



Application

Programme	Erasmus+
Action Type	KA210-VET - Small-scale partnerships in vocational education and training (KA210-VET)
Call	2025
Round	Round 1

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Context

Field	Vocational Education and Training			
Project Title	FOOD FOR THOUGHT: NOURISHING MENTAL WELL-BEING IN VOCATIONAL TRAINING			
Project Acronym	FOOD4THOUGHT			
Project Start Date (dd/mm/yyyy)	Project Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/10/2025	18 months	31/03/2027	ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)	English
Project lump sum	60 000,00 €			

You can find the contact information of all National Agencies at the following webpage: [List of Erasmus+ National Agencies.](#)

Priorities and Topics

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

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

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

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

HORIZONTAL: Common values, civic engagement and participation

VET: Increasing attractiveness of VET

Please select up to three topics addressed by your project.

European identity, citizenship and values

Physical and mental health, well-being

Green skills

Project description

What are the concrete objectives you would like to achieve and 'outcomes or results you would like to realise'? How are these objectives linked to the priorities you have selected?

The main goal of this project is to promote healthy eating habits to improve mental well-being among students in Spain, the Netherlands and Romania. We aim to equip students with the knowledge and skills to make informed food choices that enhance mental health, while celebrating the culinary traditions of each country.

The specific objectives are:

1. Raise awareness of the link between diet and mental well-being among students, teachers/trainers, and the broader educational community in the participating countries and across Europe.
2. Create inclusive educational materials on nutrition and mental health, accessible to students with diverse learning needs and cultural backgrounds.
3. Offer real learning experiences through workshops, cooking sessions, and case studies using traditional foods from Spain, the Netherlands and Romania.
4. Promote intercultural exchange by exploring how food cultures impact mental well-being, encouraging respect for culinary diversity.
5. Support students with fewer opportunities by providing strategies for accessing affordable, nutritious food and addressing the impact of food insecurity on mental health.

The project relates to Erasmus+ objectives, which seek to promote inclusion, by focusing on the promotion of mental well-being and healthy eating. Also, it works towards greater permeability between diverse educational level.

The project's expected outcomes and results are:

1. Creation of a Nutrition and Mental Well-being Toolkit, including culturally adapted guides, lesson plans, and digital resources that reflect different countries perspectives on food and well-being.
2. Implementation of awareness campaigns in VET institutions to highlight the impact of diet on emotional balance, integrating best practices from each participating country.
3. Practical training sessions where students prepare meals based on nutritional principles that support mental well-being, using ingredients and recipes from their own culinary traditions.
4. A comparative study on eating habits and mental health perceptions in all three countries, identifying shared challenges and unique approaches.
5. A replicable model other education centres can use to integrate nutrition and mental health education into their curricula.

Our project promotes inclusion and diversity through strategies like:

1. Addressing food challenges specific to each country, such as economic barriers, dietary traditions, and access to fresh local products.
2. Adapting educational materials to different cultural and linguistic backgrounds, reflecting diverse food customs.
3. Encouraging students to share traditional foods, discussing their impact on mental well-being, and fostering mutual understanding.
4. Supporting mental well-being for social inclusion, helping students build resilience through healthier dietary choices.
5. Support professional development of trainers and teachers, and facilitate recognition of students learning outcomes across Europe.

Please outline the target groups of your project and describe their identified needs

This project targets two main groups: students across Europe focusing on Spain, the Netherlands, and Romania, and trainers and teachers. Thus, addressing the intersection of nutrition, mental well-being and inclusion, it ensures that all participants benefit from its outcomes.

This initiative offers several opportunities to students to understand the connection between food and mental well-being, affecting their energy levels, concentration, and academic performance. Students often lack knowledge about the benefits of consuming fresh, local, and non-processed foods.

Additionally, access to nutritious food can also be challenging, leading to diets based on processed foods with low nutritional value. This negatively impacts both physical and mental health, increasing stress and fatigue. In a multicultural society, students are exposed to different culinary traditions but may not know how to integrate a balanced diet using local, sustainable and seasonal ingredients. Encouraging the use of Km 0 products, not only supports healthy eating, but also preserves culinary heritage and strengthens cultural identity.

For that purpose our project will implement workshops and interactive activities to educate students on the importance of local food and its impact on mental well-being. The activities implemented in our project will highlight the value of indigenous foods from Spain, the Netherlands and Romania, showing how each country's culinary traditions contribute to a balanced diet. Through hands-on experiences, students will develop a deeper connection with traditional foods and the benefits of Km

0 products. Different intercultural activities dedicated to food and mental wellbeing will offer strategies to reduce stress and improve concentration through a diet rich in fresh and local foods.

Trainers and teachers are the second target group. Many educators lack specific training on the connection between food and mental health. Their focus is often on technical food industry skills, leaving a gap in understanding how local and Km 0 products contribute to students' well-being. Ensuring inclusive education on nutrition and mental well-being is essential, allowing all students to access knowledge about sustainable and culturally relevant food choices.

The project will promote knowledge exchange among educators from Spain, the Netherlands, and Romania, fostering collaboration and innovative teaching approaches to strengthen the link between education, food, and cultural heritage. A culturally diverse approach will ensure that learning materials reflect the culinary traditions and dietary habits of each country, raising awareness of the value of local food and sustainable consumption.

The project aims to empower students and educators with the tools and knowledge needed to promote sustainable, environmentally friendly, and culturally rooted eating habits, increasing the permeability between educational levels and the recognition of learning outcomes.

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

This project should be funded because it addresses the crucial link between nutrition, mental wellbeing and sustainability in tertiary educational level. It also increases the awareness of opportunities across countries with the recognition of their acquired learning outcomes.

It promotes healthier eating habits, promotes inclusion and diversity, and equips students with green skills essential for a sustainable future. By integrating local and km 0 food practices, it reduces environmental impact while increasing students' knowledge of sustainable food choices. The project also provides innovative educational resources for educators, ensuring long-term impact.

The cross-cultural collaboration between Spain, the Netherlands and Romania enriches learning and promotes a holistic approach to well-being and sustainability, making it a valuable investment for Erasmus+.

The World Health Organization (WHO) has highlighted that mental health issues are a significant challenge for young people, affecting their development and future. The 2030 Agenda for Sustainable Development of the United Nations, specifically Sustainable Development Goal 3, advocates for ensuring healthy lives and promoting well-being for all, which includes mental health and the promotion of healthy eating habits. Moreover, the WHO has established that good nutrition is directly related to mental well-being and cognitive ability, underscoring the necessity to address these issues together.

Scientific research has shown a strong correlation between nutrition and mental well-being, yet this topic is rarely addressed in VET and university level curricula. This project seeks to bridge this gap by integrating nutrition education with mental health awareness, equipping students with knowledge and practical skills to improve their well-being. Stress, anxiety, and emotional distress are affecting students across Europe, particularly those in vocational education and training (VET), where academic and practical pressures can be high.

In addition to its impact on mental health, nutrition plays a key role in environmental sustainability and the development of green skills. This project not only promotes healthy eating habits but also encourages the use of local and Km 0 products, reducing the carbon footprint and supporting the local economy. Through hands-on activities, students will learn to choose sustainable ingredients, minimize food waste, and apply circular economy principles in food production. In this way, they will not only improve their well-being but also develop green skills essential for their future careers in the food industry, aligning with the goals of the European Green Deal and the transition towards more sustainable food systems. Students will also increase their awareness and seek the recognition of their learning outcomes in European countries, experiencing first hand European identity, citizenship and values, as this could enable them to use their skills abroad.

How does the project address the needs and goals of the participating organisations and the target groups ?

At the European level, the European Commission has identified the mental health of young people as a priority in its Mental Health Strategy. The Erasmus+ program also promotes health and well-being in educational settings. The European Union Youth Strategy 2019-2027 highlights the need to ensure that all young people have access to mental health services and educational resources that foster their well-being. This project directly addresses these priorities by integrating mental health through nutrition, inclusion, and sustainability in vocational education and training (VET).

Through mobility exchanges between Spain, the Netherlands, and Romania, VET students and educators will gain practical skills in healthy, affordable, and sustainable eating, while exploring cultural diversity in food traditions. The project will equip them with green skills such as food waste reduction, Km 0 sourcing, and sustainable cooking, all of which are key to building a sustainable future aligned with European Green Deal objectives.

Key challenges addressed by the project include:

1. Raising awareness about the connection between diet and mental health, empowering students to make informed food choices that support their mental well-being.
2. Equipping students with practical skills in preparing nutritious, affordable, and sustainable meals, overcoming economic barriers to healthy eating.
3. Promoting sustainability and green skills in food education, addressing the current gap at tertiary educational level on topics like local food systems, food waste reduction, and environmentally friendly cooking practices.
4. Fostering intercultural competence, as students explore the food traditions and best practices of Spain, the Netherlands, and Romania through mobility exchanges.

By working these challenges in a structured and engaging way, the project ensures that students, educators, and institutions gain an educational experience that improves health and well-being while contributing to a more sustainable and inclusive future in VET.

The project's design and implementation directly address the needs of participating organizations and the target groups in the following ways:

1. Modernising VET education by integrating nutrition, mental health awareness, and sustainable food practices, equipping students with practical skills for healthier living and eco-friendly choices.
2. Ensuring practical skill development through workshops, cooking challenges, and mobility experiences, while providing inclusive educational materials tailored to diverse student needs.
3. Promoting eco-friendly food choices, including Km 0 products, waste reduction, and sustainable cooking, directly aligned with the European Green Deal and the sustainability goals of the food industry.
4. Strengthening long-term international cooperation by connecting VET schools to exchange knowledge on food traditions, sustainability, and mental health through mobility programs and multiculturalism.

What will be the benefits of cooperating with transnational partners to achieve the project objectives ?

The three centres offer degree programs on food technology, creating strong synergy throughout the project. Each institution brings unique strengths that complement and enrich the overall impact of the initiative. It is important to consider the background and contributions of each entity.

CIFP Don Bosco is the only public VET center in the Basque Country offering specialized training in "Processes and Quality in the Food Industry." Additionally, it coordinates the Erasmus+ K210 Ethazi Skill Harvest: Cultivating the Future of Food Industry, ETHAZI4FOOD (2024-1-ES01-KA210-VET-000247832), along with two national projects: one related to bagasse recycling and another on organic agriculture and food (AINN23/00152 and AINN23/00154), both funded by the Spanish Ministry, where it also takes the lead.

Van Hall Larenstein (VHL) brings significant international experience and strong collaboration networks with universities, organizations, and research institutes worldwide. Its focus on sustainable development and environmental management, perfectly complements the project's goals of promoting mental well-being in vocational training, particularly within the food industry. VHL attracts a diverse group of international students through English-language programs, fostering a multicultural learning environment that enhances knowledge exchange. VHL's emphasis on sustainable practices, including innovations in agriculture and food technology, helps students develop essential skills to address global challenges such as climate change and food security.

USAMV Bucharest is a public university with seven faculties, including a Non-University Tertiary College (CTN-USAMVB) that offers professional competence certificates in fields like food quality control and meat and dairy processing. The institution has experience in international projects, for example within the Faculty of Animal Production Engineering and Management with the 2024-1-RO01-KA220-VET-000249708 project entitled "Gastronomic Crossroads Project". Also the UASVM project team was involved in 2021-1-RO01-KA220-HED-000032162 entitled "Green Education for Green Biotech Enterprise" project activities. This relevant experience ensures that USAMV can effectively contribute to the project, making it a reliable partner.

The project offers a unique opportunity to explore new countries across Europe, promoting cultural exchange and broadening perspectives. By connecting VET schools from Spain, the Netherlands, and Romania, it fosters knowledge-sharing on food traditions, sustainability, and mental well-being. Through mobility exchanges and immersive multicultural experiences, the initiative aligns perfectly with the broader objectives of

How does the project address the horizontal priorities ?

The project promotes inclusion and diversity by ensuring equal access to education for all students, especially those facing challenges related to mental health and nutrition. It provides inclusive learning materials such as recipes from different countries and practical activities such as a multicultural vegetable garden. Mobility exchanges between Spain, the Netherlands and Romania foster intercultural understanding, allowing students to explore diverse food traditions and develop awareness of the connection between diet and mental wellbeing, preparing them for their future careers.

Sustainability is at the heart of this project, equipping students with green skills to make environmentally responsible food choices. It promotes Km 0 products, food waste reduction and sustainable cooking techniques, in line with the European Green Deal and the sustainability needs of the industry. Through workshops such as visits to markets in different countries and mobility experiences, students will gain practical knowledge to apply sustainable food practices in real environments, preparing them for the future of the food industry in Europe.

Participating Organisations

To complete this section you will need your organisation's identification number (OID).

If you have an OID number please introduce it in this section.

If you are not sure if you have OID number, you can check here: [Organisation Registration System](#)

If you do not have OID number, you can create one here: [Register New Organisation](#)

Whenever an OID has reached the limit agreed of appearances in drafts and submitted forms, a notification by email will be sent to the Authorized person of that OID. We can include in the email a list of projects where that OID is encoded providing all the information necessary for him to act if he needs to: Form ID, Name of the applicant organization, National agency. If we don't have the NA and the applicant organisation filled in the form **we don't count this form** to the value which triggers the email notification.

According to the Programme Guide, each organisation (OID) can apply only once as applicant organisation and can be included in a total of 5 Small-scale partnerships in the fields of vocational education and training, school education, adult education and youth per application round. The maximum number includes all applications in the listed fields, regardless of whether the organisation is a coordinator or a partner. Once this limit is reached, it will not be possible to submit further applications with the same organisation (OID).

Applicant - CIFP DON BOSCO LHII (E10105258 - ES)

Organisation ID	Legal name	Country
E10105258	CIFP DON BOSCO LHII	Spain

Applicant details

Legal name	CIFP DON BOSCO LHII
Country	Spain
Region	País Vasco
City	ERRETERIA
Website	www.fpdonbosco.com

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of organisation	School/Institute/Educational centre – Vocational Training (tertiary level)

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

CIFP Don Bosco in Renteria provides a variety of vocational training with hands-on workshops, internships, and industry collaborations to equip students with practical skills and theoretical knowledge.

It also provides continuous education and professional development opportunities for career advancement. CIFP Don Bosco maintains strong industry partnerships to align training with current standards and offers guidance and career counselling to support students' choices.

The institution is committed to sustainability, gender equality, and diversity through dedicated departments and working groups, including Universal Design for Learning (UDL) addressing student needs. Its approach combines high-quality education with practical skills, industry collaboration, and a focus on social inclusion and environmental responsibility, preparing students for successful careers and contributing to regional development.

What are the organisation's activities in the field of this application?

CIFP Don Bosco is actively engaged in vocational education and training (VET), with a strong focus on the food industry sector. In the Processes and Quality in the Food Industry program, students tackle various challenges related to local km 0 food products from the Basque Country (Spain).

The center also promotes sustainability through a dedicated land parcel for cultivating local food, allowing students to experience nature's benefits on mental health. Studies from institutions like the University of Exeter and WHO highlight how nature reduces stress, improves mood, and strengthens the link between agriculture, healthy eating, and well-being. CIFP Don Bosco's environmental department promotes sustainability through student-led initiatives and is working towards the European EMAS (Eco-Management and Audit Scheme) certification for better environmental management. These efforts create a healthier learning environment, benefiting both the ecosystem and mental well-being.

What profiles and age groups of learners are concerned by the organisation's work?

The student profile at CIFP Don Bosco is diverse and varies across the different vocational training programs offered by the institution. Students range from young adults (16+) who have recently completed secondary education to individuals over 18 who are seeking career changes or professional development. The age range varies depending on the specific program or course chosen.

Learners at CIFP Don Bosco pursue careers in vocational fields such as the Food Industry, Automotive Technology, Electricity, Computer Science, Administration, and Health Sciences, among others. This wide variety of programs attracts students with different backgrounds and ambitions, creating a dynamic learning environment.

Additionally, the student body is highly diverse in terms of gender, cultural background, and prior educational experiences, which enriches the learning process. The center actively fosters an inclusive and collaborative environment, promoting cultural exchange and diversity.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

65

Action Type	Number of project applications	As Applicant	As Partner or Consortium Member	
		Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in vocational education and training (KA210-VET)	2	1	0	0
Small-scale partnerships in adult education (KA210-ADU)	1	0	0	0
Newcomer organisation		No		
Less experienced organisation		Yes		
First time applicant		No		

Partner Organisations

Organisation ID	Legal name	Country
E10208956	UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI	Romania
E10201675	STICHTING VAN HALL LARENSTEIN	Netherlands

UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (E10208956 - RO)

Partner organisation details

Legal name	UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI
Country	Romania
Region	București - Ilfov
City	BUCAREST
Website	http://www.usamv.ro/

Profile

Is the organisation a public body?	Yes
Is the organisation a non-profit?	Yes
Type of organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	RO BUCURES12

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

USAMV Bucharest trains specialists in Engineering and Biomedical Sciences to meet labor market demands. Founded in 1852, it is one of Romania's oldest universities.

The Non-University Tertiary College (CTN-USAMVB), established in 2019, is part of USAMV Bucharest and prepares graduates with level 5 professional competencies:

- I. Provides knowledge, skills, as well as entrepreneurial thinking, civic consciousness and responsibility through education and research joint programs. Education through Vocational Training Programs, in the many different fields like Environmental protection, Food industry, etc.
- II. Industry Collaboration and Partnerships: USAMV Bucharest has a job platform linking graduates with employment and internship opportunities in Romanian and multinational companies, boosting their employability.
- III. Guidance and Career Counselling: The university's Career Center offers free personal development courses, foreign language classes, digital skills training, etc.

What are the organisation's activities in the field of this application?

USAMV Bucharest will focus on promoting healthy lifestyles among VET students, aiming to raise awareness about the benefits of a sustainable diet for mental well-being. Students in nutrition and food disciplines are trained to design daily menus, calculate energy and nutritional values, and apply this knowledge through eating habits questionnaires and food diaries. These tools will help students track their eating habits, assess nutritional intake, and link diet with mental health, promoting healthier behaviors in high-stress vocational settings.

Food diaries reveal emotional eating patterns, such as stress-induced eating, allowing professionals to offer personalized advice. The Career Guidance Center also provides support from specialists in psychology and sociology. The “Gastronomic Crossroads” project, focused on healthy culinary habits in multicultural environments, will complement these efforts, ensuring students not only gain technical skills but also maintain their well-being.

What profiles and age groups of learners are concerned by the organisation's work?

The majority of CTN-USAMVB students are from Bucharest and surrounding areas, with a total of 290 VET students. These students come from diverse social backgrounds, with 9.6% from single-parent families. The largest group consists of recent high school graduates (45% of students aged 18–23), followed by students aged 24–30 (18%) and 31–40 (14%). CTN-USAMVB also accommodates those seeking career changes, with 14% aged 41–50 and 9% aged 51–60.

Regarding academic background, 42% of students hold a baccalaureate, while 58% completed high school without it. Gender distribution favors males (54.4%), with 45.6% females. Most students are from urban areas (63.2%). Many students have limited opportunities and have never traveled abroad. These factors should be considered when developing emotional and psychological support strategies to help students make informed, healthy food choices that positively affect their mental health.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

173

Action Type	Number of project applications	As Applicant	As Partner or Consortium Member	
		Number of granted projects	Number of project applications	Number of granted projects
Small-scale partnerships in vocational education and training (KA210-VET)	0	0	1	1
Newcomer organisation	No			
Less experienced organisation	Yes			

STICHTING VAN HALL LARENSTEIN (E10201675 - NL)

Partner organisation details

Legal name	STICHTING VAN HALL LARENSTEIN
Country	Netherlands
City	VELP
Website	http://www.vhluas.com

Profile

Is the organisation a public body?	No
Is the organisation a non-profit?	No
Type of organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	NL VELP05

Background and experience

Please briefly present your organisation.

What are the organisation's main activities?

Van Hall Larenstein offers applied science programs focusing on sustainable food innovation, practical skills, research, and industry collaboration. The course emphasizes the development of safe, nutritious food, critical thinking, and creativity to meet the demands of a changing job market. Mental well-being is central to our training, with support systems, mentorship, and workshops on resilience and stress management. Inner Development Goals (IDGs) are integrated into our curriculum. Through partnerships with local businesses, students gain opportunities for internships, real-world projects, and continuous learning. Committed to inclusivity, sustainability, and social responsibility, we prepare students for successful careers and positive community impact. By promoting a holistic approach to education, Van Hall Larenstein empowers students academically and personally, preparing them for successful careers and meaningful contributions to their communities.

What are the organisation's activities in the field of this application?

Van Hall Larenstein (VHL) is deeply committed to the application of science and technology, focusing on sustainability and innovation in agriculture and food systems. Our programs empower students through practical learning experiences, emphasizing the intersection of food security, environmental stewardship, and mental well-being. We actively engage in research and partnerships that promote sustainable food practices and address the challenges posed by climate change. As part of our initiatives, VHL hosts workshops and collaborative projects, including sustainable practices in agriculture and community engagement. By connecting students with local producers and stakeholders, we facilitate the exchange of knowledge and best practices, enhancing their understanding of the impact of food choices on both personal health and the environment. Our dedication to creating a holistic educational environment fosters resilience, supports mental health, and promotes a culture of sustainability.

What profiles and age groups of learners are concerned by the organisation's work?

Van Hall Larenstein University focuses on diverse learners in its education programs. The profiles include:

- Vocational Students: Typically aged 16 and above, these learners are pursuing practical training in various fields, including agriculture, sustainable food systems, and environmental management.
- Adult Learners: Individuals seeking to enhance their skills or change careers, often aged 25 and older, who participate in continuing education and professional development programs.
- International Students: Learners from various backgrounds and countries who enrol in specialized programs, bringing diverse perspectives to the educational experience.

-Professionals in the Industry: Individuals already working in related fields who engage in workshops and training sessions to update their skills and knowledge, often in the age range of 30-50.
 The university's programs accommodate a wide range of educational backgrounds and experiences, fostering an inclusive learning environment.

How many years of experience does the organisation have working in the field of this application? Please reply with a number of years of experience, for example '10'

50

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

Cooperation arrangements

How was the partnership formed? What are the strengths that each partner will bring to the project?

The partnership was formed based on shared interests in vocational education, food sustainability, and mental health. CIFP Don Bosco, as the project coordinator, initiated contact with partner institutions from Spain, the Netherlands, and Romania, identifying common challenges and goals related to student well-being and food education. Each partner brings unique expertise and perspectives that will enrich the project outcomes.

Formation of the collaboration:

CIFP Don Bosco is a leading vocational training center specializing in food industry studies, sustainability, and inclusive education. The center has extensive experience collaborating with various institutions through Erasmus+ and nationally funded projects. It currently coordinates the Erasmus+ K210 project (2024-1-ES01-KA210-VET-000247832) and leads two national initiatives: one focused on bagasse recycling and another on organic agriculture and food ("Proyecto 215 AINN23/00152" and "Proyecto 35 AINN23/00154"), both funded by the Spanish Ministry.

Van Hall Larenstein (VHL) University of Applied Sciences specializes in environmental sciences, sustainable development, and applied, practical education. With extensive experience in promoting mental well-being in educational settings, VHL has developed frameworks to integrate mental health awareness into professional training programs. VHL will contribute to the project by designing food preparation training modules focused on supporting learners' mental well-being, resilience, and psychological health in vocational environments. Drawing on its strong industry connections and research-based approach, VHL will provide expertise in creating supportive learning environments. VHL's role will include developing educational materials, leading workshop, and ensuring the integration of mental well-being into the project's vocational training programs, enhancing both the learning process and workplace mental health.

USAMV Bucharest, through its experience in the field of nutrition and food, will develop and contribute to the cultivation of healthy lifestyles among VET students. USAMV Bucharest is currently coordinating 2024-1-RO01-KA220-VET-000249708 "Gastronomic Crossroads" Project which contributes to the formation of professional skills among VET students aimed at developing healthy culinary habits in multicultural environments. USAMV Bucharest's expertise in the nutrition and food sector will be pivotal in developing educational materials, workshops, and guidelines for vocational trainees. Thus USAMV Bucharest's expertise in nutrition, food science, and mental health aligns well with the project's goal to foster mental well-being through improved dietary habits. Given their strong pedagogical experience, with a history of more than 170 years in higher education in Romania, USAMV Bucharest could play a central role in developing the educational materials and training programs for both educators and trainees.

How will you ensure sound management of the project and good cooperation and communication between partners during project implementation?

The project management process will be outlined in five structured distinct steps that capture all the elements of cooperation, communication, and quality control.

STEP 1: Initial Planning and Alignment Meeting

The first step of the project will be an online meeting via Google Meet (or Zoom) where partners will coordinate the final details of the project. Including budget review and necessary revisions or adjustments to ensure the project's success. During this meeting, we will also focus on the development of several essential project plans:

- Activity Schedule
- Risk Management Plan
- Quality and Control Plan
- Evaluation Plan
- Dissemination and Visibility Plan
- Sustainability Plan

STEP 2: Establishing Legal Agreements and Task Division

Formalize Bilateral Agreements: Define the legal aspects and establish the foundation for effective collaboration throughout the project between partners.

Develop an Activity Plan: Create a detailed plan that outlines task division, sets key milestones, and timelines to ensure organized and coordinated progress.

Appoint Project Coordinators: Designate a project coordinator from each partner to ensure smooth and efficient cooperation among all participants.

STEP 3: Ongoing Monitoring, Reporting, and Communication

Monthly Online Meetings and Quarterly Evaluations: Monthly online meetings with quarterly evaluations to track progress and ensure goal alignment.

Comprehensive Reporting: Monthly, interim, and final reports covering both narrative and financial aspects.

Efficient Communication Channels: WhatsApp for real-time updates; email for formal correspondence.

Collaborative Document Management: Setting up a shared Google Drive folder for easy and collaborative access to all project-related documents.

STEP 4: Quality Assurance and Management of Unforeseen Changes

Establishing an Internal Project Timeline: Creating a detailed schedule with realistic deadlines.

Implementing Change Minimization Tools: Using tools and clear procedures to minimize disruptions and manage modifications efficiently.

Adapting Plans and Monitoring Activities: Adapting plans and monitoring activities to maintain project quality despite unforeseen changes.

STEP 5: International Meetings and Ongoing Collaboration

Facilitating In-Person International Meetings: Encouraging face-to-face international meetings to strengthen collaboration and team synergy.

Consistent Communication: Maintaining consistent updates and reports aligned with program guidelines.

Utilizing Innovative Collaboration Tools: Using group chats and shared folders for seamless teamwork and quick decisions.

This five-step process ensures robust project management by focusing on meticulous planning, continuous communication, quality assurance, responsiveness to changes, and fostering a strong sense of collaboration among partners.

Please describe how you will use Erasmus+ platforms for preparation, implementation or follow-up of your project?

All partners have prior experience using Erasmus+ tools, including the Dissemination Platform, the Erasmus+ Project Results Platform, and Mobility Tool+/Beneficiary Module. These platforms will be actively employed throughout the project to manage, implement, and share results effectively.

Erasmus+ Mobility Tool+/Beneficiary Module

Preparation: The consortium will use this tool to manage the grant application, draft grant agreements, and set up mobility projects.

Implementation: It will assist in managing contracts, technical and financial reporting, and monitoring mobility activities.

Follow-up: The tool will facilitate final reporting and data analysis, ensuring continuous improvement and compliance with Erasmus+ guidelines.

EPALE (Electronic Platform for Adult Learning in Europe)

Follow-up: The consortium will use EPALE to share project outcomes, connect with educators and stakeholders, and ensure accessibility of the project's results to the wider educational community. This platform will also serve as a space for peer learning and discussion on food, sustainability, and mental health.

SALTO YOUTH / OTLAS

Follow-up: This platform will be used to seek potential partners for future projects, such as a KA220 VET application, and to disseminate project outputs to a broader audience.

Erasmus+ Project Results Platform (PRP)

Implementation & Follow-up: The project's findings, outputs, and best practices will be published to ensure accessibility and long-term impact beyond the project duration.

By leveraging these Erasmus+ platforms, the consortium will effectively manage project activities, ensure transparency, enhance dissemination, and facilitate future collaborations. These tools will also help expand the project's reach, allowing stakeholders across Europe to benefit from its findings and outcomes.

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

The project will be carried out through a series of collaborative activities, with each partner organization playing a vital role in the successful execution of specific tasks. Responsibilities have been clearly allocated to ensure efficient coordination and smooth implementation. Below is a summary of the lead roles and the respective activities assigned to each partner organization.

1. Kick-off meeting

- Lead organisation: CIFP Don Bosco.

- Partner organisations: Van Hall Larenstein University of Applied Sciences, Non-University Tertiary College - USAMVB

2. Cultivating Healthy Lifestyles: Analyzing Nutritional Habits of VET Students and Young Adults

- Lead organisation: Non-University Tertiary College - USAMVB

- Partner organisations: CIFP Don Bosco, Van Hall Larenstein University of Applied Sciences

3. From Shopping to Cooking: Exploring Culinary Choices and Flavors in the Cultures of VET Students

- Lead organisation: Van Hall Larenstein University of Applied Sciences

- Partner organisations: CIFP Don Bosco, Non-University Tertiary College - USAMVB

4. Therapeutic vegetable garden

- Lead organisation: CIFP Don Bosco.

- Partner organisations: Van Hall Larenstein University of Applied Sciences, Non-University Tertiary College - USAMVB

5. Virtual closing meeting

- Lead organisation: CIFP Don Bosco.

- Partner organisations: Van Hall Larenstein University of Applied Sciences, Non-University Tertiary College - USAMVB

6. Cultivating knowledge, flow and awareness

- Lead organisation: Van Hall Larenstein University of Applied Sciences

- Partner organisations: CIFP Don Bosco, Non-University Tertiary College - USAMVB

The activities outlined will be collaboratively executed, with all partner organizations actively participating in each one. While some activities will be conducted online, others will require in-person participation. The coordination of tasks has been distributed equitably among all partners. CIFP Don Bosco will lead three activities, while each of the other partner organisations will take the lead on at least one activity. All entities are responsible for overseeing the successful execution of their respective activities, ensuring that deadlines are met and the tasks outlined in this proposal are completed in a timely manner.

Activities

All the activities of a Small-scale Partnership must take place in the countries of the organisations participating in the project. In addition, if duly justified in relation to the objectives or implementation of the project, activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.

In the following sections, you are asked to provide details about each project activity.

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

Please include in the section below all planned activities and indicate the grant amount allocated to each one. Keep in mind that the total amount should be equal to the Project lump sum requested.

Activity Title	Estimated start date	Estimated end date	Activity duration (in days)	Grant amount allocated to the activity (EUR)
Kick- off meeting "Food for thought: Nourishing Mental Well-being in Vocational Training	15/10/2025	15/10/2025	1	660,00
Cultivating Healthy Lifestyles: Analyzing Nutritional Habits of VET Students and Young Adults	16/10/2025	27/03/2026	163	9 800,00
From Shopping to Cooking: Exploring Culinary Choices and Flavors in the Cultures of VET Students	02/01/2026	26/06/2026	176	14 260,00
Therapeutic vegetable garden	02/01/2026	18/12/2026	351	26 080,00
Cultivating knowledge, flow and awareness	01/10/2025	30/11/2026	426	8 600,00
Virtual Closing meeting	22/03/2026	22/03/2026	1	600,00
Total			1118	60 000,00

Activity Details (Kick- off meeting “Food for thought: Nourishing Mental Well-being in Vocational Training)

Please complete the following table

Activity Title	Kick- off meeting “Food for thought: Nourishing Mental Well-being in Vocational Training
Venue	Virtual activity
Estimated start date	15/10/2025
Estimated end date	15/10/2025
Leading Organisation	CIFP DON BOSCO LHII
Participating Organisations	STICHTING VAN HALL LARENSTEIN (Netherlands) UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Grant amount allocated to the activity	660,00 €

Describe the content of the proposed activity.

The meeting will set the start of the project. The primary objective of this meeting is to align expectations, clarify roles and responsibilities, and ensure that all partners have a shared understanding of the project goals, activities, and timeline. Specifically, the meeting will serve to:

- Introduce all participants, allowing them to get to know each other, share perspectives, and discuss work experiences.
- Familiarize all partners with the project’s vision, objectives, and expected outcomes to ensure alignment from the start.
- Strengthen relationships between partners, fostering an environment of trust and collaboration for the duration of the project.
- Establish a clear communication and collaboration plan, setting a mutually agreed timeline for the activities and ensuring smooth coordination throughout the project.
- Highlight the innovative nature of the project, emphasizing the importance of mental health as a key factor for students’ academic success and overall well-being, and the necessity of prioritizing mental health alongside a healthy diet.

The Kick-off Meeting will be hosted by CIFP Don Bosco at their campus during the first month of the project. It will bring together 6 participants from the project team to discuss and establish a clear, tailored project plan.

For further details see: ANNEX1 - Kick-off Meeting Food for Thought: nourishing mental well- being in vocational training

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

In this virtual meeting at least the following people will participate:

Two members from Van Hall Larenstein University, 2 members from USAMV Bucharest and 2 members from CIFP Don Bosco Renteria. All the trainers possess direct professional experience with the complexities of vocational training and education.

The participants in the project have extensive experience in the food industry, nutrition, and mental health. They work closely with various sectors, applying their knowledge to improve food quality, safety, and sustainability. Additionally, they understand the crucial link between nutrition and mental well-being, promoting healthier lifestyles that support both physical and mental health. Their expertise ensures the successful development of innovative solutions and best practices within the industry.

All participating educational institutions, and especially the educational community, will benefit from this meeting that will help to achieve the goals of the project. The outcome of the meeting will be shared and communicated to the different participants, very specifically to the educational community of every partner member and this will allow them to understand and really engage with the project.

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

This virtual kick off meeting will help to reach the objectives explained as follows:

The roles of the participants are directly linked to the activities each of them leads, ensuring effective coordination and expertise in their implementation. During the meeting, each participant will clearly present the activity plan, contributing to the achievement of the project’s overall objectives.

Bringing all partners to a common understanding of the project's vision, objectives, and the expected outcomes ensures everyone is aligned from the start as well.

The outcome of this meeting will be shared to all the community involved in the activities ensuring its understanding, cooperation and commitment to the project.

Describe the expected results of the activity.

The expected results of this virtual meeting are:

- Networking and Relationship Building: A key outcome of the kick-off meeting will be the development of professional relationships among the partners. These connections will be essential for fostering effective collaboration in the months ahead.
- Feedback Mechanism Discussion: The groundwork for a feedback and evaluation system will be established. Initial discussions will focus on methods for gathering, analyzing, and responding to feedback throughout the project's phases.
- Clarification on Resource Allocation: Partners will reach a clear understanding of the resources (financial, human, and material) each will contribute and how they will be utilized over the course of the project.
- Calendar of Upcoming Events/Meetings: A preliminary schedule highlighting important dates, future meetings, workshops, and other relevant events will be shared and agreed upon by all partners.
- Agreement on Documentation and Reporting: The partners will finalize agreements on documentation standards, reporting formats, and the frequency of updates.

Please describe how you determined the grant amount attributed to this activity.

To calculate the amount of this activity, only organization costs have been taken into account. As the meeting will be held online, no travelling or accommodation costs have been included. Each partner has been allocated different amounts, for CIFP Don Bosco 1.3 working days and 2 staff have been considered to prepare the meeting, and the other partners 1 working day and 2 staff each one. A total of 660€ have been included in the budget for this activity.

All this information is explained in detail in the ANNEX 6_Budget (see the Annexes section)

Activity Details (Cultivating Healthy Lifestyles: Analyzing Nutritional Habits of VET Students and Young Adults)

Please complete the following table

Activity Title	Cultivating Healthy Lifestyles: Analyzing Nutritional Habits of VET Students and Young Adults
Venue	Virtual activity
Estimated start date	16/10/2025
Estimated end date	27/03/2026
Leading Organisation	UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Participating Organisations	CIFP DON BOSCO LHII (Spain) STICHTING VAN HALL LARENSTEIN (Netherlands)
Grant amount allocated to the activity	9 800,00 €

Describe the content of the proposed activity.

USAMV Bucharest will lead the "Cultivating Healthy Lifestyles" activity, with all partners contributing. Tasks will be carried out locally, and data will be analyzed to develop a cross-country study. This will support emotional and psychological strategies, helping VET students make informed food choices for better mental health.

Activity tasks:

- T2.1. Eating Habits Questionnaires – Partners will design a questionnaire to assess VET students' dietary habits, selecting relevant questions and translating the final version.
- T2.2. Completing the Questionnaires – At least 15 VET students per country will complete the questionnaire.
- T2.3. Talks and Workshops – Sessions will highlight the link between nutrition, mental health, and well-being, helping students make informed food choices.

T2.4. Nutritional Label Analysis – This task will teach participants to make healthier food choices that support mental and emotional well-being.

T2.5. Food Diaries – A structured food diary will be created, tracking meals, portions, mood, activity, and hydration.

T2.6. Completing the Food Diaries – Participants will record their food intake, identifying patterns affecting mood and energy.

T2.7. Data Analysis – Data will provide insights into the diet-mental health connection, informing evidence-based recommendations for VET students in Romania, the Netherlands, and Spain.

T2.8. Emotional and Psychological Support – Workshops will address stress, anxiety, and emotional well-being, focusing on nutrition's role in mental stability and cognitive function.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group includes vocational trainees from the partner countries—Romania, Netherlands, and Spain. These individuals are typically between the ages of 16 and 30 and are engaged in vocational education and training (VET) programs that prepare them for careers in the food sector. The project focuses on students who may be facing high levels of stress due to the demands of their studies, work placements, or the transition to the workforce. Many of these trainees are likely to experience emotional and psychological challenges, such as anxiety, burnout, and stress, due to the rigorous nature of vocational training.

Beneficiaries of the results include not only the vocational trainees who will benefit directly from improved mental health and emotional resilience but also the vocational educators who will enhance their skills in managing students' mental well-being. Moreover, the institutions and organizations involved will benefit by adopting more comprehensive support systems for mental well-being within the vocational training framework. The broader community will also benefit, as improved mental health and nutrition among vocational trainees can lead to a healthier, more productive workforce in the food sector.

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

This activity directly contributes to the project's goals by fostering holistic well-being. It encourages trainees to adopt a balanced and nutritious diet that supports brain health, enhances mood regulation, and improves cognitive performance, thus helping trainees manage the mental and emotional challenges in the context of vocational training. By linking healthy eating with emotional and psychological support, this activity encourages trainees to make more mindful food choices that help reduce stress, improve focus, and stabilize energy levels, which are crucial for navigating demanding vocational environments.

Moreover, the activity includes physical activity promotion, recognizing that exercise and nutrition together form the foundation of a healthy lifestyle. Regular physical activity is proven to reduce stress, anxiety, and depression, and it enhances overall well-being, making it an essential component of mental health support. By encouraging physical activity alongside healthier eating habits and emotional and psychological support strategies, this project activity helps vocational trainees build a more resilient mindset and improve their self-esteem and emotional regulation, aligning with the project's aim to build emotional resilience.

Additionally, the Cultivating Healthy Lifestyles activity is designed to provide practical tools and guidance for trainees to make lasting behavioral changes, promoting long-term well-being beyond the duration of the project. This will not only benefit trainees in their studies but will also have a lasting impact on their future careers and personal lives, ensuring that they develop skills to maintain mental health and physical well-being throughout their professional journeys.

Overall, this activity supports the project's objectives by equipping trainees with the knowledge, skills, and habits necessary for leading balanced, healthy lifestyles that foster mental well-being, academic success, and emotional resilience.

Describe the expected results of the activity.

Firstly, trainees will develop healthier eating habits that are aligned with improved mental and emotional well-being. Through this activity, participants will gain a deeper understanding of how nutrition affects mood, energy levels, and cognitive function. The expected result is that trainees will incorporate these insights into their daily routines, making conscious, healthier food choices that enhance their ability to manage stress, stay focused, and perform well in their vocational studies. Secondly, improved emotional resilience is a key expected outcome. By combining nutrition education with stress management strategies such as mindfulness exercises, relaxation techniques, and physical activity, trainees will be better equipped to cope with the emotional pressures of vocational training. This will contribute to reducing burnout and mental fatigue, enabling trainees to thrive both academically and personally.

Additionally, the activity will foster the development of sustainable lifestyle habits that can be maintained long after the project ends. This includes the integration of regular physical activity alongside a balanced diet. Trainees will learn the value of exercise in reducing anxiety and depression while promoting overall well-being. The result will be a long-term positive shift in both mental health and physical fitness, which will support better focus, work performance, and overall life satisfaction.

The supportive peer networks established during the activity will also be a significant result, as they will enable trainees to share experiences, support each other, and continue promoting healthy lifestyles within their communities. Educators, too, will benefit by gaining the skills to better support trainees' mental health and well-being, thus creating a more nurturing and responsive vocational training environment.

Ultimately, this activity will contribute to a healthier, more resilient workforce, where vocational trainees are equipped with the tools.

Please describe how you determined the grant amount attributed to this activity.

The total amount provided for this activity is 9.800€, which is distributed among the partners as follows: 3.000€ for Don Bosco Center, 2.300€ for Van Hall Larenstein University of Applied Sciences and 4.500€ for USAMV Bucharest. The budget allocated to each partner will cover the implementation of all tasks provided for in this activity, as follows:

- T2.1. Design eating Habits Questionnaires
- T2.2. Fill up eating Habits Questionnaires
- T2.3. Talks and Workshops
- T2.4. Nutritional Label Analysis
- T2.5 Design Food Diaries
- T2.5. Fill up Design Food Diaries
- T2.6 Data Analysis. Questionnaires an diaries
- T2.7. Emotional and Psychological Support Strategies

In the ANNEX 6_Budget the specific detailed budget for this activity is shown.

Activity Details (From Shopping to Cooking: Exploring Culinary Choices and Flavors in the Cultures of VET Students)

Please complete the following table

Activity Title	From Shopping to Cooking: Exploring Culinary Choices and Flavors in the Cultures of VET Students
Venue	Netherlands
Estimated start date	02/01/2026
Estimated end date	26/06/2026
Leading Organisation	STICHTING VAN HALL LARENSTEIN (Netherlands)
Participating Organisations	CIFP DON BOSCO LHII (Spain) UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Grant amount allocated to the activity	14 260,00 €

Describe the content of the proposed activity.

From 'Shopping to Cooking' offers an exciting 4-day mobility trip to Van Hall Larenstein University of Applied Sciences in the Netherlands, hosting its Food Innovation Center, bringing together 1-2 trainers and 5 students from each partner institution (Netherlands, Spain, Romania). This hands-on experience will explore culinary diversity, sustainable food practices, and circular economy principles. Participants will visit local markets, prepare traditional dishes, and engage in discussions on food sustainability and health. By comparing food cultures and purchasing habits across countries, students will learn about circular economy, sustainable sourcing, and healthy eating. This activity fosters cultural exchange, promotes wellness, and strengthens international collaboration.

Activity tasks:

T3.1 Market Exploration and Shopping: Participants will visit local markets and supermarkets in the Netherlands, examining food purchasing habits and sustainability. Students will: Identify traditional ingredients and assess pricing, seasonal availability, and eco-friendly options.

Discuss circular economy concepts like km 0 and sustainable sourcing.

Create a shopping plan within a budget to purchase ingredients for a dish from each country, considering environmental and economic impact.

T3.2 Cultural Culinary Exploration: Students will prepare traditional dishes from the Netherlands, Spain, and Romania in groups. This part will include:

Learning about each country's culinary traditions, flavors, and cooking methods.

Sharing insights into food preferences and techniques from their own cultures.

Cook the dishes together and foster cross-cultural learning.

T3.3 Sustainability and Economics Analysis: Students will analyze food purchasing and production habits across countries. They will:

Discuss environmental and economic implications of food choices, such as waste reduction and seasonal consumption.

Create a collaborative guide promoting healthy, sustainable eating habits.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group for the "From Shopping to Cooking" activity consists of students and trainers from all participating partner countries.

Van Hall Larenstein University is hosting this activity, each of the other 2 other partner institutions will send 1-2 trainers and 5 students, primarily enrolled in food-related programs like culinary arts, food production, or sustainability education. These students are eager to explore international food cultures, sustainable food practices, and circular economy principles, which will enhance their academic training and practical skills.

The primary beneficiaries of the activity are the students, who will gain valuable experience in sustainable food practices, food sourcing and circular economy concepts. By participating in market exploration, cooking traditional dishes, and analysing food purchasing habits, students will acquire essential skills for their careers, including the ability to assess eco-friendly food options and promote waste reduction in the food industry.

Trainers will also benefit by gaining insights into diverse educational practices, sustainability models, and food cultures from other countries. This will enable them to enhance their teaching by incorporating sustainable food practices and mental well-being strategies into their curricula.

Additionally, the broader vocational education community will benefit from the outcomes of this activity. The knowledge and resources developed, such as collaborative guides on sustainable eating and circular economy practices, will be shared with other institutions. This will support the integration of sustainability and mental well-being into vocational education across Europe, extending the impact of the activity beyond the immediate participants.

In sum, the activity will benefit the direct participants and will provide valuable resources for other educational institutions and stakeholders in the fields of food sustainability, mental well-being in VET.

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

The activity directly contributes to the project offering participants an immersive experience that links food practices, sustainability, and mental well-being. Over a 4-day mobility trip to Van Hall Larenstein University in the Netherlands, students and trainers from partner countries will explore the intersection of culinary diversity, sustainable food practices, and circular economy principles, aligning with the project's goal of promoting mental well-being in vocational training.

This activity will foster cultural exchange by bringing together participants from different countries, enabling them to share their food traditions and cooking techniques. Through visits to local markets and supermarkets, students will analyze food purchasing habits, seasonal availability, eco-friendly options, and the economic impact of food choices, deepening their understanding of sustainable sourcing and circular economy concepts while promoting healthier lifestyles and mental well-being.

Culinary activities, preparing traditional dishes from each partner country, will enhance cross-cultural learning and wellness through cooking. Collaborative cooking will teach students about different cuisines and the cultural significance of food, which plays a crucial role in emotional and mental health. The shared experience will foster teamwork, resilience, and a sense of accomplishment, reinforcing the project's focus on positive mental well-being.

The Sustainability and Economics Analysis task will empower students to critically evaluate the environmental and economic implications of food choices, reducing waste and focusing on seasonal foods. By creating a collaborative guide to healthy and sustainable eating habits, students will be equipped to promote mindful food consumption in their vocational training environments. This activity will strengthen international collaboration, integrate sustainable practices into vocational education, and contribute to fostering mental well-being.

Describe the expected results of the activity.

Cultural Exchange: Students will gain a deeper understanding of the diverse food cultures of the participating countries while developing an appreciation for shared culinary practices.

Sustainability Awareness: Through real-life activities, students will develop practical knowledge of sustainability in food production and consumption, including the principles of the circular economy.

Health and Wellness Promotion: By sharing and cooking healthy dishes, participants will learn to adopt healthy eating habits that respect cultural traditions while promoting personal well-being.

Global Collaboration: This activity will foster international collaboration, allowing students to share ideas, methods, and experiences that can be applied both locally and globally.

This activity offers a unique blend of cultural exploration, sustainability education, and hands-on cooking experience, all while promoting inclusivity and cross-border cooperation.

Please describe how you determined the grant amount attributed to this activity.

This activity will take place in the Netherlands, and will incorporate a mobility trip for 4 days, including travelling, meaning an important sum of the activity budget. To calculate the budget, the following tasks and items have been taken into consideration:

T3.1. Market Exploration and Shopping

T3.2. Cultural Culinary Exploring

T3.3. Sustainability and Economics Analysis

Host Organizational Support

Travel cost

Accommodation/Feeding supports

Organization of the different tasks by Van Hall Larenstein and partners have been included and have been calculated in terms of labour cost and working days. All three project partners have an organization part and have been allocated and the related budget, but Van Hall Lanrenstein will receive a bigger amount as leader and host partner for this part of organization of the activity tasks.

CIFP Don Bosco and USAMV Bucharest will travel in a mobility to the Netherlands. 1 trainer and 5 VET students will travel and 300€ for travelling and a 70€/day accommodation budget has been assigned to each travelling person.

Van Hall Larenstein will receive a 2700€ amount to carry out the work and cover the expenses required by this activity. CIFP Don Bosco will get 2600€ as leader of the project and USAMVB will get 2000€ to work and cover the same concepts as mentioned above. Both CIFP and Don Bosco will receive 3480€ each one for travelling purposes.

In ANNEX 6_Budget the specific budget proposed for this activity and the total of the project are shown.

Activity Details (Therapeutic vegetable garden)

Please complete the following table

Activity Title	Therapeutic vegetable garden
Venue	Spain
Estimated start date	02/01/2026
Estimated end date	18/12/2026
Leading Organisation	CIFP DON BOSCO LHII
Participating Organisations	STICHTING VAN HALL LARENSTEIN (Netherlands) UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Grant amount allocated to the activity	26 080,00 €

Describe the content of the proposed activity.

Students will grow vegetables from partner countries in a garden at CIFP Don Bosco Rentería that is already planned and located. The garden will provide seasonal produce for the food industry program with support from Non-University Tertiary College-USAMVB and Van Hall Larenstein University.

The activity includes a mobility trip, where 1 trainer and 5 students from each partner institution will visit the garden at CIFP Don Bosco Renteria in a 4 day trip. This trip, paired with a cultural event will include the T4.4, allowing attendees to forge deeper connections and share about their different healthy eating habits as a tool to enhance mental well-being.

Activity tasks:

T4.1 Garden Design and Creation: Students will design the garden by analyzing space, sunlight, soil, and water access. They will prepare the soil through ploughing, composting, and weeding, using locally produced compost for sustainability. Cultivation areas will be defined with natural materials, ensuring accessible pathways. The process concludes with a design review and a discussion on soil conservation and sustainable agriculture.

T4.2 Students will create a sowing calendar based on seasonal and vegetable-specific needs. They will research optimal planting and harvesting times considering climate, temperature, and soil conditions. Using this data, they will develop a detailed cultivation calendar. At least 2 country specific vegetables of each partner country will be planted.

T4.3 Students will harvest the vegetables grown in the garden and participate in cooking workshops where they will prepare healthy dishes using fresh ingredients. During the workshops, they will learn about nutrition, traditional recipes from the collaborating countries, and sustainable cooking practices. Finally, they will reflect on the experience of eating home-grown food, discussing its benefits for health, well-being, and the environment. The aim is to prepare 2 different recipes from each country.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group for this activity includes students and trainers from CIFP Don Bosco Rentería, Non-University Tertiary College-USAMVB, and Van Hall Larenstein University of Applied Sciences. The students from CIFP Don Bosco will be responsible for carrying out the work in the garden, including its design, cultivation, and maintenance. However, they will rely

on the cooperation of students from the partner institutions, who will contribute by sharing knowledge, supporting planning tasks, and participating in key moments such as the mobility trip and cultural exchange activities.

The mobility component is essential to this activity, as it allows students and trainers from the partner institutions to visit the garden at CIFP Don Bosco Rentería, see the progress firsthand, and actively engage in the final stages of the project, harvesting and cooking workshops. This four-day trip fosters hands-on collaboration, enhances cultural exchange, and strengthens the connection between participants. It also provides a unique opportunity to share knowledge, exchange experiences, and discuss different approaches to healthy eating and sustainable agriculture.

The primary beneficiaries are the participating students, who will develop skills in sustainable agriculture, nutrition, and intercultural collaboration. The partner institutions will also benefit by strengthening international cooperation and promoting sustainable and healthy lifestyles within their educational programs. Additionally, the broader community may gain insights into healthy eating and environmental awareness through the dissemination of project outcomes.

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

This activity plays a key role in achieving the Food for Thought project objectives by providing a pragmatic, inclusive, and culturally diverse learning experience.

1. **Raising Awareness of Diet and Mental Well-Being:** Through gardening and food preparation, students learn about the connection between nutrition and mental health. The activity reinforces healthy eating habits and their positive impact on overall well-being.
2. **Providing Inclusive Educational Experiences:** The garden serves as an inclusive learning tool, accommodating students with diverse learning needs and cultural backgrounds. Experiential learning allows participants to engage in practical activities that enhance their understanding of nutrition and sustainability.
3. **Encouraging Hands-On Learning:** Students actively participate in growing, harvesting, and cooking workshops, applying knowledge gained throughout the project. Local and traditional foods from Spain, the Netherlands, and Romania are integrated into the process, strengthening practical learning.
4. **Fostering Intercultural Exchange:** By cultivating vegetables from different countries, students explore how food cultures influence mental well-being. The activity promotes respect for culinary diversity and encourages discussions about traditional dietary practices.
5. **Supporting Students with Fewer Opportunities:** The project demonstrates strategies for growing affordable, nutritious food, enforcing inclusiveness.

Overall, the Therapeutic Garden serves as a collaborative space that strengthens learning, cultural appreciation, and sustainable nutrition, aligning with the core objectives of the Food for Thought project.

Describe the expected results of the activity.

The activities promote sustainability, healthy eating, and cross-cultural understanding. The expected results are:

1. **Collaborative Learning Ecosystem:** The involvement of multiple partners will create a collaborative environment where shared experiences and best practices will help develop joint strategies, fostering a learning ecosystem.
2. **Empowerment and Inclusion:** The participation of multicultural VET students, from both local and international backgrounds, will enhance vocational skills and contribute to the socioeconomic inclusion of vulnerable communities, supporting their upliftment.
3. **Motivation and Engagement:** A selection process for mobility trips will encourage active participation, motivation, and a sense of responsibility. This ensures that only students truly invested in the project take part, making the experience more focused, impactful, and meaningful.
4. **Sustainability through Composting:** The Food Industries department at CIFP Don Bosco will manage organic waste through composting, transforming it into high-quality compost to enhance soil quality. This system reduces landfill waste, supports a circular economy, and fosters Green Skills in students, empowering them to adopt sustainable practices and reducing the ecological footprint.
5. **Sharing Resources:** While the direct beneficiaries are educators, trainers, and students, the resources and experiences developed for the Therapeutic Garden will be shared with other communities, benefiting a wider audience.

Strengthened Collaborations: The activity will deepen relationships between partner organizations, creating a solid

foundation for future collaborations and projects that will build upon this initiative's successes.

Please describe how you determined the grant amount attributed to this activity.

This activity will take place in Spain, and will incorporate a mobility trip for 5 days, including travelling. To calculate the budget for this activity, the following subtasks have been taken into consideration:

T4.1. Design and creation of the garden
T4.2. Drawing up a cultivation plan
T4.3. Harvesting and food preparation
Host Organizational Support
Materials and tools
Travel cost
Accommodation/Feeding supports

Therapeutic Garden creation costs, including labour, materials (both constructive and vegetal) and gardening tools and host support activities, make a sum of 6780€, the part assigned to CIFP Don Bosco amounts 5000€, being the biggest part as it is the leader of the activity. USAMVB and Van Hall Larenstein will receive 1390€ each one.

From each participating partner center, 1 teacher and 5 students will come to the garden. Travel and accommodation costs for 6 people for 5 days must be taken into account. 300 euros per person have been allocated for travelling and 70 euros for accommodation per person and per day in Renteria or its vicinity. In this way, Van Hall Larenstein University and USAMV Bucharest are assigned an allocation of 3900€ per center.

In ANNEX 6_Budget the specific budget proposed for this activity and the total of the project are shown.

Activity Details (Cultivating knowledge, flow and awareness)

Please complete the following table

Activity Title	Cultivating knowledge, flow and awareness
Venue	Other
Estimated start date	01/10/2025
Estimated end date	30/11/2026
Leading Organisation	STICHTING VAN HALL LARENSTEIN (Netherlands)
Participating Organisations	CIFP DON BOSCO LHII (Spain) UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Grant amount allocated to the activity	8 600,00 €

Describe the content of the proposed activity.

The "Cultivating Knowledge, Flow, and Awareness" activity will focus on applying and disseminating the project's results through two key sub-tasks: first Nourishing Minds: A Global Guide to Healthy Eating and second Mental Well-being and Disseminating the Customs/ Habits of Different Partner Countries. These sub-tasks aim to share the knowledge gained throughout the project and ensure its long-lasting impact.

In the Nourishing Minds sub-task, participants will collaborate to create a comprehensive guide on healthy eating and mental well-being, combining insights from sustainable food practices, circular economy principles, and mindfulness techniques. This guide will offer practical tips for integrating sustainable and healthy food choices into daily life and promoting mental resilience. It will be made accessible for educators, students, and the wider community to help improve well-being and mental health within vocational education.

The second sub-task, Disseminating the Customs/ Habits, will focus on sharing the food-related customs, sustainable practices, and mental well-being habits of each partner country. Participants will develop content for social media, the project website, and scientific publications, and organize workshops and webinars to engage a wider audience. These events will showcase the diverse approaches to food sustainability and mental well-being in vocational education, fostering cross-cultural exchange and inspiring others to adopt these practices.

Both sub-tasks will be supported by continuous reflection and feedback collection to refine and enhance the resources. The results will be shared widely, ensuring that the knowledge is applied to future vocational education practices. Ultimately, this activity will ensure the project's outcomes have a broad, lasting impact, promoting sustainability and mental well-being across Europe.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The target group for the "Cultivating Knowledge, Flow, and Awareness" activity includes students and trainers from Spain, Romania, and the Netherlands who have participated in previous project activities. These students, primarily from food-related programs, will be the key participants in developing the practical resources and disseminating the knowledge gained throughout the project. They will work collaboratively to create guides, toolkits, and multimedia content on healthy eating, mental well-being, and sustainable food practices.

The activity will also involve trainers who will support the students, providing their expertise and facilitating the dissemination of the project's results through various channels. Trainers will help guide students in creating high-quality resources and ensure that the content aligns with the goals of integrating sustainability and mental well-being into vocational education. The primary beneficiaries of this activity are the students who will gain valuable skills in resource creation, dissemination, and public speaking through webinars and workshops. Additionally, they will deepen their understanding of how to integrate sustainable and healthy food practices into their personal and professional lives, enhancing their future career prospects in the food industry.

The broader audience who will benefit from the results includes educators, vocational training institutions, industry professionals, and policy makers across Europe. The resources created will be made widely available via social media, project websites, and scientific publications, contributing to the adoption of best practices in food sustainability and mental well-being in vocational training environments.

Ultimately, the activity will extend the impact of the project, ensuring that the lessons learned reach a wide audience and contribute to long-term change in vocational education and training across Europe.

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

The "Cultivating Knowledge, Flow, and Awareness" activity directly supports the project's objectives by ensuring the knowledge and skills gained are applied and disseminated across Europe. Through two key sub-tasks, this activity will foster the integration of sustainable food practices, mental well-being, and circular economy principles into vocational education.

The Nourishing Minds sub-task will create a guide on healthy eating and mental well-being, offering practical tools for integrating sustainable and mindful food practices into daily life. This guide will emphasize sustainability, waste reduction, and health-conscious food choices while promoting mental resilience. By focusing on these topics, the guide directly aligns with the project's goal to embed mental well-being into vocational education and provides actionable strategies for educators and students to use.

The Disseminating the Customs/Habits sub-task will extend the project's impact by sharing diverse food practices and sustainability strategies from the partner countries. Through social media, the project website, scientific publications, workshops, and webinars, participants will present the findings, encouraging other educational institutions and industries to adopt similar approaches. These dissemination efforts will inspire broader cultural exchange and highlight the importance of sustainability and well-being in vocational training.

By ensuring that the project results are shared widely and applied beyond the immediate partners, this activity contributes to the long-term integration of sustainable food practices and mental well-being in vocational education across Europe. It will promote cross-cultural learning, inspire further collaboration, and help to reach the project's objective of fostering sustainability, mental well-being, and international cooperation within the higher education sector.

Describe the expected results of the activity.

The expected results of the "Cultivating Knowledge, Flow, and Awareness" activity include the creation of practical resources, increased awareness, and the broader dissemination of key project outcomes, contributing to the integration of sustainability, healthy eating, and mental well-being in vocational education across Europe.

First, the Nourishing Minds sub-task will result in a comprehensive guide on healthy eating and mental well-being. This guide will combine insights from sustainable food practices, circular economy principles, and mindfulness techniques. It will provide actionable strategies for educators, students, and the wider community to promote mental health, reduce food waste, and make informed, sustainable food choices. The guide will serve as a key resource for education institutions aiming to integrate these concepts into their curricula.

Second, the Disseminating the Customs/Habits sub-task will produce a series of dissemination materials, including social media posts, articles, and presentations, that share the diverse food-related customs, sustainability practices, and mental well-being habits from the partner countries. Through webinars, workshops, and scientific publications, these materials will highlight the importance of these practices in vocational education and encourage wider adoption across European institutions. The dissemination efforts will foster cultural exchange, inspire collaboration, and promote the integration of sustainable and mindful practices in food-related training.

The activity will enhance participants' skills in content creation, dissemination, and public speaking. By evaluating results and refining resources, the project will ensure their effectiveness.

Ultimately, this initiative will integrate sustainability and mental well-being into vocational education, supporting students' professional and personal growth, ensuring a lasting impact on the sector.

Please describe how you determined the grant amount attributed to this activity.

The activity budget has been calculated including the following tasks and items:

- 6.1 Nourishing minds: a global guide to healthy eating and mental well being
6.2 Disseminate the customs/habits of different partner countries (social networks, website, digital app)
6.3 Event organization cost (Workshops, webinars)

All three partners have been allocated an amount to work and produce the outcomes of the activity. Van Hall Larenstein in the Netherlands has been allocated a bigger amount as leader of the activity. A specific budget has been taken into consideration for Van Hall Larenstein to cover the events organization, such as workshops and webinars.

Van Hall Larenstein University has been allocated a total of 6.400€ for the activity, CIFP Don Bosco will receive 1.600€ and USAMV Bucharest will receive 600€.

More detailed activity budget information is available at ANNEX 6_Budget archive.

Activity Details (Virtual Closing meeting)

Please complete the following table

Activity Title	Virtual Closing meeting
Venue	Virtual activity
Estimated start date	22/03/2026
Estimated end date	22/03/2026
Leading Organisation	CIFP DON BOSCO LHII
Participating Organisations	STICHTING VAN HALL LARENSTEIN (Netherlands) UNIVERSITATEA DE STIINTE AGRONOMICE SI MEDICINA VETERINARA DIN BUCURESTI (Romania)
Grant amount allocated to the activity	600,00 €

Describe the content of the proposed activity.

The Virtual Closing Meeting (VCM) marks the final milestone of the project, bringing together key stakeholders to reflect on the progress made, evaluate the impact achieved and discuss lessons learned throughout the collaboration. This virtual event serves not only as a comprehensive review of the project's journey but also as an opportunity to strengthen partnerships and explore potential future initiatives that build on the knowledge and experiences gained.

The VCM will take place as a one-day online event and will facilitate an in-depth discussion on the project's outcomes, identifying both successes and challenges encountered along the way. Key areas of focus will include:

- Promoting Inclusion and Diversity: Evaluating how the project has fostered equal opportunities and supported students facing challenges related to mental health and nutrition.
- The Role of Food in Mental Well-being: Discussing insights gained on the relationship between diet and emotional health and how this knowledge can be further integrated into vocational education.
- Sustainable and Healthy Eating Habits: Reviewing the promotion of local (km 0) food sourcing, food waste reduction, and environmentally responsible nutrition within the project.
- Future Actions and Sustainability: Exploring strategies to maintain the project's impact, expand its reach, and develop further collaborations focused on nutrition, mental well-being, and inclusion.

Additionally, the meeting will provide space to reflect on how the project's methodologies and key findings can be sustained and implemented within the partner institutions to continue supporting students' health, inclusion, and sustainable food education.

The agenda has been carefully structured to ensure a constructive and engaging exchange among participants.

A detailed breakdown of the sessions and discussion topics can be found in ANNEX 5- Virtual Closing Meeting Agenda.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results?

The Virtual Closing Meeting (VCM) will bring together key representatives from each partner organization, specifically two leading members from each institution, totaling six participants. These individuals include project coordinators and VET educators all of whom have been directly involved in the development and implementation of the project.

Having played a pivotal role throughout the project, from inception to completion, these participants possess in-depth knowledge and firsthand experience of its activities, challenges, and successes. Their strategic input and critical reflections will be vital in evaluating the project's impact, identifying key achievements and lessons learned, and laying the foundation

for future collaboration.

By uniting leaders from Spain, the Netherlands, and Romania, the VCM will act as a platform for exchanging perspectives and best practices. It will foster a collective strategy to ensure the long-term sustainability of the project's outcomes. Participants will assess the effectiveness of the implemented activities, discuss potential improvements, and explore opportunities to further integrate nutrition, mental well-being, and sustainable food practices into vocational education. With strong leadership and decision-making at the heart of the VCM, the meeting will help sustain the project's impact, driving long-term improvements in vocational education and nurturing a healthier, more inclusive, and environmentally responsible learning environment.

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

The Virtual Closing Meeting (VCM) is a critical moment for reflecting on and evaluating the project's progress in relation to its initial objectives. It provides an opportunity for project leaders from Spain, the Netherlands, and Romania to collectively assess the impact of the activities carried out, addressing key successes, challenges, and the strategies employed to overcome any obstacles.

This meeting will be an essential forum for synthesizing the wealth of knowledge gathered through the project's activities—such as mobility exchanges and collaborative learning on food traditions, sustainability, and mental well-being. By bringing together insights from diverse cultures and approaches, the VCM ensures that all learnings are shared, maximized, and incorporated into the project's final impact. This collective reflection guarantees that the efforts made throughout the project lead to meaningful and sustainable results.

Beyond reflection, the VCM will look to the future, allowing leaders to discuss how to maintain and expand the integration of nutrition, mental well-being, and sustainable food practices into vocational education. Key topics will include potential follow-up actions, new projects, and how best to disseminate the project's outcomes. To ensure sustainability, the results and learnings from the project will be shared on the official websites of each participant, making them easily accessible to a wider audience while minimizing the environmental impact.

In this way, the VCM plays a pivotal role in ensuring the long-term sustainability and success of the project's objectives. By focusing on ongoing collaboration and dissemination, it helps foster lasting improvements in vocational education and supports the integration of healthier, more sustainable practices within the food industry sector.

Describe the expected results of the activity.

The expected results of the Virtual Closing Meeting (VCM) are multifaceted and will contribute significantly to the overall success and sustainability of the project:

1. **Comprehensive Evaluation:** The VCM will provide a detailed evaluation of the project's activities, verifying their alignment with the initial objectives, identifying successes, challenges, and areas for improvement in future projects.
2. **The VCM will serve as a platform for sharing insights and experiences from various project activities, such as mobility exchanges and collaborative learning on food traditions, sustainability, and mental well-being, ensuring that all valuable knowledge is captured and can be applied moving forward.**
3. **Strategic Planning for Sustainability:** A key outcome of the VCM will be creating a clear strategic plan for the project's long-term sustainability. Discussions will focus on integrating nutrition, mental well-being, and sustainable food practices into vocational education, identifying follow-up actions, new collaborations, and ways to embed these topics into curricula.
4. **Dissemination of Results:** The VCM will enable the sharing of the project's results through each partner institution's website, ensuring wider reach. This will increase visibility, share the project's impact with other institutions and stakeholders, and encourage the replication of successful practices.
5. **Strengthened Collaboration:** The VCM will strengthen collaboration among partners from Spain, the Netherlands, and Romania, fostering long-term relationships and future joint initiatives, enhancing the network of institutions working on shared goals related to food, sustainability, and mental well-being.
6. **Improved Vocational Education:** The VCM will help improve vocational education by identifying new ways to integrate sustainability, nutrition, and mental well-being into the curriculum, preparing future professionals in the food industry to address societal and environmental challenges.

Please describe how you determined the grant amount attributed to this activity.

Since the Virtual Closing Meeting (VCM) marks the culmination of the project, the budget allocated for this activity focuses specifically on the expenses related to the preparation, organization, and attendance of the session. As CIFP Don Bosco is responsible for the organisation of this important activity, a total contribution of 300€ has been allocated to cover the total costs associated with the VCM. Specifically, an amount of 100€ has been allocated to each one of the other participating

institutions, Romania and the Netherlands. These funds are intended to cover all expenses incurred, including logistical preparations, technical support and participation fees for the meeting.

The budget allocation ensures that the necessary resources are in place to successfully execute the meeting, enabling all participants to engage fully in the activities and discussions. The amounts assigned are aimed at facilitating smooth participation, ensuring equitable support for each of the partner institutions, and helping to meet the objectives of the VCM. For further transparency, a detailed breakdown of the fund allocation and associated expenses can be found in the attached budget document. This will provide a clear overview of how the funds will be distributed and used throughout the course of the activity.

CIFP Don Bosco will receive 300€ as leader partner of the activity. Van Hall Larenstein and USAMVB will receive 150€ each one for organizational support works to be carried.

Budget Summary

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

Activities	Estimated cost (EUR)
Kick- off meeting "Food for thought: Nourishing Mental Well-being in Vocational Training	660,00
Cultivating Healthy Lifestyles: Analyzing Nutritional Habits of VET Students and Young Adults	9 800,00
From Shopping to Cooking: Exploring Culinary Choices and Flavors in the Cultures of VET Students	14 260,00
Therapeutic vegetable garden	26 080,00
Cultivating knowledge, flow and awareness	8 600,00
Virtual Closing meeting	600,00
Total	60 000,00
Project lump sum	60 000,00 €

Impact and Follow-up

How will you know if the project has achieved its objectives? What tools or methods will you use?

Project objectives achievement will be evaluated using a multi-faceted approach, ensuring a thorough assessment of its impact on participants, vocational training, and the promotion of inclusive and sustainable food practices. The following tools and methods will be used:

- Baseline and Follow-Up Surveys: In activity 1, surveys will be conducted at the beginning of the project to assess participants' knowledge, perceptions, and habits related to nutrition, mental health, and sustainability. In addition, students will maintain diaries throughout the activity. The collected data, will generate a report analyzing cultural practices, eating habits, schedules, and mental well-being of VET students. This analysis will provide insights into factors influencing their experiences and help tailoring future activities to better address their needs.
- Monitoring of Learning Activities: The intercultural cooking workshops, exchanges, and collaborative sessions will be closely monitored to assess student engagement, the effectiveness of learning methodologies, and their impact on vocational training. As part of this activity, videos will be created to showcase the preparation of traditional dishes from each participating country. These materials will serve both as an evaluation tool and as a means to promote cultural exchange and the dissemination of best practices in sustainable and inclusive food education.
- The Multicultural Garden will be a key result, allowing students from Spain, the Netherlands, and Romania to grow and learn about traditional crops from each country.

This hands-on activity will promote cultural exchange, sustainability, and inclusion. This garden will serve as a living example of cross-cultural learning and sustainable food education. To disseminate its impact, the project will:
 Share progress through social media, videos, and blogs (Instagram, LinkedIn, partners' existing social and diffusion media)
 Host open days and cooking workshops using harvested produce
 Develop a cultivation guide for VET programs.

- A key outcome of the project will be the implementation of organic composting as a sustainable practice. Students will learn how to create compost from organic waste. For that purpose in the Spain mobility and school events composting technique sessions for students, teachers, and local communities will be organized.
- The "Nourishing Minds" guide will be a key resource in promoting the connection between nutrition and mental well-being across different cultures. To maximize its reach and impact, the dissemination strategy will include:
 Digital Publication & Open Access. Available for free download on the project website and educational platforms. Also we will share via social media, blogs, and newsletters targeting VET institutions and educators.
 Workshops and Training. Integrated into teacher training sessions and student workshops to embed it in the VET curriculum.
 Presented at educational conferences and Erasmus+ events.

How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?

Participation in this project will have a significant and lasting impact on the development of the involved organizations in several key areas:

- Enhancement of Skills and Competencies: Staff will enhance their skills in healthy eating, mental well-being, and sustainability through workshops, while teachers integrate these concepts into their curricula.
- Training and Capacity-Building: Workshops on sustainable food practices, composting, and the "Nourishing Minds" guide will provide educators with new knowledge on nutrition, mental health, and environmental sustainability. These sessions will enhance their teaching and coordination skills in VET contexts.
- Cultural Exchange and Integration: The integration of Km 0 products and traditional foods from partner countries (Spain, the Netherlands, and Romania) will enrich the educational experience. Organizations will gain insights into the cultural value of local, seasonal food, which will be used to enhance future training.
- Development of Resources and Educational Materials: The "Nourishing Minds" guide and composting manuals will remain key tools for future training and education. These resources will be used to enhance the educational experience for VET students, teachers, and stakeholders in the food and nutrition sector.
- Sustainability and Innovation: By adopting new teaching methods and integrating sustainable practices such as gardening and composting, the project will create an environment of continuous learning and growth within participating organizations.
- Long-Term Collaboration and Knowledge Sharing: Strong partnerships formed during the project will foster future collaboration on sustainable food practices, mental well-being, and cultural exchange. The network established will provide a platform for sharing knowledge, best practices, and resources.

Continued Use of Resources:

- The "Nourishing Minds" guide and composting materials will continue to be used beyond the project's conclusion to promote sustainable eating habits. These resources will be available for download, benefiting educators and students across Europe.
- The Multicultural Garden will remain an integral part of the educational approach, with students continuing hands-on activities related to food production, sustainability, and cultural exchange.
- Composting techniques will be embedded in VET training programs, ensuring that the knowledge gained is passed on to new students and stakeholders.

Long-Term Collaboration:

The collaboration will extend beyond the project, seeking funding for food sustainability, mental health, and inclusive education. Partners will share best practices, integrating nutrition, well-being, and diversity into education, fostering lasting change in vocational training across Europe, increasing the attractiveness of VET with the introduction of programmes like Europass in order to facilitate the recognition of their learning outcomes across European countries.

Please describe your plans for sharing and use of project results.

- How will you make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you would like to share your results with?
- Are there other groups or organisations that will benefit from your project? Please explain how.

The results of the project will be disseminated within the partnership, local communities, and the wider public through various communication and dissemination activities, as outlined in the Communication Strategy.

The primary groups we aim to share the results with include VET students and also food industry professionals, NGOs and the general public interested in sustainable food practices, mental well-being, and innovative educational models.

The results and outputs of the project will be shared as follows:

- Internal Communication: Regular virtual and in-person meetings will be held with all project partners to provide updates and discuss progress. Communication tools such as emails, newsletters, and internal documentation will keep all partners informed.
- Online Platforms: All partners will use their existing online platforms (websites, social media channels like Facebook, Instagram, and LinkedIn) to share updates, articles, and videos. Project achievements will also be promoted through local networks to expand the reach. Updates will include information about the integration of Km 0 products and local foods from Spain, the Netherlands, and Romania, along with the development of the "Nourishing Minds" guide.
- Offline Events: Results will be shared during activities such as:
Workshops on Sustainable Food Practices: These will engage educators and students in hands-on learning about local, seasonal food and its impact on mental well-being and sustainability.
Composting and Gardening Sessions: Practical workshops on sustainable food production and composting will be organized in collaboration with local communities and VET institutions.
Pilot Workshops and Teacher Training: These will help integrate nutrition, well-being, and sustainability into curricula.
- Publications: Newsletters will be produced at key stages of the project to update all stakeholders on progress and outcomes. Key resources such as the "Nourishing Minds" guide and composting manuals will be shared with the target groups.
- Community Engagement: Community events, seminars, and workshops will be organized to present the results to local communities. These activities will raise awareness about the project's outcomes and show how integrating sustainable food practices into vocational education benefits local and international communities. Workshops like gardening days and food preservation sessions will provide hands-on experiences.
- Final Virtual Closing Meeting (VCM): The results of the project will be shared during the virtual closing meeting, providing a comprehensive review of achievements and the potential for applying these methods to future initiatives across Europe.

The project's results will be disseminated through a combination of online and offline communication channels, ensuring the positive impact is widely recognized and leveraged for the benefit of all stakeholders involved.

Project Summary

Project Summary

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

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

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

The project unites schools from the Netherlands, Romania, and Greece to promote inclusion through healthy eating. We will identify nutritious regional foods and their health benefits. We will design and implement healthy diets tailored to each country's needs. This initiative aims to promote healthier eating habits, celebrate cultural diversity through products from different countries, and foster knowledge exchange that strengthens cohesion among the participating communities.

Implementation: What activities are you going to implement?

The project activities will address the identified problems through a series of well-structured and interconnected activities:

- The kick-off meeting
- Assessment of Health and Nutritional habits.
- Multicultural cooking workshop
- Exchange typical healthy recipes
- Visiting local markets
- Analysis of sustainable purchasing.
- Building a multicultural garden
- Development of prototype applications for healthy menu designs.
- Design and care of a vegetable garden.
- Communication & Dissemination strategy

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

Tangible Results:

- Healthy food guide
- Menu design application
- Multicultural recipe book
- Eating habits report
- Sustainable shopping report
- Therapeutic garden
- Final project video/report.

Intangible Results:

- Awareness of the relationship between food and mental health
- Change towards sustainable food
- Development of cultural inclusiveness
- Strengthening of cultural identity
- Reflection on eating habits,
- Collaboration and teamwork skills
- Creation of a culture of wellbeing in the educational community

EU Values

The Erasmus+ programme's implementation, and therefore, the programme beneficiaries and the activities implemented under the programme, have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the EU Treaties and in the EU Charter of Fundamental Rights.

Article 2 of the TEU: The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Article 21 of the EU Charter of Fundamental Rights: 1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited. 2. Within the scope of application of the Treaties and without prejudice to any of their specific provisions, any discrimination on grounds of nationality shall be prohibited.

Subscribing to EU Values

☒ I confirm that I, my organisation and the co-beneficiaries (where applicable) adhere to the EU values mentioned in Article 2 of the TEU and Article 21 of the EU Charter of Fundamental Rights

☒ I understand and agree that EU Values will be used as part of the criteria for evaluation of the activities implemented under this project

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -Declaration of Honour_Signed.pdf	238
Total Size (kB)	238

Accession forms

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

Accession forms must be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
ACF -10.2 accessionForm_E10201675.pdf	193
ACF -accessionForm_E10208956-signed.pdf	121
Total Size (kB)	315

Other Documents

If needed, please attach any other relevant documents (a maximum of 6 documents). Please use clear file names.

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

File Name	File Size (kB)
OTH -ANNEX1 - Kick-off Meeting Food for Thought_nourishing mental well- being in vocational training.pdf	78
OTH -ANNEX2 - Netherlands mobility agenda.pdf	72
OTH -ANNEX3 - Spain mobility agenda.pdf	67
OTH -ANNEX4 - Close meeting. Food for Thought_nourishing mental well- being in vocational training.pdf	78
OTH -ANNEX5 - Virtual Closing Meeting Agenda.pdf	71
OTH -ANNEX6_Budget.pdf	121
Total Size (kB)	491
Total Size (kB)	1 045

Checklist

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

- ☒ It fulfills the eligibility criteria listed in the [Programme Guide](#).
- ☒ All relevant fields in the application form have been completed.
- ☒ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: ES01 - Servicio Español para la Internacionalización de la Educación (SEPIE)

Original content and authorship

- ☒ I confirm that this application contains original content authored by the applicant and partner organisations.
- ☒ I confirm that no other organisations or individuals external to the applicant and partner organisations have been paid or otherwise compensated for drafting the application.

Protection of Personal Data

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



Submission History

Version	Submission time (Brussels time)	Submission ID
1	04/03/2025 16:34:25	1671425