

How To WSFA

Implementing a Whole School Food Approach:
A Practical Guide for Schools



Project acronym	SF4C
Project number	101036763
Version	202201
WP	3
Deliverable	3.1
Due date	M24
Dissemination level	
Deliverable lead	Rikolto
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Abstract	This manual contains a pilot set of guidelines, good practices and tools to help schools implement a Whole School Food Approach. Schools using this manual will be testing these guidelines during the 2022–2023 school year, as part of the SchoolFood4Change project.
Keywords	Whole School Food Approach, Healthy, sustainable, accessible food, Policy and leadership, Community and partnership, Good practices, Tools

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INTRODUCTION

Good education begins with shared pedagogical theories and a shared vision on how the school should operate and where you want it to go. Having an integrated and sustainable approach to food and nutrition at school – a Whole School Food Approach – can help you with that.

A Whole School Food Approach (hereafter simply 'WSFA') makes sure there is a match between what pupils learn in class and how the food is approached outside the classroom. It not only teaches pupils the meaning and importance of healthy, sustainable food, but also encourages them to change their behaviour towards food.

To develop a WSFA at your school, we suggest simultaneously implementing four interlinked strategies: one concerning the school's general food policy (pillar A), one that centres on nutritional supply and consumption at school (pillar B), one that covers food education and education for sustainable development (pillar C), and one that focuses on the broader school environment (pillar D).

This manual contains a pilot set of guidelines to help you implement your WSFA. Your school will be one of the pilot schools in twelve European countries that will be testing these guidelines during the 2022–2023 school year, as part of the SchoolFood4Change project. The participating schools' findings will be incorporated into the final version of the guidelines, which is scheduled to be published in late 2023 and which will serve as a handbook for schools all over Europe.

Under every pillar, we have listed the criteria schools should fulfil to achieve different levels (Bronze, Silver or Gold) on their WSFA journey. We also list indicators you can use to assess your school's efforts, as well as good practices and tips as inspiration to get started.

1 OVERVIEW OF THE WSFA

Schools

The Bronze Criteria: checklist (to fill in by the schools)

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>SF Working Group BR.A.1. Internal School Food Working Group The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Groups (SFWG) consist minimal of school leaders, teachers, canteen staff and pupils, and meet on a regular base.</p> <p>Planning, monitoring and evaluation BR.A.2. Review of the school's food culture + action plan. A review has been conducted of the work on healthy and sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. The SFWG yearly evaluates and renews its action plan, formulates learnings, documents its successes, etc.</p> <p>Policies, WS Experience BR.A.3. School vision on food & nutrition, endorsed by the leadership of the school. The school has developed a clear vision on food and nutrition, that is endorsed by the leadership of the school. The vision expresses where and what you want to stand for in the future with concrete goals and missions.</p> <p>Communication BR.A.4. Communication about school vision + internal communication about WSFA actions . The school clearly communicates about its food vision towards the school team, pupils, caregivers and wider school community. The school also regularly provides in house communication about the objectives and progress on the WSFA towards the pupils, the school team and the catering team. The results of the review and the action plan are shared with the complete school team and all the pupils.</p> <p>Youth involvement & participation BR.A.5. Active involvement of pupils. A group of pupils receives time, space and coaching to become actively involved in the promotion of healthy sustainable food and sets the good example. Smaller children (such as toddlers) are playfully stimulated to learn about healthy and sustainable food and food production. Indicators:</p>	<p>Dining area BR.B.1. Dining area as a learning environment for healthy food (norm) The school provides actions in the dining area to promote healthy eating habits, eating behaviours and attitudes.</p> <p>Healthy, sustainable meals BR.B.2. Healthy, balanced meals at school. The school informs pupils and caregivers about the healthy and balanced composition of the plate. The menus highlight fresh, seasonal, regional vegetables and fruits. Also organic and Fairtrade ingredients and vegetarian and plant-based dishes are highlighted. For the main ingredients the land of origin is indicated.</p> <p>Healthy, sustainable drinks BR.B.3. Free tap/ drinking water. The school encourages the drinking of (tap) water and provides different water points throughout the school, where all pupils can have free access to drinking water.</p> <p>Healthy, sustainable lunchbox & snacks BR.B.4. Clear guidelines for lunch boxes and snacks. The school informs caregivers in order to encourage healthy, sustainable snacks and lunch box contents and provides clear guidelines, that are based on the school vision.</p> <p>Equal access to healthy, sustainable food BR.B.5. Extra facilities for children with special meals. The school encourages equal access to healthy, sustainable food for everyone. As far as possible, the school takes into account different dietary needs. For children who bring special meals from home, storage and reheating options are provided.</p> <p>Food waste BR.B.6. The school monitors food waste. The school works together with caterer/dining team/caregivers and pupils to monitor and minimise food waste.</p>	<p>Food in curriculum BR.C.1. The topic of food in the classroom. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects, adapted to the different ages and stages of children's development. There is a good harmonization within the school team in terms of teaching content across the different years and different subjects.</p> <p>Authentic or hands-on learning BR.C.2. WSFA grow, harvesting and cooking activities for children. The school facilitates and promotes hands on experience, on location or not. E.g: the school provides cooking sessions for pupils. Pupils have the opportunity to grow and harvest food and make compost; this is linked to wider learning.</p> <p>Adults education BR.C.3. Thematic workshops and educational resources for teachers + school staff. The school provides teachers with thematic workshops and educational resources.</p>	<p>Engagement of caregivers BR.D.1. The school engages caregivers in school food activities. The school gives the opportunity to caregivers to engage with the creation of a new school food vision and policy, from the outset. Caregivers are written invited to specific meetings to discuss the school food vision, school food policies and school food activities to join and help.</p> <p>Collaboration with actors & community around the school BR.D.2. The school communicates to the wider community about its School Food Vision. The school clearly communicates about its food vision towards the wider school community.</p>

Schools

The Silver Criteria: checklist (to fill in by the schools)

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>SF Working Group SI.A.1. WG includes representatives of caregivers. The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers, and meets on a regular base.</p> <p>Planning, monitoring and evaluation SI.A.2. Yearly SMART action plan, based on the review The SFWG yearly conducts a review and develops a SMART(Specific, Measurable, Achievable, Relevant and Time-bound) action plan, based on the evaluations, recommendations and lessons learned of the previous year.</p> <p>Policies, WS Experience SI.A.3. WSFA, endorsed by the leadership of the school. The WSFA is endorsed by the leadership of the school. The school creates and implements policies that reflect its school food vision. The school leadership clearly communicates the importance of WSFA and actively participates in the SFWG.</p> <p>Communication SI.A.4. In-house communication + towards caregivers and (external) school caterer. The school communicates widely about its achievements that led to the bronze level and regularly informs the school- and catering team, the pupils and the caregivers about its WSFA work.</p> <p>Youth involvement & participation SI.A.5. Food Ambassadors in the school & towards caregivers. A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school and towards caregivers.</p>	<p>Dining area SI.B.1. Eating at school is a joyful learning moment for pupils. A majority of pupils understands the importance of healthy, sustainable food and express satisfaction with the dining area and dining situation.</p> <p>Healthy, sustainable meals SI.B.2. Healthy, sustainable criteria in the school food planning / procurement. At least once a week, the standard meal is plant-rich or vegetarian. There is a plant rich or vegetarian option every day.</p> <p>Healthy, sustainable drinks SI.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks.</p> <p>Healthy, sustainable lunchbox & snacks SI.B.4. Highly processed foods are discouraged in the school / lunch boxes. The school discourages the consumption of highly processed foods at school. Parents are informed about these restrictions and receive advice on alternatives.</p> <p>Equal access to healthy, sustainable food SI.B.5. School solidarity mechanisms. The school provides a system for financial support for low-income families.</p> <p>Food waste SI.B.6. The school prevents & manages food waste. The school has a clear plan for how to prevent and manage food waste and how to include all relevant actors, especially the pupils.</p>	<p>Food in curriculum SI.C.1. Educational food events and activities in the school. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects. The school yearly organises an educational food event at school level for the pupils.</p> <p>Authentic or hands-on learning SI.C.2. Farmers in pupils' education. The school includes farmers in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p> <p>Adults education SI.C.3. Skills training for dining/catering staff. Canteen and catering staff participate on training concerning healthy sustainable food. In case of external catering, requirements concerning meals, snacks and drinks will be provided in the public procurement criteria.</p>	<p>Engagement of caregivers SI.D.1. Thematic workshops for caregivers. Caregivers are written invited to participate in the implementation of the food policy and to participate in thematic workshops.</p> <p>Collaboration with actors & community around the school SI.D.2. The school communicates about its WSFA activities. The school communicates widely about the achievements that led to the bronze level. Farmers are included in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p>

Schools

The Gold Criteria: checklist (to fill in by the schools)

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>SF Working Group GO.A.1. WG includes representatives of the wider community. The school has a formalized working group for the WSFA implementation. The group regularly holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers. Also representatives of the wider community are involved on a regular base.</p> <p>Planning, monitoring and evaluation GO.A.2. WSFA is part of the school's systematic quality-assurance work The SFWG makes sure that all school staff are aware that the WSFA work is part of the systematic quality-assurance work and will be monitored and evaluated in the same manner as all other teaching.</p> <p>Policies, WS Experience GO.A.3. WSFA is enshrined in the school's mission, values, policies, development plan and curriculum</p> <p>Communication GO.A.4. In-house communication about WSFA + other local actors. The school regularly informs the school- and catering team, the pupils and the caregivers on the progress of the WSFA and sounds out their experiences and insights to further fine-tune the approach. The school also communicates its progress to the wider school environment /community and to the city on a regular base.</p> <p>Youth involvement & participation GO.A.5. Food Ambassadors inspire each other across the local schools & in the city (P2P). A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school, towards other schools and within the city.</p>	<p>Dining area GO.B.1. Dining area as public space within and beyond the school community Pupils, caregivers and the wider community can take part in actions in the dining area to promote healthy eating habits ..., including during summer/Christmas/Easter holidays.</p> <p>Healthy, sustainable meals GO.B.2. The school menu meets SF4C's minimal health and sustainability criteria. The school kitchen meets with the innovative, sustainable and healthy food criteria and approaches, developed in WP5 of SF4C.</p> <p>Healthy, sustainable drinks GO.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks and receive advice on alternatives.</p> <p>Healthy, sustainable lunchbox & snacks GO.B.4. Discouraging an unhealthy environment around the school. Multi-Stakeholder Process (MSP) with city, retailers, fast food chains etc. in the immediate neighbourhood of the school, working together on how to discourage unhealthy food amongst children.</p> <p>Equal access to healthy, sustainable food GO.B.5. School environment solidarity mechanisms. An MSP is set up with the city, local shops, businesses and organisations around the school, developing system for financial support for low-income families.</p> <p>Food waste GO.B.6. The school aims for a zero-waste food model. The school has elaborated a zero-waste food model.</p>	<p>Food in curriculum GO.C.1. In-depth knowledge of healthy food and sustainable food production and consumption The topic of healthy food and sustainable food production and consumption has been translated into concrete learning objectives that describe what pupils should know and be able to do across the different learning years. Food is addressed in several subjects and treated from a holistic and student-inclusive perspective. The school yearly organizes minimum one educational food event.</p> <p>Authentic or hands-on Learning GO.C.2. The school supports pupils to conduct hands-on projects on location. The school supports pupils to conduct hands-on projects on location, in collaboration with the wider community.</p> <p>Adults education GO.C.3. Collaboration between teachers and canteen staff. The school encourages collaboration between teachers and canteen staff. The school's catering staff/cook (in collaboration with others) teach caregivers and the community about food and cooking. Teachers and canteen staff together plan for authentic meal related materials for pupils to work with.</p>	<p>Engagement of caregivers GO.D.1. Caregivers are actively involved in food activities. Caregivers are invited to share their knowledge with the pupils and other caregivers and to lead small working groups or hold workshops e.g. in food-growing and cooking activities. An MSP is set up with the city, local shops, businesses and organisations around the school, developing a system for financial support for low-income families.</p> <p>Collaboration with actors & community around the school GO.D.2. The school actively involves the wider school community in its WSFA. Representatives of the wider community participate in the SF working group. The school communicates towards the wider school community about its progress and activities. The dining hall of the school is used for food activities within the wider community.</p>

POLICY & LEADERSHIP (PILLAR A)



This pillar is about ensuring the participation of all relevant stakeholders: the school's leadership, teachers, social workers, canteen staff, cooks, pupils, caregivers and the wider school community, such as local authorities, neighbours, local farmers, local retailers, local NGOs and organisations that work with youth, food, urban gardening and waste management. Pillar A also addresses the way a school approaches healthy, sustainable food in its plans, policies, activities, values and teaching.

Uniting pupils, caregivers such as parents and school and catering staff is the foundation of any good WSFA; it makes an inspiring food culture an intrinsic part of life at school and beyond. Empowering pupils to take the lead and ensuring they get to participate in decisions concerning food at school and food-related teaching content not only benefits the pupils involved, but it also helps make healthy, sustainable food the most natural choice for everyone.

A.1. SCHOOL FOOD WORKING GROUP

Setting up a School Food Working Group (SFWG) is one of the first things you will want to do as you begin to develop a WSFA. The working group will be the driving force that gets the WSFA up and running and that sustains the momentum. A SFWG should preferably be composed of teachers, canteen staff, pupils and school leaders. You can also ask caregivers such as parents and grand-parents or neighbours to participate, or other enthusiastic actors who would like to work with the school on food issues.

It can be interesting to look which working groups already exist in the school. Often there is a working group around a broader theme (climate, environment, sustainability, ...) where you already have a group of enthusiastic teachers. A sub-working group can then arise or sometimes the group wants to work for 1 schoolyear on food.

Good Practices

- [<Valencia, Spain> A School Council in every school](#)
- [<Belgium> Action sheet on how to build a support base in the school](#)

Tools

- [Seven steps Eco-schools](#)

BR.A.1. INTERNAL SFWG

The school has a formal working group that implements the WSFA. The group holds regular, scheduled and structured meetings that are documented and followed up. The SFWG consists of at least one school leader, teacher, member of the canteen staff and pupil.

What?



Ideally, the SFWG will consist of a few highly motivated people (often teachers or school leaders) who want to devise a policy on healthy, sustainable food at school. A survey can help you identify motivated pupils who would like to join the working group. Pupils might feel motivated for a range of reasons, including concern for the climate, animal welfare or social motives. Speaking to adolescents' areas of interest is key! Also try to involve the canteen staff who prepare the food at school, the kitchen manager and/or the chef.

The SFWG should get together several times a year, ideally no fewer than four times: a start-up meeting to agree on an action plan, a second meeting to assess the current situation and adjust the action plan, a third meeting for follow-up and to further adjust the action plan, and a meeting at the end of the school year to evaluate the progress, formulate lessons learnt and prepare for the next school year. The start-up meeting can be combined with an info session on how to implement a WSFA (see criterion C.3.).

Indicators

- SFWG up and running: Yes/No
- # Meetings: min. 2/year
- Multi-actor: Yes/No

Documenting the indicators

- List of SFWG members and their roles
- Minutes of the past two meetings

SI.A.1. CAREGIVERS REPRESENTED IN THE SFWG

The school has a formal working group that implements the WSFA. The group holds regular, scheduled and structured meetings that are documented and followed up. The SFWG consists of at least one school leader, teacher, member of the canteen staff, pupil and caregiver.

What?

At the Silver level, the working group needs to be more formalised and organised, and include caregivers (e.g. members of the caregiver committee). These caregivers can share their vision with the working group and rally support for a WSFA among other caregivers. When setting up your SFWG, bear in mind that caregivers will most likely only be temporary members of the group. Highly motivated caregivers who want to take major steps right away risk scaring off others. It can be enriching to talk to caregivers who represent multiple views, even if this slows down the process. It's better to systematically take small steps in the right direction than to find yourself forced to retrace your steps later. If caregiver engagement at your school isn't that high, you can reach out to caregivers who might be good candidates for the working group via the activities described under D.1.

Indicators

- SFWG up and running: Yes/No
- # Meetings: 2/year
- Minutes of meetings: Yes/No

Multi-actor: Yes/No

Documenting the indicators

List of SFWG members and their roles

Minutes of the past two meetings

GO.A.1. WIDER COMMUNITY REPRESENTED IN THE SFWG

The school has a formal working group that implements the WSFA. The group holds regular, scheduled and structured meetings that are documented and followed up. The SFWG consists of at least one school leader, teacher, member of the canteen staff, pupil and caregiver. Representatives of the wider community are involved on a regular basis.

What?

At the Gold level, the SFWG consists of a wide range of actors. Are there any actors beyond the school gates who could contribute to a healthy, sustainable food policy? Perhaps pupils often buy sweets at a nearby convenience store or frequent local fast-food restaurants. It might be helpful to encourage these businesses to address the problem of unhealthy food, for instance by adjusting what products they offer to children and adolescents. Perhaps you can cooperate with a local farm or NGO that supports your approach? Also try to network with the municipality or city: they can brainstorm with you and perhaps even offer practical or financial support.

Indicators

SFWG up and running: Yes/No

Meetings: min. 2/year

Minutes of meetings: Yes/No

Multi-actor: Yes/No

Documenting the indicators

List of SFWG members and their roles

Minutes of the past two meetings

A.2. PLANNING, MONITORING, EVALUATION

The SFWG reviews what the school is currently doing in terms of nutrition. It then sets up a planning process, involving all relevant stakeholders, to systematically develop a WSFA. The resulting action plan will guide the implementation of the WSFA. Continuous follow-up of plans and an annual evaluation of the approach will help you formulate recommendations and lessons learnt, which makes it easier to draft a SMART action plan ahead of the next school year.

Good Practices

- [<Louny, Czech Republic> A plan FOR Sustainable, Healthy Eating at school](#)
- [<Klippan, Sweden> Food-Boost, a method used by the municipality to link food to the schools' pedagogy](#)

Tools

- [School Food Culture Review](#)
- [GF@S Matrix](#)
- [The ECO-mapping technique](#)
- [Systems Mapping with Fairtrade – Lesson plan](#)
- [Set of criteria – inspirational cards to be used by the SFWG](#)
- [Questionnaires for school staff and pupils to evaluate school food by Skutocne zdrava skola](#)

BR.A.2. REVIEW OF THE SCHOOL'S FOOD CULTURE & ACTION PLAN

A review has been conducted of the work that has already been done on healthy, sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. Every year, the SFWG evaluates and updates its action plan, formulates recommendations and lessons learnt, and documents its successes.

What?

By critically analysing which pillars (and at which levels) the school is already working on, you highlight which areas should be focused on in the future. Check what is feasible, taking into account the specific context for the school year in question, as well as the resources and people who could help out. Also consider overarching plans: perhaps the school is celebrating an anniversary this year or working on other (related) themes? Linking activities lets you reinforce them and save time, energy and resources.

Indicators

The SFWG has conducted a review which has led to a written action plan: Yes/No

Documenting the indicators

Copy of the review

Copy of the action plan

SI.A.2. ANNUAL SMART ACTION PLAN, BASED ON THE REVIEW

Every year, the SFWG conducts a review and develops a SMART action plan, based on the previous year's evaluation, recommendations and lessons learnt.

What?

At the Silver level, you create a 'SMART' action plan, i.e. one that is Specific, Measurable, Achievable, Realistic and Timely. Formulate your objectives in a clear way, so everyone understands what you are trying to achieve. Take a moment to think about the "Who? What? Where? When? Why? How?", to help you concretise your objectives and translate them into practical actions. Make sure all goals are measurable: at the end of the year, you want to be

able to evaluate what you achieved and draw lessons for the next year. Being ambitious is good, but don't set the bar too high because this can be demotivating. Check your plans against reality and consider other activities that have already been planned. Then draw up a schedule. What will you start with? What is the next step? When should a certain objective be achieved? Include evaluation and consultation moments in your planning and share the resulting document with all stakeholders.

Indicators

- SFWG has conducted a review: Yes/No
- SMART action plan: Yes/No
- Evaluation framework: Yes/No

Documenting the indicators

- Copy of the review
- Copy of the SMART action plan
- Copy of the evaluation of the previous (SMART) action plan

GO.A.2. WSFA PART OF SCHOOL'S SYSTEMATIC QUALITY-ASSURANCE

All school staff are 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.

What?

Ensure that the school's quality-assurance principles are also applied to WSFA efforts and activities. Healthy, sustainable food should be a regular part of the school's quality-assurance process; the WSFA should be a structural part of the school's approach.

Indicators

- SFWG has conducted a review: Yes/No
- SMART action plan: Yes/No
- Evaluation framework: Yes/No
- WSFA is part of the school's quality-assurance work: Yes/No

Documenting the indicators

- Copy of the review
- Copy of the SMART action plan
- Copy of the evaluation of the previous (SMART) action plan
- Description of the quality-assurance work, including WSFA efforts

A.3. POLICIES AND WHOLE-SCHOOL EXPERIENCE

A school food policy that is promoted by the school's leadership makes teaching, learning, eating and drinking more consistent across the school. It aims to offer all pupils high-quality learning experiences and helps them to develop healthy attitudes.

Good Practices

- [<Belgium> Charter with 10 principles on how to work on sustainable and healthy food at school](#)
- [<Slovakia> Rules on healthy drinks](#)
- [<Belgium> Action Sheet Food Policy – what and how](#)
- [<Copenhagen, Denmark> Real Food for real people – Rikolto documentary in Copenhagen](#)

Tools?

- [GoodFood@school charter](#)

BR.A.3. A SCHOOL VISION ON FOOD & NUTRITION, ENDORSED BY THE LEADERSHIP OF THE SCHOOL

The school has formulated a clear vision on food and nutrition that is endorsed by its leadership. The vision expresses what the school wants to stand for and where it aims to go, with a concrete mission and goals.

What?

How does your school see the various aspects of healthy, sustainable food in the classroom, the canteen, the wider school and the school's environment? Which aspects of healthy and balanced nutrition does it want to pay particular attention to? Does the school have a clear vision on ecological and social issues that you might be able to incorporate in the food policy? Did it at any point make conscious choices regarding the food on offer at school? Does the school still endorse those choices? How do they fit into the school's general vision? Put the school's food vision (especially its vision on food education and food consumption) to paper in a comprehensible way. Involve the members of the SFWG – don't forget to include caregivers (see criterion D.1) – and then ask the school's leaders to endorse the new vision.

Indicators

Endorsed food vision: Yes/No

Documenting the indicators

Copy of the vision

Written endorsement statement by the school's leadership

SL.A.3. WSFA ENDORSED BY THE SCHOOL'S LEADERSHIP

The WSFA is endorsed by the school's leadership. The school develops and implements policies that reflect its school food vision. The school's leadership clearly communicates the importance of a WSFA and actively participates in the SFWG.

What?

Once you have formulated a well-thought-out vision on food, you can explore how to sync this vision with the school's general policy, its educational mission, food supply and consumption at school, and the school's relationships with the wider environment. To formulate your

eventual WSFA, translate this vision into specific actions and activities, using the four pillars in this manual as your guide. To reach the Silver level, the school has to have a clear food vision that is part of the school's overall vision, and the school's leadership has to commit to implementing this vision through an integrated approach.

Indicators

WSFA, endorsed by the school's leadership and part of the school's general vision: Yes/No

Documenting the indicators

Copy of the vision

Written statement by the school's leadership that they endorse this vision as part of the school's general vision

GO.A.3. WSFA ENSHRINED IN THE SCHOOL'S MISSION, VALUES, POLICIES, DEVELOPMENT PLAN AND CURRICULUM

What?

Once you have refined your broad food vision and incorporated it into the school's general vision, you can start to implement it in a consistent way in the classroom, the dining area, during school parties, school trips, in the school's guidelines for caregivers, etc. Make adjustments where necessary to develop an integral approach to food that is anchored in the school's general vision, mission and policies and in their concrete implementation.

Indicators

WSFA, endorsed by the school's leadership, part of the school's general vision and enshrined in its mission, values, policies, development plan and curriculum: Yes/No

Documenting the indicators:

Copy of the vision

Written statement by school leaders that the vision is enshrined in the school's mission, values, policies, development plan and curriculum

A.4. COMMUNICATION

The success of a WSFA largely depends on the visibility of the actions that are taken. Communication should first and foremost generate enthusiasm at the school itself. But communication efforts should also extend beyond the school's gates. You can inform caregivers and the wider school environment through newsletters, social media and the local press.

Good Practices

- [<Nurnberg, Germany> Press release: Now it's time to cook](#)
- [<Czech Republic> Set of beautiful photos that show how the school communicates about healthy, sustainable food](#)

- [<Belgium> Schools can use this starterskit where they find visuals, posters, ... to use in the schools](#)

Tools

- [<Belgium> Cartoons Eva Mouton \(Belgian illustrator\) about the different aspects of sustainable food.](#)

BR.A.4. COMMUNICATION ABOUT SCHOOL VISION AND INTERNAL COMMUNICATION ABOUT WSFA ACTIONS

The school clearly communicates its food vision to the school team (including the in-house canteen/kitchen team), pupils, caregivers and the wider school environment. It also regularly communicates its progress internally, to pupils, the school team and the catering team. The results of the review and the action plan are shared with the entire school team and all pupils. A communication officer (e.g. a member of the SFWG) is appointed to handle people's questions and comments.

What?

Once the school's food vision has been finalised and the SFWG has drawn up an action plan, it is time to involve everyone at the school. This can be done online, via school team meetings, info in the teachers' lounge, a (news)letter, or a live event for the entire school, for example during lunch. Also use the school's food vision to profile the school externally. Children's healthy eating habits are important: proudly share your contribution to this goal with caregivers and the wider environment. Maybe pin a daily/weekly fun fact about sustainable food to the bulletin board in the teacher's lounge. Or invite pupils to design a poster each month or at the start of each school year, to visualise the school's WSFA plans and achievements, then hang it in the canteen or some other visible spot at school.

Indicators

School food vision communicated internally + to caregivers and wider school community:
Yes/No

In-house communication about WSFA actions

Communication officer appointed

Documenting the indicators

Copy of communications

Contact details of communication officer

SI.A.4. IN-HOUSE COMMUNICATION + TOWARDS CAREGIVERS AND (EXTERNAL) SCHOOL CATERER)

The school widely communicates the successes that have allowed it to reach the Bronze level. It regularly informs the school team, catering team, pupils and caregivers about its WSFA efforts.

What?

Achieving Bronze is an important milestone and a reward for the work you have done so far. Use this momentum to brief everyone internally. Don't forget to inform caregivers and the external school caterer (if applicable) about your WSFA, the actions and activities you've undertaken, and the reward you've received. Now is the time to increase understanding of the

WSFA among caregivers and the external caterer, and to actively start involving them in your plans (see criterion D.1.). Through the local or regional press and the media channels of your municipality and of companies/organisations in the school's environment, you can profile your school in a positive way. You could organise an info evening for caregivers to explain the school's vision and raise awareness of healthy, sustainable food. You could also include new agreements and rules in the school's regulations that all caregivers sign at the start of the school year, e.g. 'Water bottles with tap water are allowed in class'.

Indicators

School vision, WSFA and actions communicated internally and externally (caregivers and school caterer): Yes/No

Community informed of achievement Bronze level: Yes/No

Communication officer appointed: Yes/No

Documenting the indicators

Copy of communications

Contact details of communication officer

GO.A.4. INTERNAL AND EXTERNAL COMMUNICATION ABOUT THE WSFA

The school regularly informs the school team, catering team, pupils and caregivers about its WSFA progress and asks them to share their experiences and insights to finetune the school's approach. The school also regularly communicates its progress to the wider school environment/community and to the city.

What?

At the Gold level, both your WSFA and communication becomes much more complex: you've already put a lot of effort into it, so you have a lot to say! Don't forget anyone: first of all, make sure the school team, the catering team and all pupils are aware of what is happening and why. Also inform caregivers, companies and organisations in the neighbourhood, the city or the municipality, etc. Develop a communication plan, deciding when you will communicate with different target groups throughout the year. You can use social media like TikTok or Instagram (e.g. through pupils who are part of the SFWG) to regularly update the community with news and pictures. Or invite pupils to design a poster each month or at the start of each school year, to visualise the SFWG's plans and achievements, then hang it in the canteen or some other visible spot at school.

Indicators

Clear communication plan with communication tailored to different target groups: Yes/No

Community informed of achievement Gold: Yes/No

Communication officer appointed: Yes/No

Documenting the indicators

Contact details of communication officer

Target groups

Communications per target group

Copy of most important communications

A.5. YOUTH INVOLVEMENT & PARTICIPATION

You'll have a much greater impact if you manage to activate children and adolescents around the topic of food. Appeal to their creativity and positive energy to develop a sense of ownership and responsibility. This will make actions much more successful than if only teachers or school leaders had been in the driving seat. Involving pupils in decisions around school food makes it more likely that their eating habits will sustainably change for the better, and will foster confidence and leadership skills. Involving young people is about more than just getting a few pupils to join the SFWG: the goal is to make food a hot topic among pupils across the school.

Good practices

- [<Belgium> Action sheet on food ambassadors at your school](#)
- [<Europe> EIT Food Ambassadors](#)
- [< Slovakia > Pupils come up with ideas on improving school meals](#)
- [<USA> youngster record their message on healthy food in hip hop song](#)

Tools

(Under construction)

BR.A.5. ACTIVE INVOLVEMENT OF PUPILS

What?

A group of pupils gets the time, space and support to actively help promote healthy, sustainable food and to set a good example. Younger pupils (like toddlers) are playfully taught about healthy and sustainable food and food production.

Indicators

0 Several pupils are involved in food promotion: Yes/No

Documenting the indicators

0 # Pupils involved in food promotion

SI.A.5. FOOD AMBASSADORS AT SCHOOL & TOWARDS CAREGIVERS

What?

A group of pupils is actively involved in the promotion of healthy, sustainable food. They receive additional training on the importance and different aspects of healthy, sustainable eating and they promote the theme, both at the school and towards caregivers. This training does not necessarily have to take place at school. Local organisations who work with healthy, sustainable food can undoubtedly help you with this. Also check with the city or municipality's youth department to see if they can offer support.

Indicators

School has trained food ambassadors: Yes/No

Documenting the indicators

Food ambassadors

workshops

GO.A.5. FOOD AMBASSADORS INSPIRE EACH OTHER**What?**

A group of pupils is actively involved in the promotion of healthy, sustainable food. They receive additional training on the importance and different aspects of healthy, sustainable eating and they promote the theme at their own school, towards other schools and in the city. Check with local youth organisations and authorities (e.g. youth services) whether they can help you establish a suitable, inter-school forum where young people can meet to discuss healthy, sustainable food (peer-to-peer activities).

Indicators

The school has trained food ambassadors who regularly meet ambassadors from other (local) schools to exchange experiences: Yes/No

Documenting the indicators

Food ambassadors

Meetings

trainings

2 FOOD & SUSTAINABILITY (PILLAR B)



In many European cities and towns, schools offer their pupils hot meals, sandwiches and snacks. In some places, these are (partially) funded by the government and/or school. Often, however, caregivers have to pay for the entire service. To ensure that children from underprivileged families too can enjoy these foods and drinks, schools try to keep prices as low as possible and in turn push down suppliers' prices, usually at the expense of quality. Pupils' home-prepared lunch boxes, however, are not always filled with nutritious, healthy products either. More and more pupils don't even take a lunch box to school or eat at school, instead heading to a nearby snack bar or fast-food restaurant, or going hungry. Often, schools also lack a place where pupils can eat in peace. This pillar focuses on creating safe, appropriate spaces in schools where all children, regardless of their background, can enjoy a healthy lunch in peace, either offered by the school or brought from home. The food and drinks on offer at schools should be tasty, healthy, balanced and (insofar as possible) based on sustainable criteria that aim for a positive environmental and social impact. This way, children and adolescents are encouraged to learn more about healthy, sustainable food and to apply their knowledge in practice.

B.1. DINING AREA

Good Practices

- [<Karlstad, Sweden> Short YouTube film showing how pupils are involved in the redesigning of the dining room.](#)
- [<Antwerp, Belgium> Short YouTube film showing how pupils are involved in the redesigning of the dining room.](#)
- [<Slovakia> Blog on making school canteens soundproof](#)
- [<Slovakia> Reorganisation of school schedule](#)
- [<Sweden> Scheduled school meals](#)

Tools:

- [School Food 4 Change Report on innovative criteria and models for public procurement of sustainable and healthy school meals](#)

BR.B.1. DINING AREA is a learning environment for healthy food (norm)

The school takes action in its dining area to promote healthy eating habits, behaviours and attitudes, turning these into norms.

What?

The school makes sure there is a place where pupils can eat in peace at lunchtime. This environment should encourage healthy eating. If children can enjoy tasty food in a pleasant way and realise why that particular food meets healthy, sustainable principles, the food in question will become more attractive to them. The dining area/canteen is the perfect place to put the theory of healthy, sustainable food into practice. Here, pupils can learn about flavours, scents and seasons, they can grow their own herbs, learn how to deal with food waste, etc.

It's important for members of the school team to be consistent themselves: as role models, they can set a good example by eating with the children, promoting tasty and healthy food, etc.

Indicators

- There is a dining area that encourages pupils to choose healthy, sustainable food: Yes/No
- School staff and caregivers set a good example in the dining area: Yes/No

Documenting the indicators

- # Actions in dining area (incl. description)
- Good examples by school staff, caregivers

SI.B.1. EATING AT SCHOOL IS A JOYFUL LEARNING MOMENT

The majority of pupils understands the importance of healthy, sustainable food and expresses satisfaction with the dining area and dining situation.

What?

At the Silver level, the school measures the impact of its efforts in the canteen through an annual survey of pupils and caregivers. The survey measures both their accumulated knowledge of healthy, sustainable food and their satisfaction with the dining area and the food that is on offer at school. (If pupils don't like what is being offered, they will be less inclined to change their eating habits.) You can conduct the survey in different ways: class discussions with pupils, an online or paper survey (one for pupils and one for caregivers), a meeting during which caregivers can share their opinion, etc. At this level, the school also involves caregivers in promoting healthy, sustainable food, for example by inviting them to join their children in the canteen at lunchtime. (This is also a great way to get them to help out during lunch in a more structural way.) Caregivers with experience of working with healthy, sustainable principles could organise a workshop for the pupils, e.g. cooking a tasty meal with them, using fresh vegetables.

Indicators

- There is a dining area that encourages pupils to choose healthy, sustainable food: Yes/No
- School staff and caregivers set a good example in the dining area: Yes/No
- Each year, the school surveys pupils and caregivers (knowledge + joy aspect): Yes/No

Documenting the indicators

- # Actions in dining area (incl. description)
- Good examples by school staff, caregivers
- Copy of survey results and description of follow-up steps

GO.B.1. DINING AREA AS PUBLIC SPACE AT THE SCHOOL AND BEYOND

Pupils, caregivers and the wider community can participate in actions in the dining area that promote healthy eating habits.

What?

At the Gold level, the school goes one step further by involving the community in the dining area. The canteen could be made available outside of school hours to caregivers, local organisations, the city or municipality, or anyone else who wants to organise an activity/event around food. The school could organise fundraising activities, or invite some handy people to give the dining area a makeover, etc. The event should always fit into the school's food vision and be based on healthy and sustainable principles.

Indicators

- O There is a dining area that encourages pupils to choose healthy, sustainable food: Yes/No
- O School staff, caregivers and community actors set a good example in the dining area: Yes/No
- O Each year, the school surveys pupils and caregivers (knowledge + joy aspect): Yes/No

Documenting the indicators

- O # Actions in dining area (incl. description)
- O Good examples by school staff, caregivers and the wider school environment
- O Copy of survey results and description of follow-up steps

B.2. HEALTHY, SUSTAINABLE MEALS

Good Practices

- [<Belgium> Action sheet for schools on local, seasonal fruit and vegetables](#)
- [<Belgium> Action sheet on plant-rich food at school](#)
- [<Germany> Examples of healthy and sustainable meals for kindergarten and primary schools](#)
- [<Slovakia> program to upgrade canteen food in 40 schools](#)

Tools

(Under construction)

BR.B.2. HEALTHY, BALANCED MEALS AT SCHOOL

The school informs pupils and caregivers about the healthy and balanced composition of meals. There is always a supply of fresh fruit for dessert or snacks, and the size of vegetable portions is in line with national/European guidelines.

What?

The school's menus that are available to pupils and caregivers indicate (in colour or bold font) which items are fresh, low-processed, free from unnecessary additives, and/or prepared with local seasonal fruits and vegetables. The school encourages pupils to eat plenty of fruit and vegetables every day. Often, the national government has guidelines and recommendations on this; it may also be able to provide promotional materials. While you can never force children to eat something, they are more likely to opt for fruit and vegetables if these are offered in an attractive way and if teachers/school leaders set a good example. Fruit that has

already been peeled or sliced is much more appealing but labour-intensive. Perhaps some caregivers could sometimes help prepare the fruit? Try to indicate which ingredients and meals are organic, Fairtrade, vegetarian and/or plant-based, and mention the country of origin of meals' main ingredients. Your supplier should be able to provide you with that info. Use that opportunity to inform suppliers that you want to avoid products that were transported by plane. Last but not least, provide additional information in the canteen to explain the importance of low processing, fair prices for farmers, organic principles, short chains, etc.

Indicators

Menus highlight healthy, sustainable features: Yes/No

- Fresh, unprocessed foods without unnecessary additives, prepared from seasonal, regional/local vegetables and fruits
- Fairtrade ingredients
- Organic ingredients

Fresh fruit is always an option for dessert: Yes/No

Vegetable portions comply with national health guidelines: Yes/No

Documenting the indicators

Copy of menus from the past 2 months, including type of desserts

Size of vegetable portions (in gr) served in the past 2 months

SI.B.2. HEALTHY, SUSTAINABLE CRITERIA IN FOOD PLANNING & PROCUREMENT

At least once a week, the standard school meal is plant-rich, plant-based or vegetarian. Every day, there is a plant-rich or vegetarian option.

What?

Every day, the canteen offers a vegetarian or plant-rich meal as an alternative to the standard meal. At least once a week, the standard meal is plant-rich, plant-based or vegetarian. The meals are designed to appeal to children. Unambiguous symbols indicate which options are vegetarian or plant-based, but don't emphasise what they *don't* contain (e.g. "without meat"). If meals are ordered from an external caterer following a public tender, these criteria should be mentioned in the tender's technical description.

Indicators

Menus highlight healthy, sustainable features: Yes/No

Menus include at least one plant-rich/plant-based/vegetarian option a day, and one standard such meal each week: Yes/No

Fresh fruit is always an option for dessert: Yes/No

Vegetable portions comply with national health guidelines: Yes/No

The school promotes plant-rich/plant-based/vegetarian options: Yes/No

Documenting the indicators

Copy of menus from the past 2 months, including type of desserts

Size of vegetable portions (in gr) served in the past 2 months

% Pupils that choose plant-rich/plant-based/vegetarian options

0 Copy of public procurement criteria (if relevant)

GO.B.2. SCHOOL MENU MEETS SF4C'S MINIMAL HEALTH AND SUSTAINABILITY CRITERIA

What?

The school kitchen meets the innovative sustainable & healthy food criteria that were developed in WP5 of SF4C.

Indicators

(refer to objectives WP5: (Under construction))

0 Specific criteria in PP (if relevant)

Documenting the indicators

(Under construction)

B.3. HEALTHY, SUSTAINABLE DRINKS

Good Practices

- [<Belgium> Action sheet on tap water and a plastic-free school](#)
- [<Europe> Waterschools - Home](#)

Tools

(Under construction)

BR.B.3. FREE DRINKING WATER

The school encourages pupils to drink water and provides water points across the school, so all pupils have free access to drinking water.

What

Encourage pupils to drink enough water. Tap water (preferably in reusable bottles or cups) is the most sustainable way to achieve that goal. It also immediately helps reduce waste at school. Of course, the tap water in your area has to be drinkable and healthy. Either way, make sure there are plenty of places where children can obtain water.

Indicators

0 The school provides free water to all pupils

Documenting the indicators

0 # Water points (description or plan)

SI.B.3. FREE DRINKING WATER, SUGARY DRINKS ARE DISCOURAGED OR LIMITED

The school provides free drinking water, actively promotes the drinking of water and discourages the consumption of sugary drinks. Caregivers are informed about the importance of healthy, sustainable drinks.

What?

At the Silver level, the school not only promotes the drinking of (tap) water but also raises awareness of the disadvantages of sugared drinks. What should caregivers and pupils look for (and avoid) when buying drinks? How can they flavour water without turning it into a sugar bomb?

Indicators

- The school provides free water to all pupils: Yes/No
- The school discourages the consumption of sugary drinks: Yes/No

Documenting the indicators

- # Water points (description or plan)
- Description of good practices to discourage / limit sugary drinks

GO.B.3. FREE DRINKING WATER, SUGARY DRINKS ARE DISCOURAGED OR LIMITED

The school provides free drinking water and actively promotes the drinking of water. It doesn't offer any sugary drinks and discourages consumption of them. Caregivers are informed about the importance of healthy, sustainable drinks and are advised on alternatives.

What?

At the Gold level, the school itself sets a good example: it does not offer sugary drinks and (if feasible) bans their consumption at school. You can also engage with caregivers in concrete ways: organising workshops or info sessions, for example, and asking them to propose inspiring alternatives (also see criterion D.1.).

Indicators

- The school provides free water to all pupils: Yes/No
- The school doesn't offer sugary drinks and discourages consumption of them at school: Yes/No
- The school advises caregivers on alternatives: Yes/No

Documenting the indicators

- # Water points (description or plan)
- Description of good practices to discourage / limit sugary drinks

B.4. HEALTHY, SUSTAINABLE LUNCH BOXES & SNACKS

Good Practices

- [<Belgium> Getting started with healthy, sustainable snacks](#)
- [<Madrid, Spain> Poster to promote healthy eating habits](#)

Tools

- Rikolto Multi-Stakeholder Process Facilitation Toolkit in [English](#), [French](#) and [Spanish](#). This toolkit was launched during an international webinar on 4 October 2022 ([recording of the webinar](#) and [presentation](#)).

BR.B.4. CLEAR GUIDELINES FOR LUNCH BOXES AND SNACKS

The school communicates with caregivers to encourage healthy, sustainable snacks and lunch box contents. It provides clear guidelines based on the school's vision.

What?

Make sure pupils and caregivers know what the school's food vision means, and translate this vision into concrete guidelines on the food children can take to school. Encourage them to bring tasty snacks based on fresh fruit and vegetables. You can also organise info sessions for caregivers (criterion D.1) or have the school's food ambassadors work around this particular topic (criterion A.5).

Indicators

Guidelines for pupils and caregivers: Yes/No

Documenting the indicators

Copy of the guidelines for caregivers

SI.B.4. HIGHLY PROCESSED FOODS ARE DISCOURAGED

The school discourages the consumption of highly processed foods at school, including in lunch boxes. Caregivers and pupils are informed of these restrictions and advised on alternatives.

What?

Schools provide caregivers and pupils with additional information on which products to avoid (highly processed ones that contain lots of fats, sugars or unnecessary additives). These products have little to no nutritional value. Often, national governments have guidelines and recommendations on this; they may also be able to provide informational material. As a school, try to set a good example; ask all staff to take a critical look at their own lunch box to see if they can do better.

Indicators

Guidelines for pupils and caregivers: Yes/No

Good practices to discourage highly processed food: Yes/No

Documenting the indicators

Copy of the guidelines for pupils and caregivers

Description of good practices to discourage highly processed food

GO.B.4. DISCOURAGING AN UNHEALTHY ENVIRONMENT AROUND THE SCHOOL

The school engages in a multi-stakeholder process with actors like the city, local retailers and fast-food chains in the neighbourhood, working with them to discourage children from consuming unhealthy food.

What?

Students who are allowed to leave school at lunchtime are often tempted by fast-food chains and sweet shops in the neighbourhood that sell cheap but unhealthy products that are low in nutritional value. As a school, there is little you can do to change this. But you can still play an important role. By sitting down with all actors (caregivers, pupils, local authorities, fast-food chains, local NGOs, local farmers, food shops and snack bars in the area) and trying to develop a joint approach, you can change the system. Rikolto's [Multi-Stakeholder Process Toolkit](#) explains how to set up such a process and suggests useful methodologies. If you don't have the time and space to do this yourself, ask a local NGO or the local authorities if they can help you with this.

Indicators

- Guidelines for pupils and caregivers: Yes/No
- Good practices to discourage highly processed food: Yes/No
- Multi-stakeholder process to discourage consumption of unhealthy food, involving the school environment: Yes/No

Documenting the indicators

- Copy of the guidelines for pupils and caregivers
- Description of good practices to discourage highly processed food
- List of participants and minutes of the multi-stakeholder meeting

B.5. EQUAL ACCESS TO HEALTHY, SUSTAINABLE FOOD

Good Practices

- [Fout! Verwijzingsbron niet gevonden.](#)
- [<Belgium> Brooddoosnodig](#)
- [<Antwerp, Belgium> free soup at school for all children](#)
- [<Leuven, Belgium> six different cases to deal with vulnerable](#) children
- [<Valencia, Spain> canteen grants for families at risk](#)

Tools

(Under construction)

BR.B.5. FACILITIES FOR CHILDREN WITH SPECIAL DIETARY NEEDS

The school promotes equal access to healthy, sustainable food. It does everything it can to take into account different dietary needs.

What?

It is not always possible for a school to cater to all diets: in some (often larger) cities, schools are home to a plethora of different nationalities, cultural, religious and socio-economic backgrounds that often affect pupils' eating cultures, which makes it difficult to offer standard meals. In these cases, schools can devise other ways to meet the needs of all pupils, for example, by providing a fridge or reheating facilities for children who bring special meals with them from home.

Indicators

O Additional facilities for children with special dietary needs: Yes/No

Documenting the indicators

O Description of the way in which the school deals with different dietary needs

SI.B.5. SOLIDARITY MECHANISMS AT SCHOOL

The school has a system to financially support low-income families.

What?

Pupils often (and increasingly) come from vulnerable families that do not have the means to pay for school meals. But schools aren't always either able to bear the cost of meals for all pupils. Analyse the situation at your school: do you know how many children live in poverty? Could you charge a little more for meals to create a buffer to accommodate the more vulnerable pupils? A school meal doesn't need to be a three-course meal: perhaps the school could offer all pupils a simple meal soup with bread, and establish some kind of solidarity system with caregivers to pay for this? Be sure to discuss the situation with your caterer too: they will probably be able to help you manage/run the system.

Indicators

O Additional facilities for children with special dietary needs: Yes/No

O Solidarity system up and running: Yes/No

Documenting the indicators

O Describe how the school deals with different dietary needs

O Describe the solidarity system that the school applies to include vulnerable children

GO.B.5. SCHOOL ENVIRONMENT SOLIDARITY MECHANISMS

A multi-stakeholder process is set up with the city, local shops, businesses and organisations around the school to develop a financial support system for low-income families.

What?

At some schools, a large share of pupils hails from vulnerable families. These schools cannot bear the cost of school food for all pupils alone: they need help from other actors, such as caregivers, the city or municipal administration, the local retail and hospitality sector, local NGOs, food companies, caterers or the national government. Map out the actors that could help fight poverty in the neighbourhood and try to find a common approach. Do not limit

yourself to the situation at your own school: also look at other schools and consider all relevant actors in the neighbourhood. Rikolto's [Multi-Stakeholder Process Toolkit](#) explains how to set up such a process and suggests useful methodologies. If you lack the time and space to do this yourself, contact a local anti-poverty organisation or discuss the matter with the anti-poverty department of your local or regional authority. You can also link this process to criterion B.4. to make the school environment healthier.

Indicators

- O Additional facilities for children with special dietary needs: Yes/No
- O Solidarity system up and running: Yes/No
- O Multi-stakeholder process for solidarity system, involving the school environment: Yes/No

Documenting the indicators

- O Describe how the school deals with different dietary needs
- O Describe the solidarity system that the school applies to include vulnerable children
- O List of participants and minutes of the multi-stakeholder meeting

B.6. FOOD WASTE

Good Practices

- [<Belgium> Starting to tackle food waste](#)
- [<Belgium> Food waste project](#)
- [<Brezov, Slovakia> Vermicomposters with earthworms](#)

Tools

- [European Week for Waste Reduction \(EWR\)](#)
- [EWR on Facebook](#)
- [WWF Toolkit on food waste with lessons and activities by grade](#)
- [17 resources for teaching about food waste](#)
- [Lessons on Food Waste – EIT Food](#)

BR.B.6. SCHOOL MONITORS FOOD WASTE

The school works with the caterer/dining team, caregivers and pupils to monitor and minimise food waste.

What?

The school conducts an analysis of food waste at the school. Do pupils eat the lunch they bring from home? Is any food thrown away during breaks or at lunchtime in the canteen? First, explore whether and how this could be avoided. Check with the kitchen team, caterer and caregivers whether portions should be adjusted (composition, size). Discuss the problem with pupils. Then consider ways to reuse food surpluses. Leftover school meals could be taken home to be eaten later, can be used as (animal) food or, if all else fails, turned into compost. Ensure waste is sorted properly: food waste is organic waste. Put the results of your analysis to paper and share them with the school team, pupils and caregivers. (See also criterion A.4.).

Indicators

Monitoring system up and running: Yes/No

Documenting the indicators

Description of the monitoring system and initial results

SI.B.6. SCHOOL PREVENTS AND MANAGES FOOD WASTE

The school has a clear plan on how to prevent and manage food waste and how to include all relevant actors, especially pupils.

What?

At this level, the school tackles food waste in a more systematic way. At least once a year, you organise a 'Week Against Food Waste' – perhaps joining the European Week for Waste Reduction, which will give you access to numerous inspiring examples, actions and tools and allows you to register your own actions. During this week, you can hold awareness-raising activities in the classroom and the dining area for pupils, the school team and caregivers. You could measure food waste as accurately as possible for five consecutive days. Measure waste in the kitchen at different levels (stock level: food bought but never used; production level: food prepared but never served; consumption level: food served but never eaten). Provide containers for different types of food (soup, bread, vegetables, starches, etc.) to learn where exactly you'll need to make adjustments to reduce waste. There are several easy measurement roadmaps available for you to follow. Communicate the results of your analysis and devise a food waste management plan to act on the conclusions.

Indicators

Week Against Food Waste: Yes/No

Monitoring system up and running: Yes/No

Food waste management plan: Yes/No

Documenting the indicators

Copy of Week Against Food Waste communications

Description of monitoring system

Copy of food waste management plan

GO.B.6. SCHOOL AIMS FOR ZERO WASTE

The school has a zero-waste food model.

What?

If you already have a food waste management plan, already organise a Week Against Food Waste for the entire school, already carry out regular measurements, already use your conclusions to adjust your approach, and already communicate your efforts, then raise the bar: go for zero food waste!

Indicators

Monitoring system up and running: Yes/No

Zero food waste management plan: Yes/No

Documenting the indicators

Copy of Week Against Food Waste communications

Description of monitoring system

Copy of food waste management plan

3 EDUCATION & LEARNING (PILLAR C)

Education about food and food systems touches on all three dimensions of sustainable development: environmental, social and economic. By sharing not just the theory with children, but also teaching them how to cook, grow and understand where their food comes from and what effect its production and consumption have on the environment, pupils gain the skills and knowledge that will enable them to make well-thought-through decisions that directly affect their own health and that of the planet, both today and in the future. Learning about healthy eating, animal welfare, and sustainable and ethical food issues helps children and adolescents carefully consider not just their food choices, but also broader issues in the wider food and health debate. A prerequisite is that the school team has the skills to support children in this learning process.



C.1. FOOD IN THE CURRICULUM

Good Practices

- [<Leuven, Belgium> Climate camping at the farm](#)
- [<Netherlands> Tasting new food for toddlers](#)
- [<Baden-Württemberg, Germany> numerous educational and informational materials on the topics of child nutrition and nutrition education](#)
- [<Slovakia> Bees project](#)
- [<Slovakia> Cross-curricular activities World Water Day](#)

Tools

- [Systems Mapping with Fairtrade – Lesson plan](#)
- [Fairtrade Breakfast primary lesson kit](#)
- [Lessons on Food Processing – EIT Food](#)
- [Lessons on reading food labels – EIT Food](#)
- [Lessons on Food Waste – EIT Food](#)

BR.C.1. FOOD AS AN EDUCATIONAL TOPIC

The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects, tailored to pupils' different ages and stages of development. The school team syncs its teaching content across different years and subjects.

What?

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 learnt 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

(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.

Indicators

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

The school team syncs its teaching content across different years and subjects: Yes/No

Documenting the indicators

Lesson plans and/or interdisciplinary projects + description

Minutes of school team's syncing meeting

S.I.C.1. EDUCATIONAL FOOD EVENTS AND ACTIVITIES

The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects. Each year, the school organises an educational food event for its pupils.

What?

At this level, teachers not only ensure the topic of healthy, sustainable food is properly and holistically integrated into several subjects. Each year, they also organise at least one school-wide event that combines this knowledge in an attractive way. The event could focus on a sub-theme (e.g. food waste or food and human rights) and can thus be linked to other criteria (e.g. B.6. measuring food waste during the Week Against Food Waste). During the event, you could discuss your plans with the school team and pupils on how to reach the next level, or connect with caregivers and the wider environment. Or why not organise a Canteen Day Party (WP4)? Keep in mind, however, that the goal of the event is for pupils to put into practice what they learnt in class.

Indicators

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

A yearly educational event for the whole school: Yes/No

The school team syncs its teaching content across different years and subjects: Yes/No

Documenting the indicators

Lesson plans & interdisciplinary projects + description

Minutes of school team's syncing meeting

Activities, photo report and description of annual event

GO.C.1. IN-DEPTH KNOWLEDGE OF HEALTHY FOOD AND SUSTAINABLE FOOD PRODUCTION AND CONSUMPTION

The topic of healthy food and sustainable food production and consumption has been translated into concrete learning objectives that describe what pupils should know and be able to do in different school years. Several subjects address the topic

in a holistic and student-inclusive way. The school organises at least one educational food event per year.

What?

At this level, the school has made healthy and sustainable food and nutrition a theme in its own right in the curriculum. There are cross-disciplinary intermediate objectives for this theme (in terms of knowledge, skills and attitudes) for the various years of study. These objectives translate into well-structured learning content, work and evaluation forms. The school team contributes to these crossdisciplinary objectives with its own lessons.

Indicators

- Healthy, sustainable food is a theme in its own right in the curriculum: Yes/No
- The school team sync its teaching content across the different years and subjects: Yes/No
- A yearly educational event for the whole school: Yes/No

Documenting the indicators

- Interdisciplinary learning objectives for different ages
- Minutes of school team's syncing meeting
- # Activities, photo report and description of interdisciplinary projects and/or yearly event

C.2. AUTHENTIC AND HANDS-ON LEARNING

'Hands-on' means doing something instead of just talking about it. Ideally, theoretical learning based on books and courses is complemented by practical experience like farm visits, collaboration with local food businesses, growing crops at school or cooking together. Hands-on learning can increase pupils' understanding of the food system, teach them additional skills, and encourage them to make healthy, sustainable food a (more) prominent part of their lives.

'Authentic learning' means education builds on real issues, so pupils can get involved in one way or another. Schools can organise all kinds of practical and authentic projects that meet pupils' interests and respond to their skills and context. When pupils get to work with issues that actually affect them in their everyday lives, they tend to become more engaged. Authentic, hands-on projects should be cross-curricular and cross-class and allow pupils to interact with actors in the wider school's environment.

Good Practices:

- [<Germany, Austria, Switzerland> Gemueseackerdemie: tips on growing, harvesting and cooking](#)
- [<London, UK> "I feel like I'm on The Apprentice!": From leftover vegetables to lucrative chutneys](#)
- [<Belgium> Intergenerational vegetable garden](#)
- [<Slovakia> The potato brigade project](#)
- [<Slovakia> Tradition of pushing cabbages](#)
- [<Slovakia> Growing and cultivating lessons in the classroom](#)

Tools

(Under construction)

BR.C.2. GROWING, HARVESTING AND COOKING ACTIVITIES

The school facilitates and promotes hands-on experience for pupils, on location or at school.

What?

The school provides a list of possible hands-on projects in which pupils can (and are encouraged to) participate. These can take place at school in the context of specific lessons (linked to B.1.) or during breaks. Pupils could maintain a vegetable and herb garden at school, for example, raise chickens, learn to make soup or other tasty and healthy dishes together with the canteen's chef, make compost, etc. Always ask a member of the school team to be responsible for the project, so they can ensure continuity and keep pupils motivated.

Indicators

Hands-on projects related to growing, harvesting, cooking or composting: Yes/No

Documenting the indicators

List of hands-on projects (incl. description)

SI.C.2. FARMERS INVOLVED IN PUPILS' EDUCATION

The school involves farmers in pupils' education. Pupils have the opportunity to take part in farm activities throughout the farming year.

What?

At this level, you involve one or more local farmers in activities at school. They can teach pupils about food production and farm operations. Pupils can help them sow, harvest and process food – activities that combine the ecological, social and economic dimensions of food production and consumption, so pupils develop a holistic perspective. All activities are discussed at school beforehand and afterwards, to put them in a broader learning context.

Indicators

Hands-on projects related to growing, harvesting, cooking or composting: Yes/No

Involvement of local farmers: Yes/No

Activities discussed at school beforehand and afterwards: Yes/No

Documenting the indicators

List of hands-on projects with farmers (incl. description)

Photo report or blog post about farmers involvement in pupils' education

Lesson plans make link to broader learning context

GO.C.2. PUPILS CONDUCT AUTHENTIC PROJECTS ON LOCATION

The school supports pupils as they conduct authentic projects on location, in collaboration with the wider community.

What?

Throughout the school year, pupils are involved in food production and processing (or other food-related issues) in a more systematic way. They could tackle a challenge in the neighbourhood, for example, like a restaurant that doesn't offer any plant-based alternatives or a supermarket that doesn't sell any healthy snacks. Pupils look at the issue from different perspectives, try to find a solution and then present their suggestions to the stakeholders in question (restaurant owners, supermarkets). Or pupils could volunteer on a regular basis at a local farm and/or business that adheres to the principles of healthy, sustainable food. Pupils then get to experience how the seasons affect food production and will be involved in the different stages of production, from sowing to harvesting and processing. This approach links several subjects and allows pupils to consider the ecological, social and economic dimensions of food.

Indicators

- Hands-on and/or authentic projects accessible to pupils throughout the year: Yes/No
- Local farmers and other actors are involved: Yes/No
- The work is holistic and subject-integrated: Yes/no

Documenting the indicators

- # Activities (incl. description)
- # Farmers and other actors involved
- Photo report or blog post
- Lesson plans demonstrate subject integration and holistic approach

C.3. ADULT EDUCATION

It is also important to train teachers and other school staff to help them understand the meaning of a WSFA and the ways in which it can be applied at school. The school team (teachers, canteen & catering staff and school leaders) needs to have the necessary knowledge and skills to implement a WSFA.

Good Practices

- [<Belgium> GoodFood@School: In seven steps towards a WSFA](#)
- [Fout! Verwijzingsbron niet gevonden.<Slovakia> Webinar with a chef to advise school](#)
- [<Slovakia> The first school catering association advises school canteen staff](#)

Tools

- PPT on "How to Implement a WSFA" (Under construction)

BR.C.3. WORKSHOPS AND RESOURCES FOR TEACHERS AND STAFF

The school provides teachers and other school staff with thematic workshops and educational resources.

What?

The entire school team gets an introduction to the WSFA. Ideally, a motivated member of the team (e.g. someone from the SFWG) or a caregiver with a strong affinity for the topic will hold this introduction. Once everyone at the school understands the design of the WSFA and once the results of the review and action plan (criterion A.2.) have been shared, you can provide additional workshops and tools to support teachers as they help implement the WSFA. All staff should also be familiar with the overall content of pupils' education for sustainable development (ESD). Teachers should get more in-depth advice on how to implement ESD (with a focus on food) in their subjects, and should receive guidance on educational materials.

Indicators

- Teachers have access to educational resources on food and ESD: Yes/No
- The school organises workshops for teachers and other school staff: Yes/No

Documenting the indicators

- # Educational resources on food and ESD
- # Completed thematic workshops (incl. description)
- # Participants

SI.C.3. SKILLS TRAINING FOR DINING/CATERING STAFF

Canteen and catering staff participate in training on healthy, sustainable food.

What?

The school discusses what it takes to prepare healthy, balanced school meals (see B.2.) with the kitchen team and/or external caterer. If applicable, these requirements are included in the procurement criteria for school meals. If the school has an in-house kitchen, the kitchen staff are members of the school team and will already be involved in internal workshops (C.3. Bronze). If there is an external caterer, the school makes sure that the caterer trains their own staff, introducing them to the idea of a WSFA and the principles of healthy, sustainable eating. The school can also provide information on how to apply those principles in the kitchen/canteen.

Indicators

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

Documenting the indicators

- Description of completed skills training
- # Participants

GO.C.3. TEACHERS AND CANTEEN STAFF COLLABORATE

The school encourages collaboration between teachers and canteen staff.

What?

The teaching team works with the (external) caterer or kitchen team to align their goals around healthy, sustainable eating. Together, they create authentic meal-related projects that span several subjects and that are based on real-world issues, so pupils can get involved and help devise a solution. The aim is to collaborate around food and make the link between education and food.

Indicators

Dining/kitchen staff has the skills and knowledge to explain the WFSA and promote healthy, sustainable food: Yes/No

Teachers and catering team align their goals to create authentic meal-related projects: Yes/No

Documenting the indicators

Description of completed workshops & trainings for school staff and (external) catering team

Joint planning opportunities

Authentic meal-related projects

4 COMMUNITY & PARTNERSHIP (PILLAR D)

This pillar focuses on cooperation with a wide range of actors in the school's environment: caregivers, local authorities, food shops, snack bars, farms, associations, retirement homes, neighbourhood committees, etc. It goes without saying that if many actors commit to working together, they can make a much bigger impact. This isn't just about making the right food choices: it is also about celebrating good food and the way it underpins so many important occasions in so many different cultures. Remember: at the heart of the WSFA is the principle that good food should be the most natural, easiest choice for everyone, no matter who we are or where we are from.



D.1. CAREGIVER ENGAGEMENT

Aware and informed caregivers can reinforce the implementation of the WSFA and support children and adolescents in their learning process.

Good Practices

- [<Leuven, Belgium> Newsletter for caregivers with a part on healthy food written, by the school cook.](#)
- [<Slovakia> Caregivers are challenged during the week of healthy food](#)
- [<Slovakia> Recipe book by caregivers and pupils](#)

Tools

(Under construction)

BR.D.1. CAREGIVERS INVOLVED IN SCHOOL FOOD ACTIVITIES

From the outset, the school gives caregivers the opportunity to get involved in the creation of a new school food vision and policy.

What?

Involving caregivers in the WSFA results in a stimulating interaction between school and home. Caregivers are encouraged to share their knowledge and insights, lend a hand at school and provide inspiration. At home, they can actively help make eating patterns healthier and more sustainable.

Indicators

0 Caregivers are invited to specific meetings to discuss and help develop the school's food vision, food policy and activities (also see A.3. and A.4.): Yes/No

Documenting the indicators

0 Copy of communications towards caregivers and description of activities

SI.D.1. THEMATIC WORKSHOPS FOR CAREGIVERS

Caregivers are invited to help implement the food policy and to participate in thematic workshops.

What?

Giving caregivers a general introduction on the importance and meaning of healthy, sustainable food at school (and ways of implementing a WSFA) will increase their involvement with the school. Try to find out what needs caregivers have, so you can provide tailored info sessions and workshops, e.g. on healthy, sustainable drinks (B.3.), lunch boxes and snacks (B.4.), equal access to food (B.5.), or food waste (B.6.). Eventually, the school can combine this activity with criterion C.3. Your food ambassadors can also help engage caregivers (A.5.).

Indicators

0 Tailored info sessions and workshops for caregivers: Yes/No

Documenting the indicators

0 Copy of communications towards caregivers and description of activities

0 # Thematic workshops (incl. description)

GO.D.1. CAREGIVERS ACTIVELY INVOLVED IN FOOD ACTIVITIES

Caregivers share their knowledge with pupils, other caregivers and the school's environment.

What?

Caregivers support healthy, sustainable eating. You are starting to gain insight into the skills and knowledge that some of them possess. Caregivers now share their knowledge with pupils and other caregivers, e.g. growing food and cooking (see B.1.). Why not let them use the dining area or school garden to do so? Caregivers are also actively involved in a multi-stakeholder process with the local government, shops, businesses and organisations around the school, to make the school's environment healthier (B.4. Gold) and develop a financial support system for low-income families (B.5. Gold).

Indicators

0 Caregivers are invited to share their knowledge and skills with pupils and other caregivers and to participate in multi-stakeholder processes: Yes/No

Documenting the indicators

0 Copy of communications towards caregivers and description of activities

D.2. COLLABORATION WITH EXTERNAL ACTORS & COMMUNITY

Good Practices

- [<Leuven, Belgium> Primary school and neighbourhood work together in community garden](#)
- [<San Diego, USA> Kids and seniors growing \(more than plants\) together in garden mentoring program](#)

- [<London, UK> Fresh Enterprise teaches secondary school students about the food industry by giving them the opportunity to create their own food products and experience the journey from concept to store shelf.](#)

Tools

(Under construction)

BR.D.2. SCHOOL COMMUNICATES ITS FOOD VISION TO THE WIDER COMMUNITY

What?

The school clearly communicates its school food vision to the wider school community.

Documenting the indicators

See BR.A.4.

SI.D.2. SCHOOL COMMUNICATES ITS WSFA ACTIVITIES

What?

The school widely communicates its achievements that allowed it to reach the Bronze level. Farmers are involved in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.

Documenting the indicators

See SI.A.4, C.2.

GO.D.2. WIDER COMMUNITY ACTIVELY INVOLVED IN SCHOOL'S WSFA

What?

Representatives of the wider community participate in the SFWG. The school communicates its progress and activities to the wider school community. The community is invited to use the dining hall for food activities.

Documenting the indicators

See GO.A.1., A.4., B.1., B.4, B.5, C.2.

5 ADDENDA

OVERVIEW OF GOOD PRACTICES (UNDER CONSTRUCTION)

<COPENHAGEN, BELGIUM> REAL FOOD FOR REAL PEOPLE - RIKOLTO DOCUMENTARY IN COPENHAGEN

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

<VALENCIA, SPAIN> A SCHOOL COUNCIL IN EVERY SCHOOL

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

<BELGIUM> ACTION SHEET ON GETTING STARTED WITH A SUPPORT BASE

In order to create a good and sustainable food policy at your school, it's important that your policy is supported by the whole school. And that's why you need a support base. Rikolto developed an action sheet about this topic. You can find it [here](#).

<LOUNY, CZECH REPUBLIC> A PLAN FOR SUSTAINABLE, HEALTHY EATING AT SCHOOL

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

<KLIPPAN, SWEDEN> FOOD-BOOST, A METHOD USED BY THE MUNICIPALITY TO LINK FOOD TO THE SCHOOLS' PEDAGOGY

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

<LOUNY, CZECH REPUBLIC> A PLAN FOR SUSTAINABLE, HEALTHY EATING AT SCHOOL CHARTER WITH 10 PRINCIPLES ON HOW TO WORK ON SUSTAINABLE AND HEALTHY FOOD AT SCHOOL

In Belgium several school boards have signed the GoodFood@School charter. Boards that have signed the charter engage themselves to take steps towards more sustainable, healthy food at school. The schools engage to make sure pupils know what is meant with healthy, sustainable food, healthy drinks and snacks are promoted,

meat consumption, especially red and processed meat is reduced, ... Find the charter [here](#).

<SLOVAKIA> RULES ON DRINKS

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

<NÜRNBERG, GERMANY> PRESS RELEASE 'NOW IT'S TIME TO COOK'

The city of Nürnberg made a press release about the efforts of the city. The news was picked up by the national German television (Tagesschau).



<LEUVEN, BELGIUM> NEWSLETTER FOR CAREGIVERS WITH A PART ON HEALTHY FOOD WRITTEN, BY THE SCHOOL COOK.

Benoit Riesner, a cook from a primary school in Leuven provides tips on healthy eating in the school's newsletter. An example of what he writes: "Meat or fish 100 - 120 g of meat or fish for adults and 50 - 70 g for children. You can also use the size of the palm of your hand as an indicator. Your body does not need a daily serving of meat to stay healthy. In fact, meat puts your body to the test. Choose quality and not quantity, for hot meals I choose butcher Rondou and fish shop Verbiest because of their sustainable and quality vision."

<CZECH REPUBLIC> SET OF BEAUTIFUL PHOTOS THAT SHOW HOW THE SCHOOL COMMUNICATES ABOUT HEALTHY, SUSTAINABLE FOOD

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

<BELGIUM> ACTION SHEET ON FOOD AMBASSADORS AT YOUR SCHOOL

Young people inspire each other much more than adults do. They also have strong opinions when it comes to social issues. Rikolto provides training to young food ambassadors thereby starting from the interests of the youngsters. They then receive hands-on training (e.g. cooking class, farm visit,...) and develop actions that fit

their own school context. Rikolto has developed an action sheet for schools on how to coach food ambassadors at school. You can find it [here](#). The training can also be provided by the youth department of the city.

<EUROPE> EIT FOOD AMBASSADORS

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

<NETHERLANDS> TASTING NEW FOOD FOR TODDLERS

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

<BADEN-WÜRTTEMBERG, GERMANY> NUMEROUS EDUCATIONAL AND INFORMATIONAL MATERIALS ON THE TOPICS OF CHILD NUTRITION AND NUTRITION EDUCATION

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

<KARLSTAD, SWEDEN> SHORT YOUTUBE FILM SHOWING HOW PUPILS ARE INVOLVED IN THE REDESIGNING OF THE DINING ROOM.

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

<ANTWERP, BELGIUM> SHORT YOUTUBE FILM SHOWING HOW PUPILS ARE INVOLVED IN THE REDESIGNING OF THE DINING ROOM.

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

<SLOVAKIA> BLOG ON MAKING SCHOOL CANTEENS SOUNDPROOF

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

<SLOVAKIA> REORGANISATION OF SCHOOL SCHEDULE

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

<SWEDEN> SCHEDULED SCHOOL MEALS

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

<SLOVAKIA> PROGRAM TO UPGRADE CANTEEN FOOD IN 40 SCHOOLS

The Slovak organisation Skutocnezdravaskola supports 40 schools to make healthy, sustainable school meals. They do this by comparing the current state of cafeteria food preparation with the criteria of the Really Healthy Schools program and the recommendations with the 2021 revision in the areas of food quality and place of origin (within the CSE criteria). They give recommendations to the cafeterias on how they can meet the criteria incrementally.

<GERMANY, AUSTRIA, SWITZERLAND> GEMUESEACKERDEMIE: TIPS ON GROWING, HARVESTING AND COOKING

This is a famous initiative in Germany, Austria and Switzerland which helps kindergartens to grow a vegetable garden and maintain it. It also provides cooking classes. This helps children to understand how food grows and helps them to be open to taste new vegetables. [Website](#) in German.

< SLOVAKIA > PUPILS COME UP WITH IDEAS ON IMPROVING SCHOOL MEALS

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

< USA > YOUNGSTER RECORD THEIR MESSAGE ON HEALTHY FOOD IN HIP HOP SONG

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

<BELGIUM> ACTION SHEET FOR SCHOOLS ON LOCAL, SEASONAL FRUIT AND VEGETABLES

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

<BELGIUM> ACTION SHEET ON PLANT-RICH FOOD AT SCHOOL

Rikolto has developed an action sheet for schools on how to increase plant-based food consumption at school. It explains why you can get children to become used to eating more plant-based food and how you can do this. It starts with mapping the

schools starting position, than goals are being defined and concrete actions specified. You can find it [here in Dutch](#).

<BELGIUM> A FOOD POLICY - WHAT AND HOW?

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

<GERMANY> EXAMPLES OF HEALTHY AND SUSTAINABLE MEALS FOR KINDERGARTEN AND PRIMARY SCHOOLS

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

<BELGIUM> ACTION SHEET ON TAP WATER AND A PLASTIC-FREE SCHOOL

Rikolto has developed an action sheet for schools on free tap water at school. You can find it [here](#).

<EUROPE> WATERSCHOOLS - HOME

Waterschools is a European project for schools to encourage and allow water drinking during lessons. The [website](#) provides easy steps to become a waterschool, together with all kinds of information and materials.

<BELGIUM> GETTING STARTED WITH HEALTHY, SUSTAINABLE SNACKS

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

<MADRID, SPAIN> POSTER TO PROMOTE HEALTHY EATING HABITS

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

<BELGIUM> BROODDOOSNODIG

'B(re)adly needed' is a project of Enchanté vzw that wants to tackle the challenge of empty lunchboxes in Flemish schools. This project finds his inspiration into the Italian concept 'caffè sospeso' and applies it into a school context. It builds on solidarity and connection between citizens to take care of each other. Find more information [here](#).

<BELGIUM> STARTERSKIT FOR SCHOOLS

Every school who wants to start with GoodFood@School can have access to a starterskit. [Here](#) you can find posters, presentations, a quiz, recipes, ... in Dutch. Schools always like it when they receive very concrete tools to use in their school.

<ANTWERP, BELGIUM> FREE SOUP AT SCHOOL FOR ALL CHILDREN

This is a pilot project for soup made from leftovers at schools in the city of Antwerp, Belgium. With this project, students from different schools can enjoy tasty soup twice a week. It's a win-win scenario: pupils get healthy food at a reasonable price, and at the same time food is saved from the waste mountain. Find out more about this project [here](#).

<LEUVEN, BELGIUM> SIX DIFFERENT CASES TO DEAL WITH VULNERABLE CHILDREN

In 2021 the city of Leuven provided a small budget to schools to set-up actions which targeted vulnerable primary school children without stigmatizing them. Schools could come up with their own project. One school bought a fridge and experimented with the provision of fresh fruit and vegetables from a local farmer, a school decided to provide fresh, free soup twice a week, another school collaborated with a local poverty association and used their leftovers to fill healthy breakfast trollies which could be eaten from by all children.

<VALENCIA, SPAIN> CANTEEN GRANTS FOR FAMILIES AT RISK

In the Valencian Community there are canteen grants which are awarded, according to regulations, to families at risk and cover up to 100% of the cost of the school canteen. It is also compulsory to offer a gluten-free menu and, although it is not compulsory, in most schools there are also adaptations for other allergies, intolerances and for cultural reasons.

<BELGIUM> GETTING STARTED AGAINST FOOD WASTE

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

<BELGIUM> FOOD WASTE PROJECT

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

<BREZOV, SLOVAKIA> VERMICOMPOSTERS WITH EARTHWORMS

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

<BELGIUM> GOODFOOD@SCHOOL: IN SEVEN STEPS TOWARDS A WSFA

How to develop a food policy at school? With these 7 steps you can develop a sustainable food policy at your school in no time. Where you start depends on the situation at your school right now. All information to be found in [English](#) or [Dutch](#).

<SLOVAKIA> WEBINAR WITH A CHEF TO ADVISE SCHOOL

Skutocnezdravaskola organizes practical [webinars](#) in with a chef on a regular basis who gives the advices to the school cooks and show them how to cook healthy and tasty school meals. (Slovak)

<SLOVAKIA> RECIPE BOOK BY CAREGIVERS AND PUPILS

Together with children and parents the school created a [recipe book](#), where parents contributed vegetable recipes that they cooked together at home, children illustrated the recipes.

<LONDON, UK> “I FEEL LIKE I’M ON THE APPRENTICE!”: FROM LEFTOVER VEGETABLES TO LUCRATIVE CHUTNEYS

This project from School 21 in east London created a variety of delicious chutneys to be later sold at market. The school took the idea and ran with it. More info on the [website](#) of School Food Matters.

<BELGIUM> INTERGENERATIONAL VEGETABLE GARDEN

The project includes 4 vegetable garden boxes adapted to the residents of the Residence Reine Fabiola (RRF), a compost and a rainwater collector. It is aimed at various target audiences: residents and their families, pupils and teachers of the Sainte-Bernadette school, workers and management of the social center, the neighborhood and the general public. The cultivated and harvested products are transformed during cooking workshops organized by the occupational therapist of the Residence. Find more info in French [here](#).

<LEUVEN, BELGIUM> CLIMATE CAMPING AT THE FARM

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

<SLOVAKIA> BEES PROJECT

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

<SLOVAKIA> CROSS-CURRICULAR ACTIVITIES WORLD WATER DAY

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

<SLOVAKIA> THE POTATO BRIGADE PROJECT

The project bridges the gap between schoolchildren and farm life. The pupils went on a "potato brigade" to the nearby village of Bobrovec. There, under the supervision of real farmers, tractor drivers ploughed and harvested potatoes. The potatoes had to be properly sorted - according to their size they were categorised. You can find more information and beautiful pictures on [this](#) blog (Slovak).

<SLOVAKIA> TRADITION OF PUSHING CABBAGES

Based on the weekly theme: the fruits of autumn, the children of a Slovakian class used experiential learning to learn about vegetable processing. As part of learning about folk traditions, the children were introduced to the [tradition of pushing cabbages](#), which is slowly disappearing from families. The classic cabbage pressing has been replaced in many families by purchased fermented cabbage. In order to make our little kindergarteners get to know this custom, the teacher prepared all the ingredients for them and together they could try cabbage pressing.

<SLOVAKIA> GROWING AND CULTIVATING LESSONS IN THE CLASSROOM

Short [YouTube video](#) which shows how seeds are grown in the classroom.

<SLOVAKIA> THE FIRST SCHOOL CATERING ASSOCIATION ADVISES SCHOOL CANTEEN STAFF

In Slovakia the first school catering association was established that educate the school canteen staff and is a keen advisor to them.

They are an independent and democratic professional organisation which, on the principle of voluntary membership, brings together natural and legal persons active in the field of school catering in the Slovak Republic.

They offer our members, school canteen managers and school catering staff, access to up-to-date information and important documents in all areas of school catering and a partnership programme with benefits.

They create a non-commercial environment for mutual communication between the state administration, founders, school catering establishments and their boarders throughout the Slovak Republic.

The objectives:

to create awareness of the quality of school catering in the Slovak Republic and in the EU to bring together and organise those active in the field of school catering in the Slovak Republic to unite, promote, defend and protect the views and interests of the members of the 1st ASCOS to represent members in relation to state and other authorities in the Slovak Republic at all levels of legislative, administrative and regulatory negotiations and in the approval of various regulatory mechanisms and methodological materials.

<SLOVAKIA> CAREGIVERS ARE CHALLENGED DURING THE WEEK OF HEALTHY FOOD

Within the [Week of healthy food](#) there are various challenges in schools, when parents have the task to pack healthy snacks for their children, or to dress children thematically according to colours, according to what kind of fruit they will dedicate the lesson to. Parents are thus indirectly involved in the activities of the Real Healthy School and also educated.

<LEUVEN, BELGIUM> PRIMARY SCHOOL AND NEIGHBOURHOOD WORK TOGETHER IN COMMUNITY GARDEN

The community garden near the school is the place where pupils from the school and kids from the youth center go on a regular basis to grow plants and flowers and to learn everything about them. Once a year during a harvest festival, the veggies grown are prepared and the whole neighbourhood is invited to come and eat together.

Beautiful article to be found [here](#) (Dutch).

<SAN DIEGO, USA> KIDS AND SENIORS GROWING (MORE THAN PLANTS) TOGETHER IN GARDEN MENTORING PROGRAM

Newspaper [article](#) describing how kids and seniors can work together on a garden plot.

TOOLS (UNDER CONSTRUCTION)

SCHOOL FOOD CULTURE REVIEW 'THE BRONZE CRITERIA'

Schools

The Bronze Criteria: checklist (to fill in by the schools)

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> BR.A.1. Internal School Food Working Group The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Groups (SFWG) consist at least of school leaders, teachers, canteen staff and pupils, and meet on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> BR.A.2. Review of the school's food culture + action plan. A review has been conducted of the work on healthy and sustainable food at school. Based on this review, the SFWG has developed a whole-school action plan. The SFWG yearly evaluates and renews its action plan, formulates learnings, documents its successes, etc.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> BR.A.3. School vision on food & nutrition, endorsed by the leadership of the school. The school has developed a clear vision on food and nutrition, that is endorsed by the leadership of the school. The vision expresses where and what you want to stand for in the future with concrete goals and missions.</p> <p>Communication</p> <p><input type="checkbox"/> BR.A.4. Communication about school vision + internal communication about WSFA actions. The school clearly communicates about its food vision towards the school team, pupils, caregivers and wider school community. The school also regularly provides in-house communication about the objectives and progress on the WSFA towards the pupils, the school team and the catering team. The results of the review and the action plan are shared with the complete school team and all the pupils.</p>	<p>Dining area</p> <p><input type="checkbox"/> BR.B.1. Dining area as a learning environment for healthy food (norm) The school provides actions in the dining area to promote healthy eating habits, eating behaviours and attitudes.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> BR.B.2. Healthy, balanced meals at school. The school informs pupils and caregivers about the healthy and balanced composition of the plate. The menus highlight fresh, seasonal, regional vegetables and fruits. Also organic and Fairtrade ingredients and vegetarian and plant-based dishes are highlighted. For the main ingredients the land of origin is indicated.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> BR.B.3. Free tap/ drinking water. The school encourages the drinking of (tap*) water and provides different water points throughout the school, where all pupils can have free access to drinking water.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> BR.B.4. Clear guidelines for lunch boxes and snacks. The school informs caregivers in order to encourage healthy, sustainable snacks and lunch box contents and provides clear guidelines, that are based on the school vision.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> BR.C.1. The topic of food in the classroom. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects, adapted to the different ages and stages of children's development. There is a good harmonization within the school team in terms of teaching content across the different years and different subjects.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> BR.C.2. WSFA grow, harvesting and cooking activities for children. The school facilitates and promotes hands on experience, on location or not. E.g; the school provides cooking sessions for pupils. Pupils have the opportunity to grow and harvest food and make compost; this is linked to wider learning.</p> <p>Adults education</p> <p><input type="checkbox"/> BRC.3. Thematic workshops and educational resources for teachers + school staff. The school provides teachers with thematic workshops and educational resources.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> BR.D.1. The school engages caregivers in school food activities. The school gives the opportunity to caregivers to engage with the creation of a new school food vision and policy, from the outset. Caregivers are written invited to specific meetings to discuss the school food vision, school food policies and school food activities to join and help.</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> BR.D.2. The school communicates to the wider community about its School Food Vision. The school clearly communicates about its food vision towards the wider school community.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> BR.A.5. Active involvement of pupils. A group of pupils receives time, space and coaching to become actively involved in the promotion of healthy sustainable food and sets the good example. Smaller children (such as toddlers) are playfully stimulated to learn about healthy and sustainable food and food production. Indicators:</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> BR.B.5. Extra facilities for children with special meals. The school encourages equal access to healthy, sustainable food for everyone. As far as possible, the school takes into account different dietary needs. For children who bring special meals from home, storage and reheating options are provided.</p> <p>Food waste</p> <p><input type="checkbox"/> BR.B.6. The school monitors food waste. The school works together with caterer/dining team/caregivers and pupils to monitor and minimise food waste.</p>		

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Our learnings and recommendations after



years of work on the Whole School Food Approach.

Schools

The Silver Criteria: checklist (to fill in by the schools)

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> SI.A.1. WG includes representatives of caregivers. The school has a formalized working group for the WSFA implementation. The group holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers, and meets on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> SI.A.2. Yearly SMART action plan, based on the review The SFWG yearly conducts a review and develops a SMART (Specific, Measurable, Achievable, Relevant and Time-bound) action plan, based on the evaluations, recommendations and lessons learned of the previous year.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> SI.A.3. WSFA, endorsed by the leadership of the school. The WSFA is endorsed by the leadership of the school. The school creates and implements policies that reflect its school food vision. The school leadership clearly communicates the importance of WSFA and actively participates in the SFWG.</p> <p>Communication</p> <p><input type="checkbox"/> SI.A.4. In-house communication + towards caregivers and (external) school caterer. The school communicates widely about its achievements that led to the bronze level and regularly informs the school- and catering team, the pupils and the caregivers about its WSFA work.</p>	<p>Dining area</p> <p><input type="checkbox"/> SI.B.1. Eating at school is a joyful learning moment for pupils. A majority of pupils understands the importance of healthy, sustainable food and express satisfaction with the dining area and dining situation.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> SI.B.2. Healthy, sustainable criteria in the school food planning / procurement. At least once a week, the standard meal is plant-rich or vegetarian. There is a plant-rich or vegetarian option every day.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> SI.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> SI.B.4. Highly processed foods are discouraged in the school / lunch boxes. The school discourages the consumption of highly processed foods at school. Parents are informed about these restrictions and receive advice on alternatives.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> SI.C.1. Educational food events and activities in the school. The topic of healthy food and sustainable food production and consumption is part of several lesson plans and/or interdisciplinary projects. The school yearly organises an educational food event at school level for the pupils.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> SI.C.2. Farmers in pupils' education. The school includes farmers in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p> <p>Adults education</p> <p><input type="checkbox"/> SI.C.3. Skills training for dining/catering staff. Canteen and catering staff participate on training concerning healthy sustainable food. In case of external catering, requirements concerning meals, snacks and drinks will be provided in the public procurement criteria.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> SI.D.1. Thematic workshops for caregivers. Caregivers are written invited to participate in the implementation of the food policy and to participate in thematic workshops</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> SI.D.2. The school communicates about its WSFA activities. The school communicates widely about the achievements that led to the bronze level. Farmers are included in pupils' education. Pupils have the opportunity to take part in farm-based activities throughout the farming year.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> Sl.A.5. Food Ambassadors in the school & towards caregivers. A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school and towards caregivers.</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> Sl.B.5. School solidarity mechanisms. The school provides a system for financial support for low-income families.</p> <p>Food waste</p> <p><input type="checkbox"/> Sl.B.6. The school prevents & manages food waste. The school has a clear plan for how to prevent and manage food waste and how to include all relevant actors, especially the pupils.</p>		

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SCHOOL FOOD CULTURE REVIEW 'THE GOLD CRITERIA'

Schools

The Gold Criteria: checklist (to fill in by the schools)

Pillar A: Policy & Leadership	Pillar B: Food & Sustainability	Pillar C: Education & Learning	Pillar D: Community & Partnership
<p>SF Working Group</p> <p><input type="checkbox"/> GO.A.1. WG includes representatives of the wider community. The school has a formalized working group for the WSFA implementation. The group regularly holds scheduled and structured meetings that are documented and followed up. The School Food Working Group (SFWG) consists minimal of school leaders, teachers, canteen staff, pupils and caregivers. Also representatives of the wider community are involved on a regular base.</p> <p>Planning, monitoring and evaluation</p> <p><input type="checkbox"/> GO.A.2. WSFA is part of the school's systematic quality-assurance work The SFWG makes sure that all school staff are aware that the WSFA work is part of the systematic quality-assurance work and will be monitored and evaluated in the same manner as all other teaching.</p> <p>Policies, WS Experience</p> <p><input type="checkbox"/> GO.A.3. WSFA is enshrined in the school's mission, values, policies, development plan and curriculum</p> <p>Communication</p> <p><input type="checkbox"/> GO.A.4. In-house communication about WSFA + other local actors. The school regularly informs the school- and catering team, the pupils and the caregivers on the progress of the WSFA and sounds out their experiences and insights to further fine-tune the approach. The school also communicates its progress to the wider school environment / community and to the city on a regular base.</p>	<p>Dining area</p> <p><input type="checkbox"/> GO.B.1. Dining area as public space within and beyond the school community Pupils, caregivers and the wider community can take part in actions in the dining area to promote healthy eating habits ..., including during summer / Christmas/Easter holidays.</p> <p>Healthy, sustainable meals</p> <p><input type="checkbox"/> GO.B.2. The school menu meets SF4C's minimal health and sustainability criteria. The school kitchen meets with the innovative, sustainable and healthy food criteria and approaches, developed in WP5 of SF4C.</p> <p>Healthy, sustainable drinks</p> <p><input type="checkbox"/> GO.B.3. Free drinking water + sugary drinks are discouraged or limited in the school. The school provides free drinking water and discourages the consumption of sugary drinks and actively promotes the drinking of water. Caregivers are informed about the need of healthy sustainable drinks and receive advice on alternatives.</p> <p>Healthy, sustainable lunchbox & snacks</p> <p><input type="checkbox"/> GO.B.4. Discouraging an unhealthy environment around the school. Multi-Stakeholder Process (MSP) with city, retailers, fast food chains etc. in the immediate neighbourhood of the school, working together on how to discourage unhealthy food amongst children.</p>	<p>Food in curriculum</p> <p><input type="checkbox"/> GO.C.1. In-depth knowledge of healthy food and sustainable food production and consumption The topic of healthy food and sustainable food production and consumption has been translated into concrete learning objectives that describe what pupils should know and be able to do across the different learning years. Food is addressed in several subjects and treated from a holistic and student-inclusive perspective. The school yearly organizes minimum one educational food event.</p> <p>Authentic or hands-on learning</p> <p><input type="checkbox"/> GO.C.2. The school supports pupils to conduct hands-on projects on location. The school supports pupils to conduct hands-on projects on location, in collaboration with the wider community.</p> <p>Adults education</p> <p><input type="checkbox"/> GO.C.3. Collaboration between teachers and canteen staff. The school encourages collaboration between teachers and canteen staff. The school's catering staff/cook (in collaboration with others) teach caregivers and the community about food and cooking. Teachers and canteen staff together plan for authentic meal-related materials for pupils to work with.</p>	<p>Engagement of caregivers</p> <p><input type="checkbox"/> GO.D.1. Caregivers are actively involved in food activities. Caregivers are invited to share their knowledge with the pupils and other caregivers and to lead small working groups or hold workshops e.g. in food-growing and cooking activities. An MSP is set up with the city, local shops, businesses and organisations around the school, developing a system for financial support for low-income families.</p> <p>Collaboration with actors & community around the school</p> <p><input type="checkbox"/> GO.D.2. The school actively involves the wider school community in its WSFA. Representatives of the wider community participate in the SF working group. The school communicates towards the wider school community about its progress and activities. The dining hall of the school is used for food activities within the wider community.</p>

Pilar A: Policy & Leadership	Pilar B: Food & Sustainability	Pilar C: Education & Learning	Pilar D: Community & Partnership
<p>Youth involvement & participation</p> <p><input type="checkbox"/> GO.A.5. Food Ambassadors inspire each other across the local schools & in the city (P2P). A group of pupils is actively involved in the promotion of healthy sustainable food. They receive an additional training within the school context on the importance and different aspects of healthy, sustainable eating and promote the theme within the school, towards other schools and within the city.</p>	<p>Equal access to healthy, sustainable food</p> <p><input type="checkbox"/> GO.B.5. School environment solidarity mechanisms. An MSP is set up with the city, local shops, businesses and organisations around the school, developing a system for financial support for low-income families.</p> <p>Food waste</p> <p><input type="checkbox"/> GO.B.6. The school aims for a zero-waste food model. The school has elaborated a zero-waste food model.</p>		

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GF@S MATRIX?

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

ECO-MAPPING IS A TECHNIQUE THAT CAN BE SEEN AS A SIMPLIFIED FORM OF QUALITATIVE NETWORK ANALYSIS

Ecomapping is not a goal in itself, but a process framework that helps to define and prioritise environmental problems and issues to act upon. Once completed, Ecomapping can serve as the basis for a wider environmental management system. Find the toolkit [here](#).

GOODFOOD@SCHOOL CHARTER

10 sustainable commitments.

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

QUESTIONNAIRES FOR SCHOOL STAFF AND PUPILS TO EVALUATE SCHOOL FOOD BY SKUTOCNE ZDRAVA SKOLA

Questionnaire for students at high schools

[https://skutocnezdravaskola.sk/user_uploads/Slovenske/metodické%20materiály/vyhodnotenie%20projektu/SZS_dotaznik_pre_ziakov%20\(2\).pdf](https://skutocnezdravaskola.sk/user_uploads/Slovenske/metodické%20materiály/vyhodnotenie%20projektu/SZS_dotaznik_pre_ziakov%20(2).pdf)

Questionnaire for parents and/or primary schools (students at the age 6-10)

https://skutocnezdravaskola.sk/user_uploads/Slovenske/metodické%20materiály/vyhodnotenie%20projektu/SZS_dotaznik%20pre%20rodicov.pdf

Questionnaire for school staff

https://skutocnezdravaskola.sk/user_uploads/metodicke%20materialy/SZS_dotaznik.pdf

Extensive questionnaire for pupils in google forms in English

<https://docs.google.com/forms/d/1vSZSjGtdkLsPrEsJLDRcVHOJm7DgBXJHdv4UqERzsUU/edit>

Extensive questionnaire for school staff in google forms in English

<https://docs.google.com/forms/d/1tpOqcirBuXR7N7GJ0nrVv1sExX6V7EQMmvpLIGspqJQ/edit>

SCHOOL FOOD 4 CHANGE REPORT ON INNOVATIVE CRITERIA AND MODELS FOR PUBLIC PROCUREMENT OF SUSTAINABLE AND HEALTHY SCHOOL MEALS

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

SYSTEMS MAPPING WITH FAIRTRADE - LESSON PLAN

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

INSPIRATIONAL CARDS - SET OF CRITERIA

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

LESSONS ON FOOD PROCESSING - EIT FOOD

[Here](#) you can find learning materials on food processing. Learning goals: 1. students will be able to define the term “processed foods”. 2. students will be able to

differentiate between different types of processed foods (ultra, industrial, home, etc.).
3. students will be able to state the reasons for ultra-processed food consumption and discuss smart consumption of processed foods. Available in [EN](#) | [FI](#) | [NL](#) | [HE](#) | [PL](#) | [ES](#)

LESSONS ON READING FOOD LABELS - EIT FOOD

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

LESSONS ON FOOD WASTE - EIT FOOD

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

WWF TOOLKIT ON FOOD WASTE WITH LESSONS AND ACTIVITIES BY GRADE

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

ZERO WASTE SCOTLAND FOOD WASTE PRIMARY SCHOOL RESOURCES

Through a variety of engaging and easy to use inter-disciplinary lessons your learners are given a voice in the fight against food waste and will further understand this significant problem facing our world today. The Love Food Hate Waste education pack has been created for the Scottish curriculum. More information to be found [here](#).

17 RESOURCES FOR TEACHING ABOUT FOOD WASTE

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

CARTOONS ABOUT FOOD (EVA MOUTON - BELGIAN ILLUSTRATOR)

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

LIST OF ACRONYMS

- BR Bronze
- GO Gold
- HSDD Healthy, sustainable school diets
- HSF Healthy, sustainable food
- MSP Multi-stakeholder process
- SFWG School Food Working Group
- SI Silver
- SMART Specific, Measurable, Attainable, Relevant and Timely

- Tbp To be provided
- WSFA Whole School Food Approach

GLOSSARY

- Canteen Day Party
- Caregivers
- Healthy, sustainable food
- Healthy, sustainable school diets
- Multi-stakeholder process
- School food culture
- School team: all staff working at the school
- Systematic quality-assurance work
- Whole school approach
- Vegetarian
- Plant-rich
- Plant-based or vegan
- Sweetened vs sugary

**THANKS FOR
THE FOOD!**



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

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#SchoolFood4Change



This project has received
funding from the European
Union's Horizon 2020 research
and innovation programme
under grant agreement
No 101036763.



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