



## HEALTHY FUTURE 4 YOU + THE PLANET CATALOGUE

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# 1. Introduction – Intention of this Catalogue

The general objective of the HEALTHY FUTURE 4Y + THE PLANET project is to give access to successful approaches which train children and adolescents as well as youth educators across Europe to make responsible decisions regarding actions that affect the climate and to become aware of the impact of food on their health and the climate, and to acquire constructive attitudes about environment and nutrition issues.

The Catalogue “HEALTHY FUTURE 4Y + the Planet for You and the Planet” gives an overview about the current situation of the specific project environment in the partners’ countries and provides effective responses to the climate-related consumer and nutrition education needs of young people.

This Catalogue is enriched with contributions from experts from the respective national and local youth organisations who were invited to discuss the issue of good practice in communicating information on climate change to young people with the representatives of the HEALTHYFUTURE partnership.

## 1.1 How to use the HEALTHYFUTURE tools

The project offers several tools that are closely linked to the Healthy Future website and can be accessed there.

### The website

The **Healthy Future website** provides overall information about the project and its outputs: <https://healthyfuture4you.eu>



### The online interactive Forum

The **online interactive exchange of experience and good practice on via tool Freerice promotes networking and exchange on activities not only among the partnership and youth organisations in their countries but also on a European level.** Freerice is an educational quiz offered by the UN World Food Programms covering topics like

- The Global Goals
- Climate Action
- Healthy Eating for Goals 2 & 3

It combines language learning with learning on food, climate, and health. The tool highlights translation services such as Skype's real-time translation in eight spoken and 50 written languages. In this way, it becomes possible to break down language barriers between users from different countries and to support ideas, foster exchange and assist initiatives that contribute to the European society. <http://www.healthyfuture4you.eu/outcome/exchange/>

### The database

An **interactive database**, searchable after various parameters, **describes and gives access to initiatives, tools and methods** and other materials that have been identified and collected in the course of the project, especially concerning **good practice in communicating information on climate change to young people** and motivating and empowering young people to get involved in issues and decision-making associated with healthy nutrition patterns and climate change. <http://www.healthyfuture4you.eu/outcome/database/>

## 1.2 The targeted groups

This Catalogue as well as the other HEALTHYFUTURE tools **target youth workers and teachers**, but also **educators for the integration of young refugees**. They participated in the national and transnational partnership meetings (online and on-site) for exchange of experiences and/or to receive information and best practices about communicating the issues of climate change, environment, habits of nutrition and a healthy lifestyle.

The **final beneficiaries are children/adolescents, and young refugees, asylum seekers and migrants** who need support in their climate education.

## 2. International and European strategies

### 2.1 Climate / Climate Change

The concepts of climate and weather are often confused. *Weather* is the state of the atmosphere at any given place and time. Weather patterns vary greatly from year to year and from country to country, region to region. Familiar aspects of weather include temperature, precipitation, clouds, and wind that people experience throughout the course of a day. Severe weather conditions include hurricanes, tornadoes, blizzards, and droughts. *Climate* is the average weather conditions that persist over multiple decades or longer. While the weather can change in minutes or hours, identifying a change in climate has required observations over a time period of decades to centuries or longer. Climate change encompasses both increases and decreases in temperature as well as shifts in precipitation, changing risks of certain types of severe weather events, and changes to other features of the climate system.

*Climate change* is a global challenge that has no borders and to combat it requires coordinated work by all countries. Global warming causes climate change. As the planet's temperature rises more than it would naturally, the climate changes. Although it is certain that Earth has naturally warmed up and got colder during other eras, such cycles have always been much slower, taking millions of years, whereas now, within a period of just 200 years, we are reaching levels that in the past brought extinctions. Climate change has negative consequences for physical, biological, and human systems, as well as other effects.

European Union and its member countries take part in international efforts to fight climate change under the [UN climate convention](#) (UNFCCC) agreed in 1992 and other international agreements, such as the Paris Agreement or Kyoto Protocol. The EU and its member countries participate also in international forums which include the UNFCCC meetings, Intergovernmental Panel on Climate Change (IPCC), G8 and G20, Major Economies Forum on Energy and Climate (MEF), Organisation for Economic Cooperation and Development (OECD) and International Energy Agency (IEA).

Fighting climate change requires action from all countries across the world. EU works closely with other countries and regions to advance for dialogue and cooperation. In [bilateral relations with non-EU countries](#) the areas of cooperation include dialogue and cooperation on climate policy, sharing expertise, financing, transfer of technology and research collaboration as well as EU trade policy.

There are bilateral arrangements with key partners and the European Commission works with several regional organisations: OECD countries, UNFCCC Annex I countries, emerging economies, regional groupings.

To support developing countries in their efforts to tackle climate change, the EU works to promote ambitious global action also with its finance. Significant financial resources are needed to implement the Paris Agreement. The EU, its Member States and the European Investment Bank are together the biggest contributor of public climate finance for developing

countries, giving €21.7 billion in 2018 alone, a total €75.2 billion in 2019 for official development assistance with climate action being increasingly integrated into the assistance. On this link, you can find the [European Commission contribution plan](#) until 2027.

The European Food Safety Authority (EFSA) published in June 2020 the newest report on [Climate change as a driver of emerging risks for food and feed safety, plant, animal health and nutritional quality](#). The report describes a methodology for characterising the possible effects of climate change on emerging risks in the food safety area.

Climate change already influences food safety within an agricultural system — during, and after the harvest, and during transport, storage, preparation, and consumption. Climate change will affect humans through chemical contaminants (metals, pesticides) especially when the increased temperature may be important in altering the pest and the need for intensified use of the pesticides may affect the final products. Also, air quality and rising CO<sub>2</sub> may have an impact on the nutritional value of food.

There are two overarching means by which increasing carbon dioxide (CO<sub>2</sub>) and climate change alter the safety, nutrition, and distribution of food. The first is associated with rising global temperatures and the subsequent changes in weather patterns and extreme climate events. Current and anticipated changes in climate and the physical environment have consequences for contamination, spoilage, and the disruption of food distribution. The second pathway is through the direct CO<sub>2</sub> “fertilization” effect on plant photosynthesis. Higher concentrations of CO<sub>2</sub> stimulate growth and carbohydrate production in some plants but can lower the levels of protein and essential minerals in many widely consumed crops, including wheat, rice, and potatoes, with potentially negative implications for human nutrition.

The role of national and international bodies is irreplaceable. One of the working groups – international network of experts led by EFSA (academics, government agencies and international bodies) have developed an approach called CLEFSA - methodology mapping and identifying emerging risks of the climate change on the food (risks to food safety – biological hazards to human health, plant and animal health, contaminants, the nutritional quality of food).

*Read more:*

<https://ec.europa.eu/jrc/en/science-update/how-climate-change-could-affect-food-safety-europe>

<https://efsa.onlinelibrary.wiley.com/doi/epdf/10.2903/sp.efsa.2020.EN-1881>

<https://health2016.globalchange.gov/>

[https://ec.europa.eu/clima/policies/international\\_en](https://ec.europa.eu/clima/policies/international_en)

<https://www.acciona.com/climate-change/>

<https://www.efsa.europa.eu/it/news/climate-change-and-food-safety-complete-efsa-survey-0>

## 2.2 Nutrition

Eating habits can go a long way towards ensuring good health. Low consumption of fruits, vegetables or fibre, and excess intakes of salt, sugars, and saturated fats are among the top contributors of death and disability caused by non-communicable diseases, such as heart disease, diabetes, and certain forms of cancer.

As these are modifiable risk factors, better nutrition and more physical activity translate into healthier individuals and eventually healthier societies. Investing in health, promoting good health, and keeping people active for longer can help to enhance productivity and competitiveness in the [EU](#).

In most countries, separate dietary recommendations exist for total fat intake, saturated fatty acids, monounsaturated fatty acids, polyunsaturated fatty acids, and trans fatty acids. [European Food Safety Authority Journal](#) covers a wide range of research on the issue of fats and cholesterol in dietary habits.

In recognition of the impact of nutrition and physical activity and its contribution to the healthy growth of children, healthy life years (HLY) and good quality of life of children, adolescents and adults, the [European Council invited the Commission to 'continue to provide support and coordination to the present nutrition and physical activity policy framework'](#). They work closely with the [Directorate-General for Health and Food Safety](#) and the High-Level Group on Nutrition and Physical Activity as well as the EU Platform for Action on Diet, Physical Activity and Health. Except this, they support [the European Commission's Strategy on nutrition, overweight and obesity-related health issues](#) as well as the [EU Action Plan on Childhood Obesity 2014-2020](#).

Their on-going work covers a wide spectrum of activities—with two major areas of focus: being school-aged children and older citizens. They review state-of-the-art scientific developments in nutrition and their applicability and relevance for public health decision making. The scientists working within this Commission provide independent solid scientific advice to European Commission Services and the Member States. The Commission recognises that actions focusing on children and adolescents could also be beneficial for the entire family including family-based interventions, healthy nutrition options in childcare facilities and schools and activities to combat a sedentary lifestyle and increase physical activity. The Commission invites all member states to involve all policy sectors and stakeholders to raise awareness on the importance of healthy diet and physical activity and to counteract misleading, excessive or inadequate forms of advertising and marketing and to promote healthy environments, especially in schools, pre-schools and sports facilities, by encouraging the supply of healthy dietary options based on nutritional standards, addressing excessive access to and intake of salt, saturated fats, trans-fatty acids and sugar, as well as frequent consumption or consumption in high amounts of sugar-sweetened and/or caffeinated soft drinks and encouraging children and adolescents to be physically active regularly.

EU, except from the public health and nutrition advices and policies, is encountering also [impact of eating habits on our world](#). Much of our diet pollutes the environment and the climate.



But food is one of the most important needs of man: We must eat to survive. Many people pay very conscious attention to what they eat. They want to eat healthily and enjoy their food. More and more people are also paying attention to the consequences of their diet for the environment. In the case of animal products, for example, the vast majority consider it important that they have been produced in an environmentally sound manner.

### What does food have to do with the environment?

Our food has a lot to do with the environment because the **production of food has an impact on the environment**. However, the exact consequences may differ greatly. It depends on the type of food, production and processing, transport, storage, and preparation.

Most of our food is produced in **agriculture**, and a great deal of land is needed. Intensive agriculture is also geared towards harvesting as much as possible. This leads to monotonous landscapes. Pesticides and fertilizers can harm soil, groundwater, animals, and plants.

The production of food begins in agriculture, but there are many more steps after that. This is followed by processing at food companies, sales, and processing at home or in restaurants, canteens, and other catering establishments. There are many transportations between these steps, mostly by truck.

**Energy** is required for all steps. That is why the production of food leads to many greenhouse gases being emitted. Agriculture has the largest share, with about 45 per cent. In addition to carbon dioxide (CO<sub>2</sub>), other greenhouse gases are emitted, especially methane (CH<sub>4</sub>) and nitrous oxide (N<sub>2</sub>O). If we look at a period of 100 years after the release, these gases are much more fuel-efficient than carbon dioxide. Methane is produced when cattle and sheep digest their food. Also, methane escapes from manure and slurry. The largest quantities of methane are produced when keeping dairy cows. Nitrous oxide comes mainly from fertilization with mineral nitrogen fertilizers.

Animal products such as meat, milk or eggs have much more environmental impacts compared to vegetable food. This is mainly because animals need food and that areas are needed for the cultivation of fodder.

For example, to produce foods of the same nutritional value, more square meters are needed for meat than for cereals. Although cattle or goats are grass-eaters by nature, so-called concentrates such as maize or soy are often fed in animal husbandry so that the animals grow faster. Instead, if food were grown for humans, it would be much better for the environment and the climate.

Organically produced food comes from so-called organic farming. There, the harmful effects on the environment are less than in conventional agriculture. No chemical-synthetic plant protection products or mineral nitrogen fertilizers shall be used. In addition, animals must be kept appropriate to the species.

### Benefits of regionally produced fruit and vegetables

Most of us buy their food in supermarkets. There is a huge supply of food that is more harmful to the environment and the climate. For example, ready meals, the production of which involves a lot of energy, and fresh fruit and vegetables imported from other countries.

For the environment and climate, it is worth buying fruit and vegetables from the region at harvest time. Because this shortens the transport routes, and no heated greenhouses are necessary. At the same time, this is also worthwhile for us. Freshly prepared fruits and vegetables help with a varied, healthy diet. And fruits that are freshly harvested taste better!

The United Nations General Assembly has declared 2020 the International Year for Plant Health. Healthy plants are a source of life, ecosystem functioning and food supply. Healthy plants also protect the environment, forests, biodiversity and reduce the effects of climate change.

### Food for climate

There are many ways to pay attention to environmental and climate protection when eating. Food for climate protection includes the following principles:

- **Organic instead of conventional:** Organic farming emits about a fifth less carbon dioxide and methane than conventional agriculture.
- **Regional instead of global:** Air flights and land transports endanger our climate. The purchase of regional products, on the other hand, supports the circular economy in the home region.
- **Seasonal instead of under glass:** Seasonally harvested fruits and vegetables pollute the climate far less than plant foods that grow outside the season in heated greenhouses.
- **Fresh instead of frozen:** Fresh vegetables pollute the climate three times less than vegetables from the freezer due to production.
- **Raw food instead of ready-made pizza:** The higher a food is processed, the more climate-damaging its production.
- **Pork roast instead of rump steak:** Those who eat less meat and sausages will protect the climate. Rule of thumb: Beef is three times more harmful to the climate than pigs or poultry.
- **Low-fat instead of full fat:** The fatter a dairy product, the worse its climate balance.

It also involves avoiding waste. On the way from the field to the dining table, an estimated one-third of all food is lost. Large quantities are thrown away, although they are still edible. Or they spoil unnecessarily, for example, because too large quantities have been purchased.

Those who want to contribute to climate protection can do so through a conscious diet.

*Read more about:*

[https://ec.europa.eu/food/safety/future/future-nutrition-policy\\_en](https://ec.europa.eu/food/safety/future/future-nutrition-policy_en)  
<https://ec.europa.eu/jrc/en/research-topic/nutrition>

[https://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/lsa/143285.pdf](https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lsa/143285.pdf)  
<http://www.fao.org/plant-health-2020/about/en/>  
[https://ec.europa.eu/food/sites/food/files/safety/docs/final\\_report\\_scoping\\_study\\_en.pdf](https://ec.europa.eu/food/sites/food/files/safety/docs/final_report_scoping_study_en.pdf)

## 2.3 Environment

First steps to a better and healthier environment are being made on the international level for several decades. In 1973 was set up the Environment Directorate General of the European Commission ('DG Environment') to protect, preserve and improve Europe's environment for present and future generations. The Commission proposes policies and legislation and helps businesses move towards a sustainable economy. Its role is also to make sure that Member States apply EU environmental law correctly. This means helping them comply with the legislation they have agreed and following up on complaints from citizens and non-governmental organisations.

Climate change, or global warming, is the greatest environmental threat we have ever faced. How we respond to this crisis will greatly impact both current and future generations and all other species on our planet. The global carbon dioxide equivalent of greenhouse gas (GHG) in the atmosphere has exceeded 400 parts per million. This level is considered a tipping point. Carbon dioxide levels today are higher than at any point in at least the past 800,000 years. The last time the atmospheric CO<sub>2</sub> amounts were this high was more than 3 million years ago, when the temperature was 2°–3°C (3.6°–5.4°F) higher than during the pre-industrial era, and sea level was 15–25 meters (50–80 feet) higher than today.

[UN Environment Programme \(UNEP\) report](#) warns that unless global greenhouse gas emissions fall by 7.6% each year between 2020 and 2030, the world will miss the opportunity to get on track towards the 1.5°C temperature goal of the Paris Agreement. Besides, we face other challenges as air pollution, water crisis, ocean, and coastal threats, shrinking wetlands, genetic engineering, forest destruction, habitat destruction, nuclear weapons, toxic chemicals, natural resource extraction, etc. All this has a significant impact on our environment.

UNEP also supported a program called '[Earth School](#)'. This program was co-created by UNEP and Ted-Ed<sup>1</sup> to provide kids, parents, and teachers all over the world with engaging nature-focused content to stay connected to nature during the global Covid-19 pandemic, which has seen approximately 1.5 billion children out of school. Earth School takes students on 30 quests, each focused on a different nature-related topic. The content was curated by an incredible team of collaborators and volunteers and was shaped to help students understand and celebrate our natural world. Now more than ever, we need to take care of this planet we call home. Earth School seeks to inspire such stewardship through its quests, each of which focuses on a different topic and allows us to understand, conceptualize and connect with nature in a different way.

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<sup>1</sup> TED-Ed — TED's youth and education initiative — aims to spark and celebrate the ideas and knowledge-sharing of teachers and students around the world: <https://www.ted.com/about/programs-initiatives/ted-ed>

With an emphasis on UNEP report about global cuts in emissions, the EU Commission has developed several strategies: [EU Biodiversity Strategy for 2030](#), [EU Circular Economy Action Plan](#), [European Green Deal](#) – the roadmap for making the EU's economy sustainable or [7th Environment Action Programme \(EAP\)](#), which guides European environment policy until 2020. To give more long-term direction, it sets out a vision beyond that, of where it wants the Union to be by 2050. The European Commission (co-)finances projects and other initiatives for the implementation of the European Union policies and legislation throughout the European Union and further afield. There are several options for [funding opportunities](#) in the form of grants or foundations.

A new term “circular” is being used from 2015 in connection to EU Circular Economy Action Plan, which boosts green growth and resource efficiency. The circular economy action plan is a key part of the European Green Deal (2019), Europe’s new agenda for sustainable growth (sustainable products, empowering consumers and buyers, focus on the sectors with the use of most resources, ensuring less waste, and leading global efforts on the circular economy).

**Moving towards a more healthy and sustainable EU food system, a corner stone of the European Green Deal**



Figure 1 Factsheet: From farm to fork (European Commission, 2020)

As mentioned in the nutrition chapter, conscious diet can impact the food waste, but also with conscious buying we can impact the extent of waste in our households which has an impact on the CO<sub>2</sub> emissions.

In Europe, we currently use 16 tonnes of material per person per year, of which 6 tonnes become waste. Although the management of that waste continues to improve in the EU. Just in terms of household waste alone, each person in Europe is producing, on average, half of tonne of such waste. Waste recycling is a major strategy within other environmental strategies. Recycling rates for municipal waste and packaging waste are increasing, but it differs widely between EU countries. The EU waste policy has a key principle – “[waste hierarchy](#)” which is: reuse, recycle/recover, and waste disposal at the end of the hierarchy.

On the local level new alternatives emerge with strategies how to buy local food and household needs with sustainability, for example, zero-packaging stores, shops with the possibility to buy cosmetics or cleaning and washing products to brought containers. This conscious buying will reduce mostly plastic waste which, if used and not recycled, it would become an even more environmental burden in oceans and at landfills.

Read more about:

<https://ec.europa.eu/environment/waste/index.htm>

<http://www.globalstewards.org/environmental-issues.htm>

[https://ec.europa.eu/environment/index\\_en.htm](https://ec.europa.eu/environment/index_en.htm)

<http://www.climate-literacy.eu>

<https://www.eea.europa.eu/data-and-maps/indicators/waste-recycling-1/assessment-1>

[https://ec.europa.eu/environment/circular-economy/index\\_en.htm](https://ec.europa.eu/environment/circular-economy/index_en.htm)

<https://climate.gov/teaching/essential-principles-climate-literacy/essential-principles-climate-literacy>

<https://www.climate.gov/news-features/understanding-climate/climate-change-atmospheric-carbon-dioxide>

<https://www.un.org/en/climatechange/science/key-findings>

[https://ec.europa.eu/commission/presscorner/detail/en/fs\\_20\\_908](https://ec.europa.eu/commission/presscorner/detail/en/fs_20_908)

## 2.4 Activities specifically targeting children's health

The benefits of actions focusing on children's and adolescent's health are likely to have an impact on the youth well beyond the age they become adult. Thus, the focus on school food and the role of schools in the promotion of a healthy life is the key.

To assess the current situation of school food provision frameworks in Europe, the Institute for Health and Consumer Protection, in close collaboration with the EU High-Level Group (HLG) on Nutrition and Physical Activity and Directorate-General Health & Consumers, have produced an overview and content analysis of national school food policies in the EU28 plus Norway and Switzerland in the year 2014. School food policies and school settings are crucial in instigating healthier behaviours in children. They focused their activities on evaluating strategies, past interventions, highlighting knowledge gaps and proposing ways forward.

The report '[School food and nutrition in Europe: policies, interventions and their impact](#)' is an example of the ways how to raise healthier children, for example by focusing on school-based interventions that support the [EU Action Plan on Childhood Obesity 2014-2020](#). One of the main objectives of Childhood Obesity plan was to encourage healthier food habits and physical activity in the groups of pregnant women, infants, toddlers, and preschool children through the enhancement of parental skills, also with an emphasis on vulnerable groups and concerning ethnic minority background.

For instance, *in Slovakia*, there is running [The Really Healthy School program](#). It tries to create a healthy eating culture in schools and school canteens. School canteens strive to offer healthy and tasty meals prepared from fresh and seasonal products purchased from local farmers or food producers. They want children who are not only eating healthy but to know everything important about healthy nutrition. A truly healthy school is the opposition of the "fast food" trend, which strengthens accepting poor and nutritionally unbalanced foods that are unsuitable for children's and adult health. Schools should be transformed into places of learning and experiencing sustainable development. Such an educational environment enables educators

and students to integrate sustainability principles into their day-to-day activities and to simplify capacity building, competence development and value education comprehensively. The way food is produced, distributed, and consumed has a major share in the production of greenhouse gases and has a significant impact on the Earth's climate. But at the same time, changing farming practices and our eating habits is one of the keys to tackling the climate crisis and meeting sustainable development goals. The Really Healthy School program comprehensively develops the culture of eating in all environmental, economic, social and health contexts. The theme of food is so versatile and complex that it traverses virtually all educational areas, through which it is possible to fulfil a large part of the expected educational outcomes from the pre-school level to the second stage of primary schools. It is a practical field, close to everyone and it concerns the whole population in everyday life.

Similar initiatives and projects also exist *in Germany*, on the national level and even more at the level of the 16 German Länder because school education is in their responsibility. Nutrition education is an integral part of all school curricula. The [Federal Centre for Nutrition \(BZfE\)](#) supports practical nutrition and consumer education at primary and secondary schools. The combination of teaching materials and the teacher training courses of the BZfE has led to more and more schools tackling nutrition education. For example, more than one million primary school children have already taken the so-called “nutrition driving licence”. Such projects and initiatives are partly funded by the ministries of education, and partly they are projects on climate protection, nutrition and environmental issues supported by foundations, health insurance companies and other private sector initiatives. Examples can be found in the good practices in the HEALTHYFUTURE database.

*In Slovenia*, the Ministry of Health is taking steps to ensure children's and youth health. The Ministry in 2016 published important “[Food guidelines for the protection of children and youth from inappropriate commercial communications in the field of nutrition](#)”. Several portals are directed on children's health, too. Portal [Prehrana.si](#) targeted on the nutrition of school children and young people provides guidelines for healthy nutrition for young people with the latest findings in science and nutritionism. On 22<sup>nd</sup> March 2005, the National Assembly of the Republic of Slovenia adopted a [Resolution on the National Food Policy Programme](#) (Official Gazette of the Republic of Slovenia, {39/2005). In Slovenian kindergartens and schools, children and adolescents receive lunch. Food is also largely subsidized by students at faculties and at the university. The “school pot” was created as a result of many years of cross-sectoral cooperation between health care and education. It is primarily intended to ensure that people in one place find as much useful information as possible about the importance of nutrition movement for the health of children and young people. It is based on the [Healthy Eating Guidelines in Educational Institutions](#), adopted by the Ministries responsible for Health and Education and on the School Nutrition Act ([Official Gazette of the Republic of Slovenia, Nos.3/2013 and 46/2014](#)). Professional content is adapted to those who want to obtain basic information about diet and exercise, as well as professionals who work on a daily basis in the



field of school nutrition and physical activity.<sup>2</sup> The “Food for Adolescents” brochure, [Network of Forest Kindergartens and Schools](#), [EKO-kindergarten and Eco-School](#) or [nutrition portal for parents and trainers](#) are available, too.

*In Austria*, the [Austrian School Portal](#) provides an extensive “eduthek” where, among other things, subject-specific brochures and good link tips on the topics of anorexia, eating-break-downs, eating addiction and other eating disorders are available. Also, the Agency for Health and Food Security (AGES), supports an initiative called Our School Buffet ([Unser Schulbuffet](#)) within which has been possible to reach many buffet operators and improve the catering at schools.

*Read more about:*

[Mapping of National School Food Policies across the EU28 plus Norway and Switzerland](#). Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/0cface65-91ee-4bfe-ae5d-24dd02e9deb2/language-en>

[A Strategy for Europe on Nutrition, Overweight and Obesity Related Health Issues EU Action Plan on Childhood Obesity 2014-2020](#)

[The Really Healthy School](#). Retrieved from: <https://www.skutocnezdravaskola.sk/>

[The School pot](#). Retrieved from: [www.solskilonec.si](http://www.solskilonec.si)

[Portal for parents and trainers](#). Retrieved from: <https://www.nutriaktiv.si/prehrana-skozi-zivljenjska-obdobja/mladostniki/>

[European Commission, 2019. Nutrition](#). Retrieved from: <https://ec.europa.eu/jrc/en/research-topic/nutrition>

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<sup>2</sup> It can be said that in Slovenia everyone, almost every household, has their own vegetable or fruit garden. People also arrange their “garden” on the hanging beds of their own balconies if they do not have a piece of land at their disposal. The relationship with the land and its symbiosis are born to Slovenes.

## 3. The current situation in selected European countries

### 3.1 Austria

Among other issues, the Austrian government programme states that the goal of a climate-neutral Austria is to be achieved by 2040 at the latest and to become a pioneer in climate protection in Europe. By 2030, electricity is to be produced 100% from renewable energy sources. Furthermore, the Austrian anti-nuclear power path is to be consistently pursued and the coal phase-out in Europe is to be promoted.

The most important organisations for climate and environmental protection in Austria are:

The [Austrian Energy Agency](#) is a research centre for energy and deals with new technologies, renewable energy, and energy efficiency. On the website of the Austrian Energy Agency, you will find facts and figures about energy, useful consumer tips and information on subsidies and current projects.

The main task of the [Federal Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology](#) is environmental protection and the sustainable use of Austria's natural resources. On the Ministry's website, you will find, among other things, information and links to environmental topics and institutions. Climate:active = [klima:aktiv](#) is an initiative of the respective ministry for active climate protection and part of the Austrian Climate Strategy. On the website of [klima:aktiv](#) you can get climate protection and energy saving tips and links to climate protection organisations. The [Austrian Eco-label](#) is an award of the Federal Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology (BMK) which is granted for environmentally friendly products, tourism businesses and educational institutions. On the website of the eco-label, you can find all products and institutions that have been awarded the eco-label.

The Austrians are European champions when it comes to waste collection and waste separation. [The Waste Separation ABC](#) shows how to collect and separate waste correctly. You can download the brochure on the website of the Federal Ministry of Agriculture, Regions and Tourism. The [Austrian Federal Ministry of Agriculture, Regions and Tourism](#) has also set up an ombudsman's office with a citizens' service for citizens enquiries. About the theme of waste and separation you can find more information on the website: [oesterreich.gv.at](http://oesterreich.gv.at). You can find there what types of waste are, how to separate and dispose of it and how to avoid waste.

The [EU Environment Bureau](#) is the centre of excellence for European environmental policy and legislation. On the EU Environment Office website, you can find out about the environmental policy and legislation in the European Union and various environmental issues.



The [FORUM Environmental Education](#) is a portal of the environmental umbrella organisation, whose aim is to create general environmental awareness. The website of this initiative of the Federal Ministry for Climate Protection, Environment, Energy, Mobility, Innovation and Technology and the Federal Ministry of Education, Science and Research provides information on a wide range of environmentally relevant topics.

The [Alliance for Climate Justice](#) is a platform of Austrian non-governmental organisations active in the fields of environment, development cooperation, social affairs and humanitarian aid. It is committed to climate protection and aims to raise awareness of the connection between climate and development.

Several platforms dealing with environment and climate are working in Austria, too. [The youth environmental platform JUMP](#) helps young people with various projects to get involved in environmental issues and to network with environmental organisations and each other. JUMP organises, among other things, the Voluntary Year of the Environment, and a training course for environmental and health projects. The internet platform Nature conservation [natura-schutzbund.at](#) provides comprehensive information on nature conservation in Austria.

Climate protection is essentially a component of environmental protection. However, in climate protection, special attention is paid to emissions into the earth's atmosphere. On the climate protection pages of [oesterreich.gv.at](#) you will find useful tips and links for climate protection in everyday life.

The [ÖKOBÜRO](#) (Ecological Office) is the coordination office of Austrian environmental organisations. Various organisations from the environmental, nature conservation and animal protection sectors belong to the ECOSOC. On the website of the ECOSOC OFFICE you can find out about the environmental policy and environmental law and network with environmental organisations.

[The Federal Environment Agency](#) is Austria's specialist agency for environmental protection and control. Relevant data on the development and state of the environment in Austria are collected and compiled by the Federal Environment Agency.

[The Environmental Umbrella Organisation \(UWD\)](#) is a non-party platform for environmental and nature conservation organisations and Alpine associations from all over Austria. UWD's work focuses on water, nature and climate protection, renewable energies, and sustainability. On the UWD website, you will find useful information on these topics and the activities of the association.

The most important organisations and programmes for healthy nutrition and eating in Austria are:

BIO AUSTRIA - Association for the Promotion of Organic Agriculture On the website [bio-austria.at](#) you will find interesting facts about organic food. From recipes to a healthy school snack to a search engine with organic product retailers in your area ... there are tips for every taste.

It is estimated that there are more than 200,000 people with eating disorders in Austria. Especially girls and women are affected, but also more and more boys and men. The institute [SOWHAT](#) offers help, counselling, and treatment to people with eating disorders. On [sowhat.at](#) you will also find a comprehensible explanation of all kinds of eating disorders and eating behaviour. In addition, in Austria works service centre for health education [GIVE](#). The GIVE centre has compiled a very good collection of links on the subjects about nutrition. Here you will also find a list of advice centres in Austria that can help you with eating disorders.

On the website [netzwerk-essstoerungen.at](#) you will find not only information about Eating Disorders but also a hotline. The Eating Disorders Hotline offers anonymous, free, and Austria-wide low-threshold help and advice for eating disorders. It is the first point of contact for those affected, as well as for relatives and professionals who need information on the subject or who simply want to talk or write.

For information about food security and news about nutrition, you may search on the following websites. [The Agency for Health and Food Security \(AGES\)](#) performs a wide range of tasks. For example, it inspects food following the Austrian Food Act, carries out veterinary medical examinations or deals with the control of infectious diseases in humans. The AGES website provides up-to-date information on these and many other specialist topics. [The Austrian Society for Nutrition \(ÖGE\)](#) informs about new nutritional findings and developments. On the website of the ÖGE there is a lot of specialist information on this subject, as well as suggestions for enjoyable eating and drinking and a comprehensive collection of links.

### 3.2 Germany

In Germany, food is responsible for a fifth of all climate-damaging greenhouse gas emissions. One-fifth of the ten tonnes of the greenhouse gas carbon dioxide that every German cause on average every year comes from food. Food of animal origin, with its poor ecological balance, accounts for more than a third of total consumption. Their production requires a lot of feed, water and arable land. Two examples calculated by the World Wildlife Fund (WWF) illustrate this clearly: a 200-gram beef steak weighs around 2700 grams of CO<sub>2</sub> - the same amount of protein-rich pulses like lentils or beans but only 550 grams. The production of animal products also has a high environmental impact - through the consumption of resources and land, but also through nitrate pollution of soil and water and high greenhouse gas emissions. Meat and non-seasonal products with long transport routes also pollute the environment and climate.

This direct link between food, climate and the environment has been well received by the German public, but how the responsible administrations are organised makes it difficult to implement integrated concepts. Due to the federal structure of the Federal Republic of Germany with 16 independent federal states, there are numerous public contact points for food, environment and climate issues at ministerial level and subordinate authorities, which are, however, vertically organised in their areas of responsibility, i.e. they usually only work in one subject area. In integrative cooperation, these must first be aligned, which is often associated with difficulties, takes time in implementation and can result in delays.

In addition to the administrative structures of the public authorities, there are also institutions which receive full or partial support from the public authorities. First and foremost are the federal and state agencies such as the Federal Centre for Health Education, the Federal Centre for Nutrition or the Federal Environment Agency, whose primary task is to process and pass on information. Increasingly, these institutions are providing information material demonstrating the links between the environment, food and climate.

Even if laws are passed at the federal level, the competence for guidelines and implementation lies at Länder level. Depending on the political composition of the Länder bodies, implementation provisions may therefore vary. Overall, integrated concepts with an interdisciplinary approach are increasingly gaining ground in projects.

Institutions such as the [Öko-Institut](#), the WWF and the [Potsdam Institute for Climate Impact Research](#) are working to harmonise the accounting of greenhouse gas emissions internationally and to develop product labelling that provides information on the degree of climate damage. Initiatives such as Slowfood and NABU - Naturschutzbund Deutschland e.V. provide information and concrete recommendations for a climate-friendly diet.

### **An abundance of information without structured access**

The German projects and initiatives which have been recorded and evaluated for HEALTHYFUTURE show, on the one hand, a high level of commitment on the part of the German educational landscape and the public, which is reflected in the immense wealth of educational projects and initiatives. On the other hand, it is precisely this abundance that also makes clear what is lacking: instruments that pursue a holistic approach and offer interested young people and their trainers and teachers an easily accessible source of information. HEALTHYFUTURE is therefore encountering an information gap with its collection of good practices and its database - however manageable it may be. This collection of data is deliberately kept simple in its basic data to ensure quick access.

*Important sources (all in German):*

Bundeszentrale für gesundheitliche Aufklärung: <https://www.bzga.de/>

Bundeszentrum für Ernährung: <https://www.bzfe.de/>

Umweltbundesamt: <https://www.umweltbundesamt.de/>

NABU: <https://www.nabu.de/>

Potsdam Institut für Klimafolgenforschung: <https://www.pik-potsdam.de/>

Slowfood Deutschland: <https://www.slowfood.de/>

## **3.3 Slovakia**

Current issues related to the environment, climate and healthy nutrition are addressed in Slovakia mainly by the state (particularly the Ministry of the Environment and the Ministry of Health), but the third sector pays great attention to this topic.

The state deals with this topic following several international treaties.

The Ministry of the Environment of the Slovak Republic, as the central body of state administration, provides informal environmental education. In the year 2015, the departmental [strategy of environmental education and training](#) was approved. The strategy is valid until 2025. Its main goal is to create a functioning complex system of environmental education, training, and awareness in the field of the environment. Informal environmental education and training are provided by the Ministry of the Environment of the Slovak Republic via its departmental organizations, which prepare several events and activities focused on information related to the field of environmental protection and its components, as well as the area of practical environmental education and training. They are also engaged in publishing and promotion of the activities.

In autumn 2020, the Ministry of Environment in cooperation with municipalities reached an agreement on the sorting of kitchen waste and bio-waste, which will be carried out from January 1, 2021. Cities and municipalities will have half a year to prepare and run this system, thus fulfilling Slovakia's obligations to the EU.

The Ministry of Health addresses the issue of health prevention primarily through National Programs. One of them is, for example, the "Prevention" program – the year 2019 was declared the "Year of Prevention", during which the Ministry of Health aimed to raise awareness of the importance of preventive examinations for the health of the population. But it also aims to increase interest in prevention, promote responsibility for one's health, and promote an active approach to a healthy lifestyle and increase the quality of life. One of such programs is the „Healthy Communities" project. This program focuses on health education in 218 marginalized Roma communities while using 213 health assistants.

In the National Integrated Reform Plan in 2020, also the Government of the Slovak Republic has committed itself to invest in the green economy. By 2026, it wants to increase the recycling rate of municipal waste from today's 39% to 55%. The main goal - less waste to end up in landfills. The European Union (EU) should also help with funding.

The third sector plays the most important role in Slovakia in solving issues related to the environment, climate, and healthy nutrition. There are several associations, non-profit organizations, and projects developed that primarily focus on the education and awareness of children, adolescents, or educational counsellors in the field. Among the projects are [A garden that teaches](#), [Really healthy school](#), [Green School](#). In Chapter 4, we will take a closer look at their agendas.

*Important sources (all in Slovakian):*

MŽP SR. Osveta a neformálna environmentálny výchova:

<https://www.minzp.sk/osveta/>

Rezortná koncepcia environmentálnej výchovy, vzdelávania a osvetu do roku 2025:

<https://www.minzp.sk/files/dokumenty/strategicke-dokumenty/rezortna-koncepcia-evvao.pdf>

Národný projekt Zdravé komunity: <http://www.zdravekomunity.sk/>

Ministerstvo zdravotníctva SR. Prevencia: <https://www.health.gov.sk/?rok-prevencie-prevencia>

Ministerstvo životného prostredia SR: <https://www.minzp.sk/>

### 3.4 Slovenia

In Slovenia, both the national program and the involvement of non-governmental organizations in the education of children and youth have been aimed at protecting and caring for the environment from the earliest years (the kindergarten program), which in turn also means raising awareness of young people about climate change and its effects on our daily lives. It is also closely related to food production and our future in this regard. Therefore, education of so-called nutrition literacy is also one of the important strategies of education policy. To better achieve this goal, Slovenia has a number of public and non-governmental organizations in this sector and in this intention based on governmental strategies and recommendations.

Ministry of Education of Slovenia prepared Guidelines for [Education for Sustainable Development from pre-school to pre-university education](#). The development of education for sustainable development in Slovenia as a potential foundation for the transition to a green and circular economy has contributed several international processes. Under Intelligent Energy – Europe (IEE) 5 Slovenia implemented a few projects, including the broad context of sustainable development.

In the last decade, it has significantly increased the number of carriers that convey a wide range of projects and campaigns of education and training for sustainable development. Many of these projects are implemented in primary and secondary schools, in part, kindergartens and other educational institutions.

[Climate change and its consequences](#) are also evident in Slovenia. Among sectors closely linked to weather and climate, which will have to adapt to climate change, agriculture and forestry should be specifically highlighted. Agriculture is of great social importance, as it provides food supplies to the population and prevents the disintegration of the cultural landscape, while the forest covers as much as two-thirds of Slovenia's surface and represents the living environment for many plant and animal species, while man is a source of food, raw materials, and energy. At the end of January 2020, the Government of the Republic of Slovenia – Ministry of the Environment and Spatial Planning gave a public hearing "[Ordinance on the Programme of Expenditure of the Climate Change Fund 2020-2023](#)". An inflow of 70 million euros is expected next year and the programme is ready for a four-year period. The new measure "Climate objectives and content in education" aimed at systematically introducing climate objectives and content into preprimary education, primary and secondary schools, and other educational organizations in Slovenia. Green jobs are the jobs for future – with support of the Fund, young people can create their new [green jobs](#) and continue to develop it.

NGO's also provide actions to sustainable development. [Umanotera](#) (NGO) understands sustainable development as a dynamic balance between man and nature, which allows social justice and intergenerational solidarity. Strategic areas of this organization are Environmentally sustainable society, Socially just society, Locally self-subsistent society, and Open society. Umanotera is the initiator of numerous campaigns (for example: "[Year Without the Year](#)" aiming to raise public awareness of the impact of the flights on climate), and the author/performer of many projects. [Youth for Climate Justice](#) is a self-organized, democratic, and diverse

movement of more than one hundred individuals and bodies from all over Slovenia and stands for the decent life for everyone on a preserved planet.

Higher education has his word in environmental and climate field, too. Within a consortium of biotechnical schools – 11 secondary agricultural schools in Slovenia in connection with the Biotechnical Faculty in Maribor – were prepared **CURRICULA** with a strong environmental component, including secondary and higher education environmentalism. In the field of secondary education, it has also generated several textbooks (e.g. For program environmental techniques and conservation technique – including climate change) and guide for professional education: We think and act Sustainably. In addition, the Slovenian airman and environmental researcher Matevž Lenarčič has already circled the world three times and has obtained important **data for scientific research on environmental change**. In 2020 he is working with cooperation with the University of Nova Gorica.

Slovenia places great emphasis on organic food, which is now an important imperative of nutrition and health care in educational institutions (e.g. kindergartens) and social health institutions (homes for the elderly, hospitals, etc.). Numerous portals and umbrella organizations provide awareness in the field of natural, pesticide-free and unprocessed food. So, let us name just a few: **National Programme on Nutrition and Physical Activity – Good Run, Slovenia** is a campaign of the Ministry of Health of Slovenia which contributes to better health and quality of life via regular physical activity and healthy eating. In addition; **AJDA Association** – Society for Biodynamic Management is a society promotes and promotes among the gardeners and farmers the oldest and most prestigious sustainable method of producing the most excellent food, called biodynamic method or, in short, BIODINAMIKA; **Association of Organic Farmers' Associations of Slovenia** which promotes a new brand BIODAR for identifying Slovenian organic products; **Portal of ecological farms in Slovenia** promotes organic farming with an emphasis on symbiosis with nature and the preservation of soil principle; **The Farmer Portal** offers numerous farms where products can be purchased “from the garden”. Most of them offer self-service, which means that you can collect crops for your basket; **The “Safe of Health” portal** is a unique program of active health protection. One of the last important initiatives is a campaign to reduce sugar intake and its harmful effects on health.

*Important sources (all in Slovenian):*

The Climate-Climate Action project, Umanotera (the project funded by the Climate Fund) - training for educators and young people on climate change: <https://www.umanotera.org/kaj-delamo/pretekle-aktivnosti/klima-za-podnebje/>

Youth Climate Projects – Good practices: <https://www.umanotera.org/wp-content/uploads/2019/09/Dobre-prakse-mladinskih-podnebih-projektov-katalog.pdf>

Collection of good environmental practices in Slovenian educational institutions: <https://eko-portal.si/home>

International Climate Change Conference for teachers of primary and secondary schools: <https://novice.sio.si/2020/06/18/mednarodna-konferenca-podnebne-spremembe-2/>

List of farmers and farms on the link: <https://pri-kmetu.si/kmetije.php>



Campaign Good Run: <https://www.dobertekslovenija.si/>



## 4. Good practices

Approaches for climate, environment and nutrition education needs in partners' countries and EU countries which are available on our website (at the page: <http://www.healthyfuture4you.eu/about/further-information/>) are summarized here.

If you go to the website you may sort them via thematic area (climate, nutrition, environment), type of good practice (initiative, program, project etc.), target group (adolescents, children up to 14, teachers, young educators, young refugees and asylum seekers, youth counsellors), or you can search for a keyword. At the following pages, you can find a short preview of the found good practices from partnership and EU countries.

### 4.1 Climate

#### **Green Europe Entrepreneurs**

The GEE project has developed learning packs which provide pupils with a range of meaningful real-world experiences linking the classroom with business and entrepreneurship and teacher training and support which enhances the ability of teachers to teach entrepreneurship. The themes are waste and food, diversity, plastics problems and sustainable towns and cities.

<http://www.geelearning.eu>

#### **Healthy Future**

The project improves awareness of healthy eating habits together with healthy food and climate-focused choices. The eBook shows the consumers climate-friendly meal options and provides information on climate-friendly food consumption. The eGuide for social entrepreneurship covers aspects of green catering business. The website also offers links to a variety of carbon footprint calculators.

<https://www.healthyfutureproject.eu>

#### **Expedition Greenland - Learning sustainability from the Vikings**

Learning sustainability from the Vikings? The "Greenland Expedition" project shows pupils the parallels between today's environmental and living situation and that of the Vikings. The project has created educational material that provides attractive access to sustainable development topics and allows for interdisciplinary teaching. The materials address pupils between 12 and 15 years and are available in English, German and in Danish

<http://www.wilabonn.de/Lernbox-Groenland>

#### **E-PPR**

The project has developed four e-learning modules: one for primary school children, one for secondary school students, one for adults and one for professional disaster responders. Each e-learning module is tailored to the specific needs of its target group and covers the prevention, preparedness, and response to four types of natural disasters: floods, storms, heatwaves



and wildfires. The e-learning modules are available in Danish, English, Estonian, Lithuanian, Romanian and Spanish.

<http://www.e-ppr.eu/p/e-learning-platform.html>

### **Transition Initiative**

Transition is a movement that has been growing since 2005. It is about communities stepping up to address the big challenges they face by starting local. By coming together, they are able to crowd-source solutions. They seek to nurture a caring culture, one focused on supporting each other, both as groups or as wider communities.

<https://transitionnetwork.org/>

### **Network of 16 Education Centres for Climate Protection (16 Bildungszentren Klimaschutz Netzwerk)**

Climate change is one of the major global problems of our time, which can only be solved together. Non-school climate education plays an important role in this context. Under the motto "Learning from each other together", 16 extracurricular German educational institutions have set up a common agenda on the topic. Together they form a nationwide network that reflects the diversity of climate education activities.

<https://16bildungszentrenklimaschutz.de/ueber-das-projekt/>

### **FOSC**

FOSC, the ERA-Net on Food Systems and Climate, is built upon and supported by the experience from the Joint Programming Initiative on Agriculture, Food Security & Climate Change (FACCE-JPI) and the ERA-Net Cofund LEAP-Agri. The FOSC consortium consists out of 28 partners from Europe, Africa and Latin America. FOSC pulls together resources for a joint research programme and is supported by the European Commission through an ERA-Net Cofund grant.

<https://www.foscera.net/en/foscera.htm>

### **VEG-I-TRADE**

The global fresh produce supply chain must take into account climate change in order to ensure food safety, warn EU-funded researchers. This was the key recommendation of the EU-funded VEG-I-TRADE project, which assessed the safety of fresh produce in a rapidly evolving context of climate change and expanding international trade.

<https://www.veg-i-trade.org/>

### **The EAT-Lancet Commission on Food, Planet, Health**

The EAT-Lancet Commission on Food, Planet, Health brought together 37 world-leading scientists from across the globe to answer this question: Can we feed a future population of 10 billion people a healthy diet within planetary boundaries? The answer is yes, but it will be

impossible without transforming eating habits, improving food production, and reducing food waste.

<https://eatforum.org/>

### **Farm-Food-Climate-Challenge**

The Farm-Food-Climate Challenge brings together and promotes initiators who develop innovative solutions for a climate-friendly food sector - with an eye on the entire value chain.

<https://projecttogether.org/farm-food-climate-challenge/>

### **Climate Alliance**

The Climate Alliance brings together municipalities, regions, provinces, NGOs and schools in 20 European countries. The members of the Climate Alliance are four municipalities and 74 schools from Slovakia. Their interest unites them in stabilizing the global climate.

<https://www.climatealliance.org/home.html>

### **Krásne Sady / Beautiful Settlements**

Beautiful Settlements is a unique planning project. The project started in 2015. The location of the land is near city Poprad with a view of the High Tatras. The project involves a forest kindergarten.

<http://www.krasnesady.sk/en/>

### **Lesný klub Tramtária / The forest club Tramtária**

Tramtária is a unique forest club which substitutes kindergarten and children are educated in the forest environment and with emphases on sustainability and naturally learn about the protection of our planet. They do that because they believe that nature is the funniest, most instructive and healthiest place for children.

<https://www.lesnyklubtramtaria.eu/>

### **World Green Flight**

Already in 2012, MATEVŽ LENARČIČ an airman started the measurement of black carbon in the atmosphere as part of the GreenLight - WorldFlight project. He again travelled 91,000 km across the Southern Hemisphere across the continent of the oceans, including Antarctica and Mount Everest, using ultralight aircraft. At the time, such measurements proved to be feasible. The measuring instrument was the first prototype to prove effective and was further refined for subsequent flights.

[www.aerovozija.com](http://www.aerovozija.com)

## **4.2 Environment**

### **PhenoloGIT**

PhenoloGIT is an educational environmental information platform for teachers and students in primary and secondary schools. The platform allows them not only to make scientific observations in their local environment and gather new data intuitively and engagingly but also to acquire complex knowledge by collaboratively creating and sharing new information.

<http://www.phenologit.org>

### **Water as a phenomenon in the life of mankind**

The project has developed three main products – a children book with pictures and poems, a set of methodology worksheets and colouring worksheets related to water and finally an educational foot-path around the local water areas.

<https://twinspace.etwinning.net/64703/pages/page/505949>

### **Green in Everyday Life**

Green Homes is an educational program for families that are concerned about the environmental and social impact of their decisions and daily habits. Through this program, the families receive practical recommendations to reduce their consumption and provide the organizers of the program with, for example, their electricity and water bills, which allows the organizers to quantify the savings.

<http://www.green4life.world/home.html>

### **Teaching Ecology through Apps**

The project analysed more than 80 existing serious games about biology, environment protection, climate change etc. The website contains a list of information about these games, such as instructional contents, hardware requirements, game genre, intended learning outcomes, language, and age of target audience. The games are available in English, French, Slovene, Czech and Spanish.

<https://sites.google.com/a/tealeaf-project.eu/tealeaf-project/home>

### **PowerPlayer**

PowerPlayer is a resource that consists of a strategic classroom game, an online companion, and a teacher training pack. The game is focussed on clothing manufacturers and aims to introduce the concept of sustainable entrepreneurship to 12 -15 years old. The materials are available in English, German, Italian, Dutch and Polish.

<http://powerplayer.info/>

### **Aquapath**

The project developed an awareness-raising campaign and training modules about water scarcity, water sustainability, production models, sustainable lifestyles, household's consumption, water in the public sector and the concept of individual Water Footprint, a module for children with games, quizzes and child-friendly materials, a water footprint calculator, which allows

any citizens to calculate its individual water footprint, an educational video and games for adults and children.

<http://aquapath-project.eu/>

#### **FIT 4 FOOD 2030 - Sustainable Food Systems Network (SFSN)**

The Sustainable Food Systems Network (SFSN) is a virtual community open to anyone who wants to be up-to-date with activities aimed at creating resilient and sustainable food systems with well-integrated responsible research and innovation practices. It is a place that connects policymakers, business professionals, civil society organisations, researchers, students, NGO/non-profit, and funding bodies all over the world.

<https://fit4food2030.eu/the-sustainable-food-systems-network-goes-live/>

#### **Ecological, what else? Sustainable schools on the fast lane in Europe!**

This school partnership implemented new forms and methods of teaching to be able to deal with ambitious topics like ecology and sustainability. Workshops and project days were based on peer-to-peer principles, i.e. pupils were taught by pupils with teachers from 6 European countries preparing the pupils for this task and supporting them in the implementation.

<http://ecoproject-erasmusplus.eu/>

#### **Green Guest - Hospitality Goes Green!**

Green Guest is a project of the hospitality industry which connected both the environmental and employment – training issues, including work-based learning, in a comprehensive approach.

<https://greenguest.wordpress.com/home/>

#### **ProfESus project – discovering a sustainable mindset**

Vocational educators and trainers are insufficiently trained for a successful education on sustainability and its measures. The ProfESus project developed training material to use sources of sustainability and digital learning tools to provide successful and sustainable teaching. Targeted groups: household and guest orientated businesses.

<https://profesus.eu/>

#### **ENVET - Environment in the VET system**

The EN-VET project was derived from the observation that environmental sustainability, although representing one of the five key issues of Europe 2020 aims to transform Europe's economy in a sustainable one by 2050", is often addressed in VET education in a simplistic manner. The project offers VET providers the knowledge, innovative tools and best practice methods of promoting Environmental Sustainability.

<http://www.en-vet.eu/>

### **Educational Network on Soil and Plant Ecology and Management – EduSaPMa**

Soils are the basis for plant production and provide numerous ecosystem services. Many human activities are affecting the soil conditions in several ways. Effects like soil compaction, degradation, acidification, and salt accumulation restrain the basic requirements for plant production and thus food supply for humans. The project aimed to provide a teaching standard for a European wide perspective from the expertise of the consortium integrating humid, intermediate, and dry Mediterranean environments.

<https://www.uni-ulm.de/en/nawi/educational-network-on-soil-and-plant-ecology-and-management/>

### **Glamur - Global and Local Food Chain Assessment: a MULTIdimensional performance-based approach**

When consumers buy food, their choices impact economies, the environment and the well-being of both humans and animals. The EU-funded project GLAMUR developed a flexible method to assess these impacts to help policymakers achieve a more sustainable food supply.

<https://www.wur.nl/en/show/glamur.htm>

### **Ten Shades of Green**

By implementing the project, the project team wanted to encourage each project participant to become aware of his power and environmental responsibility to influence the positive changes in his environment. Thus, individuals would think, decide and act on the future, adopt a healthy lifestyle, which would contribute to the development of environmental awareness and the linkage of young people with disabilities as well as organizations in current and future activities or new projects for young people with disabilities.

<http://crvenikrizzupanja.hr>

### **Healthy Lifestyle in Primary Schools**

Professionals from National Institute of Public Health and coworkers from Health-promoting Schools and other schools have been developing Healthy Lifestyle model since 2008. Together they have developed over 60 model hours and good practice examples from the field of nutrition, physical activity, mental health, and addiction, and they tested and evaluated them among pupils and teachers.

<http://www.nijz.si>

### **Food is not to be wasted / Hrana ni za tjavendan**

An interesting eco-school project that has been going on in primary and secondary schools for several years and in this way raises awareness and develops the attitude towards food throughout its chain.

<https://ekosola.si/hrana-ni-za-tjavendan/>

### **Eko vrtec / Eco-Kindergarden**

The Eco school program is an internationally established program of integrated environmental education, which is intended to promote and increase awareness of sustainable development among children through their educational program, active participation at various levels of the local community and the wider social environment. The kindergarten has a GREEN FLAG, as the highest recognition or recognizable sign that it participates and is part of the EKOVRTEC (ECO KINDERGARTEN) program.

<http://www.ekosola.si/predstavitev-ekosole/>

### **Forest Kindergarten, Forest School / Gozdni vrtec, gozdna šola**

Since 2012, Slovenian kindergartens and schools that include forest pedagogy in their program have been socializing in the Network of Forest Kindergartens and Schools of Slovenia. Schools and kindergartens, which regularly carry out the educational process in the forest, are noticing great progress in individual areas of children's development.

<https://www.gozdnivrtec.si/sl/mreza-gozdnih-vrtcev-in-sol>

### **Včely v meste / Town bees**

"For every third bite of food, we thank the bees. Give them space to make the city flourish." The project Town bees offer several educational and informational programs and materials. One of them is an educational program "COME WITH US TO THE HIVE". The program is suitable for children from 5 to 11 years and lasts one hour. The program is operating with the help of the Education Centre in Zaježová.

<https://mestske-vcely.sk/>

### **SadOVO / Orchard**

SadOVO project focuses on old and regional varieties of apple and pear trees. The aim is, in cooperation with experts, to plant high-stem orchards in the premises of primary and secondary schools. Pupils and teachers will thus take part in saving rare varieties and can also use the planted trees to teach various subjects, which will bring a better knowledge of nature and its gifts.

<https://www.sadovo.sk/>

### **Záhřada, ktorá učí / A garden that teaches**

The garden that teaches is a natural school garden, which is used for teaching, developing interdisciplinary relationships and improving students' cultivation skills. Its design, size and education depend on the conditions and needs of each school. Therefore, every garden is a little different. The project is one of its kind and applies several activities within this project.

<https://zahradaktorauci.sk/>

### **Hurá von / Hurray out**

The Centre for Environment and Ethical Education ŽIVICA civic organization in its educational projects SADOVO, GREEN SCHOOL, CITY BEES, GARDEN TEACHING and EDUCATIONAL CENTER ZAJEŽOVÁ, inspires teachers and parents how to learn outdoors meaningfully.

<https://huravon.sk/>

### **Špirála / The Spiral**

The Spiral / Špirála is a Slovak nationwide network of organizations dedicated to environmental education and training. Spiral is a non-governmental, non-profit organization founded as an interest association of legal entities, established in June 2001. The organization is a member of the Foundation for Environmental Education (FEE).

<http://www.spirala.sk/>

### **Vedome / Conscious**

The founders were inspired by the movie INCEPTION, in which a spinning teetotum determined whether a person was awake or dreaming. If it did not stop spinning, it shows, that person was dreaming, but if it leaned to the side over time and fell, it meant, that person was in a reality in which the passage of time does not allow the teetotum to spin endlessly. "Conscious" brings messages that are in contact with reality, which is why their logo is leaning to one side and why they try to draw attention to conscious responsibility towards the world.

<https://vedome.org/>

### **My sme les / We are forest**

The non-governmental organization of people who care about stopping the devastation of national parks and rare forests in Slovakia. They are terrified of the logging that is taking place in them and are concerned about the attitude of state authorities. They love forests and want to protect them for future generations. The results of satellite mapping show that 700 km<sup>2</sup> of forests in Slovakia have decreased. The forest performs, among other things, an important function of water retention. Insensitive interventions in nature cause floods, which endanger homes, damaged bridges, roads and all residents pay for it.

<https://www.mysmeles.sk/>

## **4.3 Nutrition**

### **The German Federal Centre for Nutrition**

The Federal Centre for Nutrition is the competence and communication centre for nutrition issues in Germany. This contact point for nutritional issues was established by the Federal Ministry of Food and Agriculture. The aim is to make findings from projects of the nationwide networking centres for school catering or the campaign against food waste "Too good for the bin!" available to the public.

<https://www.bzfe.de>

### **The Slow Food Initiative**

Slow Food is a global movement working for a sustainable food system. For Slow Food, the preservation of rural agriculture, traditional food crafts and regional biodiversity are as important as fair remuneration for sustainable producers and the appreciation and enjoyment of food. The initiative promotes responsible agriculture and fishing, species-appropriate livestock breeding, traditional food crafts and the preservation of regional diversity.

<https://www.slowfood.de/aktuelles/2019/klimaschutz-11-tipps-zur-klimafreundlichen-ernaehrung>

### **Karlsruhe climate protection campaign / Klimaschutzkampagne der Stadt Karlsruhe**

The German city of Karlsruhe initiated a climate campaign for the city. The campaign focuses on how citizens can protect the climate in their everyday lives and make a difference with little effort. The aim of "Karlsruhe macht Klima" is, therefore, to regularly raise awareness of climate protection in the Karlsruhe public.

<http://www.karlsruhe-macht-klima.de/de>;

<http://www.karlsruhe-macht-klima.de/klimawette/wettaktionen/kochworkshop.de>

### **DemoNetErBo - Knowledge transfer network for cultivation and utilisation of field peas and field beans in Germany**

Pulses have potential: Whether as farmyard fodder or as a market fruit, peas and beans are important building blocks for sustainable, protein-rich and regional livestock feeding. Pulses are also being rediscovered for human consumption. The demand for protein animal feed in Germany, for example, is significantly higher than the supply and is covered by imports from overseas. With the model "Demonstration Network Pea/Bean", the cultivation and processing of peas and beans are to be increased and expanded.

<https://www.demoneterbo.agrarpraxisforschung.de/index.php?id=336>

### **Klimaküche / Climate Kitchen**

400 German schoolchildren discovered climate-friendly and ecological food: Which foods grow in which regions and in which seasons? How does meat consumption affect the climate? And how can we limit the waste of food? In the Climate Kitchen project, pupils aged ten to sixteen years addressed these questions and explored the connections between nutrition and climate change.

<https://www.greencity.de/die-klimakueche-400-schuelerinnen-entdecken-klimagerechte-ernaehrung/>

### **Protein2Food**

This EU-funded project investigated protein-rich crops in Europe as attractive alternatives to meat - a means to reduce the environmental impact of livestock on the planet and provide farmers with a new source of income.

<https://www.protein2food.eu/>



## **Food Action**

The FACT! The program provides support for individuals and households interested in exploring health and environment aspects of their eating habits. A self-learning workbook contains action recipes, food recipes, and supporting material for three topics Food & Waste, Food, Climate & Environment and Food & Health. A Manual for Coaches provides support for people willing to organise a study circle. A big online library contains further information. The materials are available in English, Spanish, German, Italian and Hungarian.

<https://fact.globalactionplan.com>

## **"Really healthy school"**

A Really healthy school is a comprehensive program of healthy school eating. They try to have food with the right value for children, so they can enjoy it and learn where it comes from and how it is preparing. The program helps children develop the skills and habits needed for a healthy and prosperous life.

<https://www.skutocnezdravaskola.sk/>

## **Food Revolution Slovakia**

Food Revolution is a worldwide awareness campaign under the auspices of the Food Foundation of Jamie Oliver, which aims to disseminate information on the prevention of childhood obesity, but also to highlight the need for education in the field of adult nutrition. It's a challenge for schools, kindergartens, caterers, communities, businesses, restaurants, individuals - really anyone can get involved.

<http://foodrevolution.sk/>

## **"Healthy pre-schooler"**

"Healthy pre-schooler" is a project of the Human Health Institute. It covers the areas of education, health care, socio-economic environmental factors, population health promotion and environmental feeling. The target group is preschool children 3-5 years old and their families. For children to be healthy, it is necessary to start with proper nutrition in the family. As parents are role models for their children, it is essential to show them the right example of how to follow healthy eating rules.

<https://www.hhi.institute/sk/aktuality/projekt-zdravy-predskolak>

## **Learn4Health**

The needs that give Learn4Health its ratio are centrally situated within current European policies on health, nutrition, obesity prevention and the development of the capacity to address those issues at the institutional and individual levels. Learn4Health was created to develop skills, methods, collaborative approaches and to enhance food literacy and meet challenges of health, nutrition, and obesity prevention through an interdisciplinary collaborative approach.

<http://learn4health.eu/>

### **Corrective VET international training for obesity prevention and healthy lifestyle promotion**

According to the EU Action Plan on Childhood Obesity 2014-2020, the proportion of the population in EU countries who are overweight or obese remains worryingly high for adults and children and young people, despite action at the European level to reverse the rising trend. The implications of overweight and obesity in Europe are stark: the prevalence of obesity has more than tripled in many European countries since the 1980s and with this rise comes a concomitant increase in rates of associated non-communicable disease.

<http://correct-it.eu>

### **Smart Patients. Holistic Empowerment of Citizens to Become Experts in Their Own Health**

Although today one can find numerous information on health topics, those information are often not user friendly. There is a lack of material, especially for adults with low educational level. Moreover, no adequate health information exists for the needs of refugees, asylum seekers and migrants.

<https://smart-patients.eu/>

### **Development of a Cookbook for Students with Mental Disabilities**

The core idea was based on the fact, that students with Mental and Intellectual Disabilities (SwMID) demonstrate a great interest in cooking lessons. In this project young people with mental disabilities, alongside with their trainers, developed new cooking skills in order to increase their employability. The activities not improved only the confidence of people with mental disabilities, but also foster their social, personal, work and overall societal inclusion.

<https://easycooking.team/>

### **Augmented reality and New Media against the onLine promotion of unhealthy foods (ANEMELO)**

Children today are overweight and heading for early diabetes and an increased risk of heart disease. The vast majority of children are overweight simply because they eat too much sugary and fatty food. Governments have invested in well-meaning projects, which aimed to change children's eating habits or encourage them to take more exercise and restrictions have been imposed for food and soft drink product advertisements to children in broadcast or non-broadcast media. However, they failed to curb the online advertising of junk foods to children.

<https://anemelo.eu/>

### **CASYS – Culinary Arts Education in Support of Youth Employment and Social Inclusion**

The project focuses on the development of higher competencies in culinary arts, with special attention to innovation and the emerging business trend of acting socially responsibly. The target groups are young people, especially those that are not in employment, education, or training (NEETs).

<http://www.casys-bg.com>

**Nutrition for adolescents – why not? / Prehrana za mladostnike**

The published publication is intended for young people and educates them on the importance of nutrition, as we are increasingly facing health problems of young people.

<https://www.nijz.si/>

## 5. References and recommendations for reading

The number of publications – referenced literature, studies, websites, teaching material, books, and articles – on the links between nutrition and climate change has grown enormously over the last 10 years, reflecting the growing awareness of the issue in the scientific community as well as the interested public. The HEALTHYFUTURE4YOU partnership has therefore collected examples of literature from Germany, Austria, Slovenia, and Slovakia as well as from the English-speaking countries, without claiming to be complete. You can find the publications at the end of the sub-chapters, or you can find the most important EU and national policies here:

Council of the European Union, 2014. *Council conclusions on nutrition and physical activity*. Luxembourg, 2014. Retrieved from: [https://www.consilium.europa.eu/uedocs/cms\\_data/docs/pressdata/en/lisa/143285.pdf](https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/lisa/143285.pdf)

EFSA, 2010. *Scientific Opinion on Dietary Reference Values for fats, including saturated fatty acids, polyunsaturated fatty acids, monounsaturated fatty acids, trans fatty acids, and cholesterol*. EFSA Panel on Dietetic Products, Nutrition and Allergies. Parma, Italy: EFSA, 2010. Retrieved from: <https://efsa.onlinelibrary.wiley.com/doi/epdf/10.2903/j.efsa.2010.1461>

EFSA, 2020. *Climate change as a driver of emerging risks for food and feed safety, plant, animal health and nutritional quality*. Retrieved from: <https://efsa.onlinelibrary.wiley.com/doi/epdf/10.2903/sp.efsa.2020.EN-1881>

European Commission, 2014. *Environment Action Programme to 2020*. Retrieved from: <https://ec.europa.eu/environment/action-programme/>

European Commission, 2019. *A European Green Deal. Striving to be the first climate-neutral continent*. Retrieved from: [https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal\\_en](https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en)

European Commission, 2019. Nutrition. Retrieved from: <https://ec.europa.eu/jrc/en/research-topic/nutrition>

European Commission, 2020. *A new Circular Economy Action Plan For a cleaner and more competitive Europe*. Retrieved from: [https://ec.europa.eu/environment/circular-economy/index\\_en.htm](https://ec.europa.eu/environment/circular-economy/index_en.htm)

European Commission, 2020. *Factsheet: From Farm to Fork: Our food, our health, our planet, our future*. May 2020. Retrieved from: [https://ec.europa.eu/commission/presscorner/detail/en/fs\\_20\\_908](https://ec.europa.eu/commission/presscorner/detail/en/fs_20_908)

European Commission, 2020. *How climate change could affect food safety in Europe*. European Commission's science and knowledge service. Retrieved from: <https://ec.europa.eu/jrc/en/science-update/how-climate-change-could-affect-food-safety-europe>

European Commission, 2020. *Cooperation with non-EU countries & regions*. Retrieved from: [https://ec.europa.eu/clima/policies/international/cooperation\\_en](https://ec.europa.eu/clima/policies/international/cooperation_en)

European Commission, 2020. *International action on climate change*. Retrieved from: [https://ec.europa.eu/clima/policies/international\\_en](https://ec.europa.eu/clima/policies/international_en)

European Environment Agency, 2020. *Waste recycling*. Retrieved from: <https://www.eea.europa.eu/data-and-maps/indicators/waste-recycling-1/assessment-1>

EU, 2014. *EU Action Plan on Childhood Obesity 2014-2020*. Retrieved from: [https://ec.europa.eu/health/sites/health/files/nutrition\\_physical\\_activity/docs/childhoodobesity\\_actionplan\\_2014\\_2020\\_en.pdf](https://ec.europa.eu/health/sites/health/files/nutrition_physical_activity/docs/childhoodobesity_actionplan_2014_2020_en.pdf)

Food Chain Evaluation Consortium, 2013. *Scoping study. Delivering on EU food safety and nutrition in 2050 – scenarios of future change and policy responses. Final Report*. EU: Directorate General for Health and Consumers, 2013. [online]. Retrieved from: [https://ec.europa.eu/food/sites/food/files/safety/docs/final\\_report\\_scoping\\_study\\_en.pdf](https://ec.europa.eu/food/sites/food/files/safety/docs/final_report_scoping_study_en.pdf)

UN environment programme. *Climate change*. Retrieved from: [https://ec.europa.eu/environment/green-growth/waste-prevention-and-management/index\\_en.htm](https://ec.europa.eu/environment/green-growth/waste-prevention-and-management/index_en.htm)

USGCRP, 2016. *The Impacts of Climate Change on Human Health in the United States: A Scientific Assessment*. Retrieved from: <https://health2016.globalchange.gov/>

*Waste management in the context of the coronavirus crisis*. Retrieved from: [https://ec.europa.eu/info/files/waste-management-context-coronavirus-crisis\\_en](https://ec.europa.eu/info/files/waste-management-context-coronavirus-crisis_en)

*What is Climate change*, 2020. Copyright © 2020 ACCIONA. Retrieved from: <https://www.accion.com/climate-change/>

UN environment programme. *Climate Change*. Retrieved from: <https://www.unep.org/explore-topics/climate-change>

UN environment, 2018. *Annual Report 2018. Putting the environment at the heart of people's lives*. Retrieved from: <https://www.unep.org/annualreport/2018/index.php#cover>

This collection is published on the project's homepage: [www.healthyfuture4you.eu](http://www.healthyfuture4you.eu) and will be continuously updated and supplemented in the course of the project.

## 6. The HEALTHYFUTURE 4You & THE PLANET partnership

HEALTHYFUTURE 4Y & THE PLANET is implemented by a European partnership of four institutions from Germany, Austria, Slovenia, and Slovakia, all active in training for youth education providers:

- **Kultur und Arbeit e.V. – Bad Mergentheim / Germany (coordinator)**  
[www.kultur-und-arbeit.de](http://www.kultur-und-arbeit.de)  
  
contact: info(at)kultur-und-arbeit.de
- **Wissenschaftsinitiative Niederösterreich – Würnitz / Austria**  
[www.wissenschaftsinitiative.at](http://www.wissenschaftsinitiative.at)  
  
contact: office(at)wissenschaftsinitiative.at
- **ZAVOD GEA, zavod za zaposlovanje in usposabljanje invalidov / Šoštanj / Slovenia**  
[www.zavodgea.com](http://www.zavodgea.com)  
  
contact: sonja(at)zavodgea.com
- **QUALED občianske združenie pre kvalifikáciu a vzdelávanie, Žilina / Slovakia**  
[www.qualified.net](http://www.qualified.net)  
  
contact: office(at)qualified.net

