asked to share individual news and results on the official twitter accounts.

Meetings and events - Eurocities Child and young people working group meetings (2/Y) will also represent excellent opportunities to spread information; Our expert partners and other partner will attend meetings, conferences where they will also disseminate information about the project.

International Dissemination - Our partners are in diverse European projects and networks. These contacts will be used to ensure dissemination of the project.

Explain how this activity is going to help reach the WP objectives.

The variety of communication- and dissemination activities within the project at both local, national and European level increases the project's opportunities to reach out on a broader and larger scale and to achieve the overall goal. To initially involve all project partners in the development of a more detailed communication and dissemination strategy also increases each project partners own responsibility to contribute the objectives. Besides this, it will contribute to grow the network with external parties, such as clusters and networks, public authorities, national and international associations, complementary EU funded projects, etc., which can give the project a multiplier effect.

Describe the expected results of the activities.

Increased knowledge about the project and its outcomes by overall communication of the project will include at least following activities:

- 1 project website
- 1 project leaflet
- 6 newsletters
- 1 final conference and 6 webinars.

Expected number and profile of participants.

The scope of partner's social-media profiles achieves the following audience: 200,000 on Twitter, 300,000 on LinkedIn Through divers channels and materials, the HealthyWave project expects to achieve an audience of +100,000 users on digital channels.

Through divers channels and materials, the HealthyWave project expects to achieve an audience of +200,000 users on digital channels. Also all the participating schools and local stakeholders will get all the materials.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°3 - Healthy Sustainable Food Toolkit

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The facilitators develop a toolkit based on the model of the Whole School Food Approach, using the European Child Guarantee as frame of reference, for the following thematic clusters:

1. Education & community (Rikolto)
2. Healthy and sustainable food policy (Erasmus MC)

The toolkit will list key factors, guiding questions, illustrated by good practices for each of the two mentoring schemes. The toolkit translate commitments from the European Child Guarantee into concrete recommendations. The toolkit will be piloted during the mentoring schemes and finalized at the end of the project.

The toolkit will be regularly used by cities, schools, non-governmental organizations and other stakeholders to assess their policies and practice against the benchmark contained in the toolkit.

A benchmark is an agreed standard of good practice for cities Europe-wide. Developed jointly by independent experts and practitioners in the field, it draws on a range of evidence and is tested in real-life situations. It sets out key factors for success in the given thematic area. To inform their initial discussions, each city/school gathers evidence - including statistics, policies, and project examples - to see how far it goes to meeting each key factor. Then they use the benchmark as a diagnostic tool to assess their own strengths and weaknesses.

What will be the main results of this work package?

The toolkit will be piloted throughout the project. The framework of the toolkits will be composed of what we call "benchmarks". Each benchmark will begin with the "Youth cities standard" (to be developed) for its work area - a headline summarising best practice for cities/schools to aim for. It will then list key factors: critical issues which cities need to address if they want to reach this European standard. For each key factor, we will give:

- A brief rationale, saying why this factor is a key to success in achieving the standard
- Guide questions to help users to check whether the factor is present in their own city/school
- Examples to show how other cities/schools in Europe have addressed that factor.

The process guiding to the final toolkit will involve the city of Rotterdam and Cluj- napoca as a coordinator and its 2 expert partners as thematic leaders. The Children and Young people Working Group of EUROCITIES (67 cities) will be involved at every point.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

Output 2: Developing Toolkit

- We will test the applicability of the toolkit at the four mentee partner cities. In the last year of the project, the documents will be shared widely. This will be done by sharing the toolkit on the intranet of the participating organizations.
- The quantitative indicator is the views on the intranet. Our target is minimum 100 employees.
- The quality of the toolkit we will measure by assessing how many cities will follow our change in the school food approach.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Mentoring Training during the kick-off meeting

A training for all expert partners and partners (on mentoring, transferability and evaluation) delivered by Rikolto. This will ensure all partners know what is expected of them and what they can expect from their counterparts.

Development Toolkit

During the whole project the toolkit will be developed, the first draft will be presented at an online monthly meeting after the series of study visits is completed, to adapt the benchmark to the realities observed in the 4 mentor partners and to the feedback provided by partners. The final toolkit will be released and published after consultation of all partners and members of the Children and young people Working Group and Food Working Group of EUROCITIES. It will be enriched with city best practices gathered in the framework of the project (i.e from the 8 participating cities) and additionally through a call for practices to be launched by the city of Rotterdam within its whole network.

The final toolkits will be released publically during the final event of the project and disseminated well beyond the duration of the project. They will be permanently accessible on the website of the partners and distributed in cities and in major youth & education events in Brussels.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

We use the old methode of daily rates but adjusted with new rates, for Belgium and Dutch partners 250 per day, for Swedish and Italian partners 225 euro, for the Portugese partner 150, for the Romanian, Latvian and Bulgarian partner 80 euro per day. For each mobility, we have set the amount on 600 euro per mobility.

The total budget for this work package is €63.820,00 and has been allocated based on the estimated working hours and materials needed for production of project outputs:

Output 1: Mentoring Training during kick-off meeting is €24.420,00. The budget has been allocated based on each partners involvement in the development and delivery of the training and participation in the kick-off meeting.

RTM: €2.550

C-EDU: €480

Riga: €2.280

EMC: €2.700

GAL: €480

Almada: €2.700

Milano: €3.150

Rikolto: €2.700

BOOR: €1.950

Varna: €2.280

Goteborg: €3.150

Output 2: Development toolkit is €38.900,00. Each involved partner will receive generally 26 days, except Rikolto whom receives 50 days as they are the work package lead.

RTM: €2.500

C-EDU: €1.600

Riga: €1.600

EMC: €5.000

GAL: €1.600

Almada: €3.000

Milano: €4.500

Rikolto: €11.000

BOOR: €2.000

Varna: €1.600

Goteborg: €4.500

Activities (3 - Healthy Sustainable Food Toolkit)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Mentoring Training during kick-off meeting	Romania	01/10/2023	30/11/2023	Rikolto (E10032796 - BE)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) , Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) , Asociatia Cluster de Educatie (E10280637 - RO) , Asociatia GAL Somes-Nadas (E10001574 - RO) , COMUNE DI MILANO (E10205166 - IT) , Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) , OBSHTINA VARNA (E10153472 - BG) , RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) , Stichting BOOR (E10019486 - NL)	24 420,00	A training for all expert partners and partner cities (on mentoring, transferability and evaluation) delivered by Rikolto during the kick-off meeting in Cluj-Napoca.
Development toolkit	Virtual activity	01/10/2023	30/09/2026	Rikolto (E10032796 - BE)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,	38 900,00	Healthy Sustainable Food Toolkit

Applicant - GEMEENTE ROTTERDAM
(E10206344 - NL) ,

Asociatia Cluster de Educatie
(E10280637 - RO) ,

Asociatia GAL Somes-Nadas
(E10001574 - RO) ,

COMUNE DI MILANO (E10205166 - IT)
,

Göteborgs stad, Grundskoleförvaltningen
(E10018022 - SE) ,

OBSHTINA VARNA (E10153472 - BG) ,

RIGAS DOMES IZGLITIBAS
KULTURAS UN SPORTA
DEPARTAMENTS (E10050230 - LV) ,

Stichting BOOR (E10019486 - NL)

63 320,00

Description of the activities

Describe the content of the proposed activities.

The objective is to develop the toolkit based on the model of the Whole School Food Approach, namely:

1. Education & community (Rikolto)
2. Healthy and sustainable food policy(Erasmus MC)

With the training for all expert partners and partner cities (on mentoring, transferability and evaluation) delivered by Rikolto during the kick-off meeting in Cluj-Napoca. This will ensure all partners know what is expected of them and what they can expect from their counterparts.

The activity "Development of the toolkit" is needed to make the toolkit. The first draft will be presented at an online monthly meeting after the series of study visits is completed, to adapt the benchmark to the realities observed in the 4 mentor partners and to the feedback provided by partners. The third draft will be released after the series of study visits is completed, to adapt the benchmark to the realities observed in the 4 implementing cities and to the feedback provided by cities. The final toolkits will be released and published after consultation of all cities and members of the Children and young people Working Group of EURO CITIES. It will be enriched with city best practices gathered in the framework of the project (i.e from the 8 participating cities) and additionally through a call for practices to be launched by the chair of the working group within its whole network.

Explain how this activity is going to help reach the WP objectives.

The project HealthyWave will establish a solid toolkit to be applied and disseminated in all participating cities and beyond. The Mentoring training provided during the launch meeting will ensure a smooth mentoring relationship between paired cities throughout the project; this will increase knowledge about the mentoring process.

This guarantees the interaction between two levels:

- 1) Specific and local, to supports partner cities in carrying out concrete changes to local practice - where goals and standards are set by a benchmark based on EU-wide experience, and each city undertaking these actions is mentored through the process of change by a mentoring city.
- 2) General and EU-wide: By applying its thematic benchmarks in these 'real-life' city actions, HealthyWave develops, tests and validates them so they can be delivered to Europe's cities and the European Commission as tools for improving practice EU-wide in future years.

Describe the expected results of the activities.

After coaching, participants should know with whom to work on making school food more healthy, sustainable.

They should also know what their strengths , opportunities etc are

They should have an action plan with clear targets to work on in the years to come .

Furthermore the concept of mentor/mentee should facilitate a strong peer 2 peer relationship between two cities to learn on a continuous basis from eachother

Expected number and profile of participants.

By developing the Healthy Sustainable Food Toolkit we hope to reach following number and profiles of participants:

- Minimum 100 civil servants in all field and positions of municipal work;
- Minimum 100 school personnel in all positions of school work; E.g. Teachers, School directors, canteen personnel
- Minimum 60 other municipalities across Europe.
- Minimum of 60 Local Action Group participants

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n° 4 - Need analysis, study visits and preparation of mentoring

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This first phase of the mentoring process will allow implementing cities to participate in a study visit to their mentoring cities after a period of need analysis leading to a nurtured relationship. This will prepare the ground for the second phase of the project which will be the mentoring visits and the action planning (Work Package 5)

The matching proposed by the consortium is summed up in the table below. It has been agreed upon initially by the partner cities after a proposal made by the project coordinator after consultation of all expert partners. This matching reflects best the contexts, strengths and needs of the cities involved and should promote a healthy and productive working relationship between mentor and implementing cities.

Mentor – Mentee
Goteborg – Varna
Cluj – Riga

In the “Education & community” cluster, with Rikolto as facilitator.

Mentor – Mentee
Milano – Rotterdam
Almada – GAL Some

In the “Healthy and sustainable & policy” cluster, with EMC as facilitator.

This first phase of the project will involve all partners (Coordinator, Experts and Cities/Schools) over the course of the first year of the project, mainly through conference calls and webinars hosted by the city of Rotterdam, but also during thematic cluster meetings in the framework of the kick-off meeting of the project.

While each expert partner (ErasmusMC, Rikolto) will lead on its particular cluster(s), the other will regularly provide feedback and advice based on their individual expertise. This will avoid working in silos and will ensure a greater buy-in of all partners in the project.

This phase of the project is an innovation based on the final evaluation report of ImpleMentoring (Submitted to DG Home) and will allow building the mentoring relationship on a more solid basis and will transit into a phase of preparation of the mentoring visit per se.

What will be the main results of this work package?

To set the scene for effective mentoring and implementation of new ideas, both Implementing Partner and Mentoring Partner have to learn about the current practice in the Implementing Partner and to identify specific needs that will be addressed in the next phase. It is crucial to get a good grip on the local situation to understand where potential factors are that cause a problem or that could help overcoming it. To this end, the implementing partners will carry out a self-assessment of context and needs and present it at the launch meeting. (see work package 1)

Rikolto make a need analysis template based on the four pillars of the Whole School Food Approach.

The methodology uses benchmarks as a basic framework to help the implementing partner(s) to identify:

- what needs to change – where are the gaps and problems?
- which are the strengths in current work, on which a city/school could build?
- what goals it should aim at, in this thematic area?
- which practical steps will help it to move towards those goals?

On basis of this self-assessment, the mentoring partner(s) will help in digging deeper and point to aspects that the implementing partner(s) may have overlooked or regarded as less important. The mentoring partner(s) will also reflect on what aspects of its practice can be of help for the implementing partner(s), and which should be highlighted during the study visit.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The level of achievement of this work package will be measured based on a number of qualitative and quantitative indicators:

- number of stakeholders involved in the needs assessment
- type and setting of stakeholders involved in the needs assessment
- completeness of self-assessments
- number of people and organisations involved in the study visits

- type and setting of people and organisations involved in the study visits.
- Satisfaction among participants of the study visits (mentors and mentees) with regard to organization, preparation, quality of exchange and lessons learned

Please describe the tasks and responsibilities of each partner organisation in the work package.

Preparation

Each of the 4 study visits will involve 3 persons from the implementing partner(s), 2 persons from one facilitator (Erasmus MC or Rikolto) and the project coordinator from Rotterdam or Cluj.

The preparation of the visit will be a dialogue between the mentor and the implementing partner(s), facilitated by the expert (Erasmus MC or Rikolto) in charge of the mentoring scheme. It will aim at determining the objectives of the visit and to prepare the agenda accordingly.

Study visits

The 4 study visits will be a dynamic and interactive process that facilitates the exchange of experience and knowledge between partners. It provides the participants with a better understanding of local projects and initiatives and allows interaction with key local stakeholders and decision makers. During the study visit, the visitors are able to see how projects are implemented in reality and learn from the host partner(s) through short presentations, site visits and peer-to-peer discussions.

Study visits will be a mix of site visits, interviews with local actors and workshops.

One of the main advantages of a study visit is the opportunity for the visitors and the host to engage in an interactive and direct exchange of experiences. This method allows visitors to view successfully implemented projects/initiatives, learn about the history of any given project from planning to implementation and discuss challenges and barriers encountered along the way and how they were overcome. Thus they can get useful information and ideas for improving their existing projects or initiating new ones. They can also start assessing the transferability of some of the practices presented.

Follow up and transition toward mentoring

A short report (4 pages max) on each visit will be written by the Project Coordinators.

Based on the need assessments and the findings of the study visits, the implementing partner and the mentor partner will start to prepare for the mentoring visit.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

We use the old method of daily rates but adjusted with new rates, for Belgium and Dutch partners 250 per day, for Swedish and Italian partners 225 euro, for the Portuguese partner 150, for the Romanian, Latvian and Bulgarian partner 80 euro per day. For each mobility, we have set the amount on 600 euro per mobility.

The total budget for this work package is €116.710 and has been allocated based on the estimated working hours and materials needed for production of project outputs:

Output 1: Need analysis will cost € 52.690,00. . Each involved partner will receive equal days, except the two facilitators Erasmus MC and Rikolto whom receives more as they are the work package facilitators.

RTM: €1.250

C-EDU: €1.040

Riga: €800

EMC: €21.250

GAL: €800

Almada: €1.500

Milano: €2.250

Rikolto: €19.500

BOOR: €1.250

Varna: €800

Goteborg: €2.250

Output 2 Study visit Goteborg will cost € 9.390

C-EDU: €840

Rikolto: €3.700

Varna: €2.600

Goteborg: €2.250

Output 3 Study visit Cluj will cost € 6.860

C-EDU: €560

Riga: €2.600

Rikolto: €3.700

Output 4 Study visit Milano will cost € 10.700

RTM: €2.300

EMC: €3.700
Milano: €2.250
BOOR: €2.450

Output 5 Study Visit Almada will cost € 8.550

RTM: €1.500
EMC: €3.700
GAL: €2.600
Almada: € 1.500

Output 6 Follow up and transition toward mentoring will cost € 27.770

RTM: €750
C-EDU: €480
Riga: €480
EMC: €10.750
GAL: €480
Almada: € 900
Milano: €1.350
Rikolto: €10.000
BOOR: €750
Varna: €480
Goteborg: €1.350

Activities (4 - Need analysis, study visits and preparation of mentoring)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Need analysis	Virtual activity	01/10/2023	31/03/2024	Rikolto (E10032796 - BE)	<p>COMUNE DI MILANO (E10205166 - IT) ,</p> <p>ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL) ,</p> <p>Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) ,</p> <p>OBSHTINA VARNA (E10153472 - BG) ,</p> <p>RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) ,</p> <p>Stichting BOOR (E10019486 - NL) ,</p> <p>Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,</p> <p>Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) ,</p> <p>Asociatia Cluster de Educatie (E10280637 - RO) ,</p>	52 690,00	4 need ana

					Asociatia GAL Somes-Nadas (E10001574 - RO)			
					Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) ,			
Study Visit to Goteborg	Sweden	01/04/2024	31/05/2024	Rikolto (E10032796 - BE)	OBSHTINA VARNA (E10153472 - BG) ,	9 390,00		It will allow the mentoring city to present its relevant best practices and the implementing city to assess their transferability.
					Asociatia Cluster de Educatie (E10280637 - RO)			
					RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) ,	6 860,00		It will allow the mentoring city to present its relevant best practices and the implementing city to assess their transferability.
Study visit Cluj	Romania	01/04/2024	31/05/2024	Rikolto (E10032796 - BE)	Asociatia Cluster de Educatie (E10280637 - RO)			
					COMUNE DI MILANO (E10205166 - IT) ,			
Study visit Milano	Italy	01/04/2024	31/05/2024	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)	Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) , Stichting BOOR (E10019486 - NL)	10 700,00		It will allow the mentoring city to present its relevant best practices and the implementing city to assess their transferability.
					Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) ,			
Study Visit Almada	Portugal	01/04/2024	31/05/2024	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) , Asociatia GAL Somes-Nadas (E10001574 - RO)	9 300,00		It will allow the mentoring city to present its relevant best practices and the implementing city to assess their transferability.

Follow up and transition toward mentoring	Virtual activity	01/04/2024	31/08/2024	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,	27 770,00	4 study visit reports. Based on the need assessments and the findings of the study visits, the implementing cities and the mentor cities will start to prepare for the mentoring visit.
					Asociatia GAL Somes-Nadas (E10001574 - RO) ,		
					COMUNE DI MILANO (E10205166 - IT) ,		
					OBSHTINA VARNA (E10153472 - BG) ,		
					Rikolto (E10032796 - BE) ,		
					Stichting BOOR (E10019486 - NL) ,		
					RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV)		
					Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) ,		
					Asociatia Cluster de Educatie (E10280637 - RO) ,		
					Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE)		
						116 710,00	

Description of the activities

Describe the content of the proposed activities.

1) (At least) 3 Conference calls / Webinars involving each mentoring pair (4 in total), facilitated by an expert partner. 5 persons minimum per call. - The initial need analysis (prior to and after the kick-off meeting) conducted through these calls will help preparing the study visits and determine the ambitions of the implementing partner(s) and how the mentoring partner(s) can best help achieve it.

2) 4 Study visits in the 4 mentoring partners involving at least 5 visitors (2 from city/school staff, 2 expert partner, 1 project coordinator representative) namely:

- Rotterdam to Milano
- GAL to Almada
- Riga to Cluj
- Varna to Goteborg

This round of visit is the main objective of this work package. It will allow the mentoring partner(s) to present its relevant best practices and the implementing partner(s) to assess their transferability.

3) Better relationship between mentoring and implementing partners, and better understanding of the success factors in the mentor partner(s) - These visits aim at facilitating the transfer of practice and will serve as an inspiration for the implementing partner(s).

Explain how this activity is going to help reach the WP objectives.

The HealthyWave project will use the mentoring system, and this will lead to better understanding of the success factors in the mentor partner(s) - These visits aim at facilitating the transfer of practice and will serve as an inspiration for the implementing partner(s).

The mentoring study visit is more than a means to gather information and exchange ideas. A visit by an international team may help to change attitudes to the highlighted challenges, both within your authority and among stakeholders. It may give those issues a higher profile. The mentoring visit may encourage actors inside and outside your city administration to join forces to support the change you envisage. With a long-term view in mind, the visit could local actors to get involved in designing your action plan for change, but also to help implementing it. The visit is an important opportunity to set the scene for change.

The purpose of mentoring is to provide key ideas, clarify the main concepts, and propose an informed approach to the local team. Mentoring will neither deliver ready-made solutions nor import what has been done in another city. The expertise brought in should favour the emergence of locally-grounded ideas rather than importing solutions. The knowledge of other practices (coming from the mentoring team) should be distilled to inspire and critically assess the local situation.

Given the short period available for the visit, mentoring should focus on refining the strategic vision of the replicator city for its policies, programmes and projects linked to heritage-led urban regeneration. Mentoring will seek to provide the general approach for future implementation but will not deal with this aspect directly.

Describe the expected results of the activities.

- 4 Need analysis templates filled in
- 4 Short reports on each study visit

Expected number and profile of participants.

Each visit will have around 5 to 6 participants from the participating partners in the study visit, and around 15 local participants from the partner organization and local stakeholders.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°5 - Mentoring and action planning

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This second phase of the mentoring process will allow implementing partners to receive the visit of their mentoring cities. This is the core of the mentoring process and what leads to a concrete action plan, to be endorsed by local stakeholders and implemented in the implementing city.

It will begin immediately after the “follow-up” (Action 3.4, work package 3) of the study visit and will start with a first attempt at action planning.

The mentoring visit is more than a means to gather information and exchange ideas. It could help to change attitudes locally, among a range of colleagues and stakeholders, and win their commitment to tackling the gaps or barriers, which have been identified.

Arriving in the implementing city, the mentor with the facilitator will have three main objectives:

- Firstly, interactive enquiry: to test and develop with local actors the ideas which Mentoring partners and Implementing partners formed provisionally in advance.
- Secondly: to help the Implementing partners to prepare the ground locally for change.
- Thirdly: to draft the roadmap or action plan showing how the Implementing partners will achieve that change.

What will be the main results of this work package?

1) The action planning conducted through these calls will help preparing the study visits and confirm the ambitions of the implementing city and how the mentoring city can best help achieve it.

2) 4 mentoring visits in the 4 implementing cities involving 4 visitors (2 from the mentor, 2 expert partner, 1 coordinator representative) namely:

- Milano to Rotterdam
- Almada to GAL
- Cluj to Riga
- Goteborg to Varna

This round of visit is the main objective of this work package. It will all the implementing city to receive the visit of a mentor who will help it to finalize an action plan for change.

3) Better relationship between mentoring and implementing cities, and better understanding of the needs and potential for change in the implementing city. These visits aim at identifying bottlenecks and unexploited potential in the visited city and to propose actions for change.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

4 Local Action plans, should include:

- Key learning points from both sides
- Planned monitoring and indicators to document future results and impacts
- A local action plan outlining the next steps to be implemented (with timeline and funding), and a list of actions when possible. Expected results/change, objectives, actions, milestones, outputs and indicators are central elements of an action plan and agreeing on all of them is a crucial part of the action planning process. The local action plan should be limited to a few key realistic goals that lie within the city's control, distinguish between short, medium and long term goals, and distinguish between actions with no cost and those that will need funding.

The local action plan should be feasible and foresee processes and actions involving local stakeholders inasmuch as possible; they should also define specific roles and responsibilities. In principle, the local action plans should be made available publicly (with the possibility to adapt/erase sensitive information – so two versions in this case).

4 short reports on each mentor visit.

Please describe the tasks and responsibilities of each partner organisation in the work package.

Action planning: Facilitators (Rikolto, EMC) & partners

Preparation of the mentoring visit Coordinators + ALL

Mentoring visit Coordinators + FACILITATOR + MENTOR + Local stakeholders

Follow up and implementation All

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

We use the old methode of daily rates but adjusted with new rates, for Belgium and Dutch partners 250 per day, for Swedish and Italian partners 225 euro, for the Portugese partner 150, for the Romanian, Latvian and Bulgarian partner 80 euro per day. For each mobility, we have set the amount on 600 euro per mobility.

The total budget for this work package is €112.010 and has been allocated based on the estimated working hours and materials needed for production of project outputs:

Output 1: Preliminary Action planning will cost € 23.260. Each involved partner will receive equal days, except the two facilitators Erasmus MC and Rikolto whom receives more as they are the work package facilitators.

RTM: €750
C-EDU: €240
Riga: €270
EMC: €9.500
GAL: €240
Almada:€450
Milano: €675
Rikolto: €9.500
BOOR: €750
Varna: €240
Goteborg: €675

Output 2 Mentor visit Rotterdam will cost € 9.050

RTM: €1.250
EMC: €2.500
Milano: €4.050
BOOR: €1.250

Output 3 Mentor visit GAL will cost € 9.150

RTM: €1.350
EMC: €3.700
GAL: €800
Almada:€3.300

Output 4 Mentor visit Riga will cost € 7.700

C-EDU: €3.200
Riga: €800
Rikolto: €3.700

Output 5 Mentor visit Varna will cost € 9.390

C-EDU: €840
Rikolto: €3.700
Varna: €800
Goteborg: €4.050

Output 6 Implementation will cost € 53.460. Each involved partner will receive equal days, except the two facilitators Erasmus MC and Rikolto whom receives more as they are the work package facilitators.

RTM: €1.250
C-EDU: €1.040
Riga: €1.040
EMC: €19.500
GAL: €1.040
Almada:€1.950
Milano: €2.925
Rikolto: €19.500
BOOR: €1.250
Varna: €1.040
Goteborg: €2.925

Activities (5 - Mentoring and action planning)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Preliminary Action planning	Virtual activity	01/09/2024	28/02/2025	Rikolto (E10032796 - BE)	<p>COMUNE DI MILANO (E10205166 - IT) ,</p> <p>ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL) ,</p> <p>Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) ,</p> <p>OBSHTINA VARNA (E10153472 - BG) ,</p> <p>RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) ,</p> <p>Asociatia GAL Somes-Nadas (E10001574 - RO) ,</p> <p>Stichting BOOR (E10019486 - NL) ,</p> <p>Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,</p> <p>Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) ,</p> <p>Asociatia Cluster de Educatie (E10280637 - RO)</p>	23 260,00	first draft of the roadmaps

Mentor visit Rotterdam	Netherlands	01/03/2025	30/04/2025	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)	COMUNE DI MILANO (E10205166 - IT) , Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) , Stichting BOOR (E10019486 - NL)	9 050,00	Article on the mentoring visit, draft roadmap
Mentor visit GAL	Romania	01/03/2025	30/04/2025	ERASMUS UNIVERSITAIR MEDISCH CENTRUM ROTTERDAM (E10209463 - NL)	Asociatia GAL Somes-Nadas (E10001574 - RO) , Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) , Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT)	9 150,00	Article on the mentoring visit, draft roadmap
Mentor visit Riga	Latvia	01/03/2025	30/04/2025	Rikolto (E10032796 - BE)	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) , Asociatia Cluster de Educatie (E10280637 - RO)	7 700,00	Article on the mentoring visit, draft roadmap
Mentor visit Varna	Bulgaria	01/03/2025	30/04/2025	Rikolto (E10032796 - BE)	Asociatia Cluster de Educatie (E10280637 - RO) , OBSHTINA VARNA (E10153472 - BG) , Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE)	9 390,00	Article on the mentoring visit, draft roadmap
Implementation	Virtual activity	01/05/2025	30/09/2026	Rikolto (E10032796 - BE)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) , Applicant - GEMEENTE ROTTERDAM (E10206344 - NL) , Asociatia Cluster de Educatie (E10280637 - RO) ,	53 460,00	Final roadmap & implementation

Asociatia GAL Somes-Nadas (E10001574 - RO) ,

COMUNE DI MILANO (E10205166 - IT) ,

OBSHTINA VARNA (E10153472 - BG) ,

ERASMUS UNIVERSITAIR MEDISCH
CENTRUM ROTTERDAM (E10209463 - NL) ,

Göteborgs stad, Grundskoleförvaltningen
(E10018022 - SE) ,

RIGAS DOMES IZGLITIBAS KULTURAS
UN SPORTA DEPARTAMENTS
(E10050230 - LV) ,

Stichting BOOR (E10019486 - NL)

112 010,00

Description of the activities

Describe the content of the proposed activities.

1 Preliminary Action planning

Based on the results of the study visits and its follow up, the mentors and facilitators will help the implementing cities to draft a preliminary action plan. This will take into account the need analysis but also the discussions, which will have taken, place during the study visits about potential transferability of best practices and lessons learned.

4 Mentoring visits

Throughout their visit, the mentoring city and visiting colleagues will conduct an interactive enquiry to find out about current practice in the implementing city whilst working with implementing city colleagues to explore options for improvement. After meetings and interviews the mentor and facilitator will review what they have learnt and feed their observations back to the implementing city. The mentoring city and implementing city with the support of the facilitator will start the process of action planning, to lead to its first draft of a roadmap.

The implementing city and mentoring city will discuss an initial rough version of the roadmap with the Local Action Group, and key city officers. Their feedback will inform further revisions by the implementing city and visiting team, so that a complete draft of the roadmap will be ready before the visit ends. An article on each mentoring visit will be written by the host city.

Follow up and implementation

Officers involved in this project will want to consult relevant City departments and outside partners more fully on this draft plan, or roadmap. The implementing city will probably want to add details, may amend it and develop it further – and to get wider views on whether its actions are viable. In this further work on the roadmap, the implementing city should aim to include the Local Action Group.

Explain how this activity is going to help reach the WP objectives.

Officers involved in this project will want to consult relevant City departments and outside partners more fully on this draft plan, or roadmap. The implementing city will probably want to add details, may amend it and develop it further – and to get wider views on whether its actions are viable. In this further work on the roadmap, the implementing city should aim to include the Local Action Group.

The mentor city will also be part of this development process, beyond the visit. Mentoring cities can support implementing cities as they shape and fine-tune measures outlined in the action plan. Implementing cities will vary in how fast they can implement their action plans, and in how many resources they can invest in them. But for all partners, this set-up stage is crucial for making change happen. Regular exchange with mentors will help implementing cities to stay focused on this goal as they carry out first steps to implementation in the timeframe of the HealtyWave project acronym project.

Describe the expected results of the activities.

Preparation of the mentoring visits

The 4 mentoring visits will be prepared using the same model as for the study visits.

Referring to need analysis about key challenges in the implementing city and what it wants to change, the implementing city and the mentoring city discuss:

- What information will be needed to understand these issues, and to plan change
- Whom the mentoring city and facilitator need to meet, in the mentoring visit.
- A provisional programme of interviews and focus groups, for the visit
- The setting up of a local support network in each implementing city.

Local Action Groups are made up of stakeholders, representatives of organisations with an interest in helping the city to improve practice in the relevant thematic area. City officials from relevant departments may attend for liaison. Local Action Group views will inform the city's analysis of needs and challenges, and its work to identify solutions and to design a roadmap for change.

Expected number and profile of participants.

Each mentor visit will have around 5 to 6 participants from the participating partners in the study visit, and around 15 local participants from the partner organization and local stakeholders.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°6 - Final conference

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

The final conference, organised on month 32 of the project (Ideally May / June 2026) will feed the projects' intermediary results into the continued fruitful dialogue with the European Commission and national governments on how to advance the European Child Guarantee. It will address a timely and relevant topic related to multilevel governance of youth policies. The conference program will be developed in close cooperation between the host city, City of Rotterdam, and the consortium.

What will be the main results of this work package?

The high-level, largely publicised Youth Cities Conference (120 participants) will provide a platform to disseminate findings of the project to a wider intended audience of the project outputs and in particular the presentation of the toolkits, video-clips, infographics and reports. There will be made a conference poster, conference report, workshop presentations, media coverage.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The amount of persons attending the conference

Please describe the tasks and responsibilities of each partner organisation in the work package.

The city of Rotterdam will organize and host the final conference and consortium meeting. All the partners will get a role during the conference as speaker. The two expert partners will be sharing the results and the Mentor/Implementing cities will share their experience on the road we made in this project.

Please explain how you define the amount dedicated to the work package and how the work package is cost-effective ?

We use the old methode of daily rates but adjusted with new rates, for Belgium and Dutch partners 250 per day, for Swedish and Italian partners 225 euro, for the Portugese partner 150, for the Romanian, Latvian and Bulgarian partner 80 euro per day. For each mobility, we have set the amount on 600 euro per mobility.

Output 1: Final conference and final consortium meeting will cost € 31.260

RTM: €15.260

C-EDU: €2.400

Riga: €1.800

EMC: €500

GAL: €1.800

Almada:€1.800

Milano: €1.800

Rikolto: €1.800

BOOR: €500

Varna: €1.800

Goteborg: €1.800

Activities (6 - Final conference)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, estimated number of participants etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
Final conference	Netherlands	01/05/2026	30/09/2026	Applicant - GEMEENTE ROTTERDAM (E10206344 - NL)	Agrupamento de Escolas Anselmo de Andrade (E10018792 - PT) ,	31 260,00	Final conference with 120 participants
					Asociatia Cluster de Educatie (E10280637 - RO) ,		
					Asociatia GAL Somes-Nadas (E10001574 - RO) ,		
					COMUNE DI MILANO (E10205166 - IT) ,		
					Göteborgs stad, Grundskoleförvaltningen (E10018022 - SE) ,		
					OBSHTINA VARNA (E10153472 - BG) ,		
					RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (E10050230 - LV) ,		
					Rikolto (E10032796 - BE) ,		
					Stichting BOOR (E10019486 - NL)		
						31 260,00	

Description of the activities

Describe the content of the proposed activities.

Final Conference

The final conference is comprised of several phases:

- a half day plenary session - key note speech, results of the mentee cities
- parallel workshops involving cities, NGOs and academics (selected upon a call for proposal launched by City of Rotterdam prior to the conference),
- Field visits organized by the city of Rotterdam.

Final consortium meeting

At the final consortium meeting will be after the final conference, during this last face-to-face meeting we will:

- evaluation of the whole project
- evaluation the national webinars
- definitive version of the toolkit, infographics, etc
- presentation of good practice examples
- dissemination activities
- management of the final conference

Explain how this activity is going to help reach the WP objectives.

The final conference will help disseminate the project results to a broader audience, 120 participants from all over Europe will be invited and attend.

Describe the expected results of the activities.

The overall final conference of the project will include at least following activities:

- 1 conference poster
- 1 conference report,
- 4 workshop reports
- 4 workshop presentations
- 1 final conference

Expected number and profile of participants.

120 participants at the final conference, and through divers channels and materials, the HealthyWave project expects to achieve an audience of +200,000 users on digital channels.

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -declaration-on-honour_signed_stamped.pdf	973
Total Size (kB)	973

Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.

Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Mandate Almada Double Signed.pdf	601
MAN -Mandate_Riga_Signed_twice.pdf	312
MAN -mandate_E10001574_GAL_Signed_twice.pdf	275
MAN -mandate_E10018022_Goteborg_signed_double.pdf	270
MAN -mandate_E10019486_BOOR_signed_double.pdf	263
MAN -mandate_E10032796_Rikolto-TG.pdf	167
MAN -mandate_E10153472_Varna_signed_double.pdf	306
MAN -mandate_E10205166_Milano_signed_twice.pdf	303
MAN -mandate_E10209463 EMC signed LB_double.pdf	261
MAN -mandate_E10280637_C-EDU_Signed_double.pdf	266
Total Size (kB)	3 029

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#).

File Name	File Size (kB)
OTH -Budget HealthyWave 2023 final.xlsx	42
OTH -Gantt chart HealthyWave 2023.xlsx	34
Total Size (kB)	77

Total Size (kB)	4 080
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Checklist

Before submitting your application form to the National Agency, please make sure that:

- ☒ It fulfills the eligibility criteria listed in the [Programme Guide](#).
- ☒ All relevant fields in the application form have been completed.
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: NL01 - Nationaal Agentschap Erasmus+ Onderwijs & Training

Protection of Personal Data

Please read our privacy statement to understand how we process and protect [your personal data](#)

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement.

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: [Organisation Registration System](#)

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
1	24/03/2023 11:43:42	1449764	Submitted