Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education
Call	2023
Round	Round 1

Table of contents

Context

Field	Higher Education
Project Title	Tradinnovations
Project Acronym	TRADINNOV

Project Start Date (dd/mm/yyyy)	Project total Duration	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/11/2023	36 months	31/10/2026	FR01 - Agence Erasmus+ France / Education et Formation	English

Project lump sum	400 000,00 €

For further details about the available Erasmus+ National Agencies, please consult the following page: List of National Agencies.

Project Summary

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

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

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

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

1.Advanced and interdisciplinary learning approach to support innovations by constraint within the local food heritage of each country and adapted to specific populations needs
2. Educational approach by project-based learning to be deployed in European countries
3. Scientific, socio-economical and educational symbiosis while integrating closely local agri-food and culinary landscapes in each partner country
4. Inter-cultural fostering among European students on food heritage and innovation

Implementation: What activities are you going to implement?

- Project-based learning methodology for students to work on recipes scientific study and renovation to target specific nutritional needs among local populations
- Educational blended teaching and learning tools both online (with an e-platform having specific educational paths adapted to various student's programs) and physical (lab experiments and collaboration with socio-economical stakeholders)
- Communication activities (scientific and wide public) on European and international levels

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

1. Supportive educational platform and educational paths: focus on both educators exchange of practices/expertises for enhancement of students learning experience

2. Practical step by step Guideline for project-based learning on innovations from traditions

3. Network of socio-economical stakeholders in European countries that could benefit/work with students (associations, start-up, restaurants..)

4. Animation among European countries and physical co-working activities among students

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10249721	Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement	France	Île de France	Paris	https://www.institut-agro.fr/fr

Partner organisations

OID	Legal name	Country	Region	City	Website
E10184018	TECHNOLOGICAL UNIVERSITY DUBLIN	Ireland	Dublin	DUBLIN	www.tudublin.ie
E10153935	UNIVERSIDADE NOVA DE LISBOA	Portugal	Lisboa	LISBOA	www.unl.pt
E10209243	UNIVERZA V LJUBLJANI	Slovenia	Osrednjeslovenska	LJUBLJANA	http://www.uni-lj.si
E10209158	TURUN YLIOPISTO	Finland	Varsinais-Suomi	Turku	www.utu.fi
E10208835	UNIVERSITAT POLITECNICA DE VALENCIA	Spain	Comunidad Valenciana	VALENCIA	www.upv.es

Workpackages summary table

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

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

Work package id	Title	Number of activities	Grant (EUR)
1	Project Management		80 000,00
2	Database for end-users	5	104 860,00
3	Educational content and experimentation	7	106 315,00
4	Digital resources and animation	4	56 000,00
5	Communication and dissemination	6	52 825,00
Total			**400 000,00**

Project budget summary

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

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	80 000,00
Work package n°2 - Database for end-users	104 860,00
Work package n°3 - Educational content and experimentation	106 315,00
Work package n°4 - Digital resources and animation	56 000,00
Work package n°5 - Communication and dissemination	52 825,00
Total	**400 000,00**

Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Total (EUR)
Work package n°1 'Project Management'	65 000,00	3 000,00	3 000,00	3 000,00	3 000,00	3 000,00	80 000,00
Work package n°2 - Database for end-users	41 300,00	14 300,00	10 250,00	12 670,00	16 040,00	10 300,00	104 860,00
Work package n°3 - Educational content and experimentation	21 335,00	18 730,00	18 600,00	15 320,00	16 350,00	15 980,00	106 315,00
Work package n°4 - Digital resources and animation	15 000,00	10 000,00	7 000,00	8 000,00	9 000,00	7 000,00	56 000,00
Work package n°5 - Communication and dissemination	16 325,00	9 650,00	7 150,00	4 650,00	9 400,00	5 650,00	52 825,00
Total	**158 960,00**	**55 680,00**	**46 000,00**	**43 640,00**	**53 790,00**	**41 930,00**	**400 000,00**
Project lump sum (EUR)							**400 000,00**

Participating Organisations

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

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

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

Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR)

Organisation ID	Legal name	Country
E10249721	Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement	France

Applicant details

Legal name	Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement
Country	France
Region	Île de France
City	Paris
Website	https://www.institut-agro.fr/fr

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	F PARIS487

Background and experience

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

L'Institut Agro is the French higher education and research institute for food, agriculture and the environment, including landscape science, horticulture and fisheries. Headquartered in Paris it has six campus embedded in the dynamics of the cities of Angers, Dijon, Montpellier and Rennes, and cover the diversity of agri-food systems across France, Europe and worldwide. Created in 2020 through the merging of three major French '"grandes écoles", L'Institut Agro is now France's largest player in this field, by its sheer size, its broad territorial embedness, the number of graduate students and permanent faculty within the institution, the wide range of its specializations, expertise and international partnerships.
L'Institut Agro was establised by the French government as a leading new "grande école" to scale-up France's ability to respond to major national and international challenges in the areas of food, agriculture and the environment. Faced with the urgency of climate, ecological and food issues - accentuated by health crises and an increasingly globalized economy - the role of education is essential to achieve agro-ecological, food, digital, climate, energy, economic and social transitions.
The training of engineers, managers, researchers and technicians, coupled with high-level research, is a powerful lever for driving change, raising awareness, engaging and supporting stakeholders.The creation of the Institut Agro, a new Grande École on food, agriculture and environmental issues at the European and global levels at the European and global levels, marks a historic turning point in providing a response commensurate with the scale of the challenges to be met. 'Institut Agro is a unique "grande école" to support agroecological, food and environmental transitions and transformations. In a context of global climate, ecological and food urgency –compounded by health crisis – higher education is key to achieve agroecological, food, digital, climate, energy, economic and social transitions and transformations. Training engineers, managers, researchers, experts and technicians, while delivering top-level research, is a powerful lever for driving change, raising awareness, engaging and supporting stakeholders. We share a set of core values that bring us together: integrity in the production and dissemination of knowledge, in our actions and partnerships, diversity and inclusion, social, cultural and international open-mindedness, a fundamental commitment to sustainable development and an active engagement in European and international initiatives for ecological and climate transition. Our ambition is to empower new generations of responsible, committed, creative and entrepreneurial men and women, and to provide them with the adequate skills and tools to find solutions, design and implement new models to better feed the world while protecting the environment. L'Institut Agro delivers post-graduate education to 4900 students in total, among which 400 PhD candidates and 2800 students of masters of engineering navigating 8 tracks and 30 majors. With the inclusion of its bachelor, the support to 800 vocational schools for agriculture and its professional development program L'Institut Agro is internationally recognized as a major player in capacity development in agrifood systems engineering, design and management. Its expertise encompasses life science, food science, agriculture, livestock and fish, horticulture and viticulture, agri-business, rural development, agro-ecosystems, biodiversity, landscape and natural resource management, socio-economy and policies, bioeconomy and climate change.
With its 60 000 Alumni, 300 faculty members collaborating with 1250 researchers in its 40 research units in partnership with INRAE, CIRAD, CNRS, IRD, IFREMER and INSERM, 4 experimental pilot farming estates, 19 Partnership Programs with private companies, it is involved worldwide in the transformation of agri-food systems.

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

TRAINING, RESEARCH, INNOVATION AND SUPPORT FOR AGRICULTURAL EDUCATION
Under the conditions set out in article L. 812-1 of the rural and maritime fishing code, the establishment carries out the following missions in the fields of agronomy, agro-ecology, food, agri-food, horticulture, landscaping, forestry, sustainable management of natural resources and territories, the environment and life.
Among our missions:
- To train and support: engineers, managers and executives, in initial and lifelong training. The Institute offers a wide range of training programs: engineering, doctorate, master's degree, professional license, based on systemic and multidisciplinary approaches, which are closely linked to the methods and advances of science.
- Research and Innovation: with and for socio-economic players in the fields of agriculture, food, environment, fisheries and landscape.
- To support the development of the territories and the development of the local economy.
- Supporting the development of territories and public policies
- To support technical agricultural education
- To participate in the influence and attractiveness of France and contribute to international scientific, technical and educational cooperation.

Reine BARBAR, Ph.D in Food science and processing, associate professor at IA-Montpellier. Teaches in the fields of food science, molecular gastronomy and food production. Coordinated a 3-year project studying Lebanon's culinary heritage by means of molecular gastronomy with actions in education, research and collaboration with main stakeholders in Lebanon and surrounding region. Member of International Center of Molecular gastronomy
Bernard CUQ, Ph.D. full professor in Food process engineering. His expertise, commitment and teaching experience were IDEONIS' pillars (a multidisciplinary learning tool created in ANR-IDEFI project 2012-2018). Is active in ANR HILL "Hydrid Innovation Learning Lab" (2016-2026) on national French level.

Clarissa DETOMI, Ph.D., associate professor at IA Montpellier, teaching in the field of process engineering and unit operations, technology and food processing. Coaching of students for the development of food innovation projects.
Maeva SUBILEAU, Ph.D., associate professor at IA Montpellier, has expertise in microbiology and biotechnology, with specialization in microalgae and fermentation, and skills in lipid characterization. Teaching in the field of fermented food and sanitary quality of food products.
Sylvie AVALLONE, Full professor, teaches food science and nutrition, published 43 papers on nutrition of children and nutritional quality of traditional recipes. Involved in projects to strengthen capacity of universities to address sustainability in Cambodia and Angola.
Alice FRANCOIS, coordinator at I AGRO of the participation to the Erasmus + program (KA2). 18 years of international professional experience in the design and management of International Higher Education projects (MSc and Phd).
Julien ROSE, in charge of a pedagogical and digital support service for the Institut Agro Montpellier. For more than 10 years, he has been leading various pedagogical innovation projects to actively engage students. By means of methods and tools, validated or experimented, we have been able to develop challenge activities for students (flipped classroom, challenge based learning, etc.)
Damien CONARE, senior expert, since 10 years, he manages the activities of the UNESCO Food Chair in World Food Systems, a science-society interface tool for the dissemination of knowledge on sustainable food. We are used to managing action-oriented teaching with our students, organizing events for various audiences and managing the activities of a FoodLab.
Gaelle ROUDAUT, associate professor, teacher and researcher in Food Physics ; Dean of International affairs for IA – Dijon Campus. Development of courses in Food Physics, Food and innovation and on the influence of culture on food productions.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	2	2	1	1
Cooperation partnerships in higher education	0	0	1	1

Newcomer organisation	No
Less experienced organisation	No
First time applicant	No

Partner Organisations

Organisation ID	Legal name	Country
E10184018	TECHNOLOGICAL UNIVERSITY DUBLIN	Ireland
E10153935	UNIVERSIDADE NOVA DE LISBOA	Portugal
E10209243	UNIVERZA V LJUBLJANI	Slovenia
E10209158	TURUN YLIOPISTO	Finland
E10208835	UNIVERSITAT POLITECNICA DE VALENCIA	Spain

TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)

Partner organisation details

Legal name	TECHNOLOGICAL UNIVERSITY DUBLIN
Country	Ireland
Region	Dublin
City	DUBLIN
Website	www.tudublin.ie

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	IRLDUBLIN44

Background and experience

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

Building on a distinguished past, TU Dublin are proud to be Ireland's first technological university offereing 200 UG and PG programs across a wide range of academic disciplines including humanities, engineering, business, science, tourism and law. The university is home to 3000 FTE staff, 29,700 students, of which 2854 students belong to 138 diverse countries across the globe. Ranked among the Top 500 Universities for engineering and technology worldwide by QS, the renowned university is globally recognised for world class academics and research excellence.
Deeply embedded in the Dublin region, TU Dublin has campuses in Dublin City Centre, and its suburbs Through its major infrastructural development plan, it is currently investing over €500 million in new, state-of-the-art, technology-enabled facilities to enhance its students' experience.
In developing the TU Dublin strategy and in the course of conversations with over 2,500, stakeholders, the challenges facing us were viewed through the lens of the UN Sustainability Goals (SDGs). Some clear areas of focus and shared concerns began to emerge. This has resulted in shaping ourthe strategic plan to include three interrelated themes - People, Planet, and Partnership. Underpinned by the key SDG goal of 'Quality Education', these three pillars will inform the TU Dublin approach to educational, research and engagement practices, ensuring that TU Dublin delivers real change, innovation and impact for society.

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

TU Dublin has research teams that work across the creative arts, sciences, engineering, business and technology arena to focus on areas that will benefit business and society. TU Dublin is a modern technological university providing professional education to doctoral level. It blends the academic excellence of a traditional university with career-focused learning, research, discovery and the application of knowledge. The research programme provides transversal skills as well as research training within a disciplinary framework.
Róisín Burke is a Senior Lecturer specialising in Culinary Science and Food Product Development. She has developed Molecular Gastronomy as a subject discipline in TU Dublin. Róisín lectures to international students and is the TU Dublin co-ordinator of the Erasmus+ M.Sc. programme in Food Innovation and Product Design (FIPDes; fipdes.eu).

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	5	2	15	9
Partnerships for Digital Education Readiness (KA226)	1	0	5	1
Cooperation partnerships in school education	0	0	2	0
Cooperation partnerships in vocational education and training	2	0	3	2
Cooperation partnerships in adult education	0	0	4	3
Cooperation partnerships in higher education	5	4	13	7
Cooperation partnerships in youth	0	0	1	0

Newcomer organisation	No
Less experienced organisation	No

UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT)

Partner organisation details

Legal name	UNIVERSIDADE NOVA DE LISBOA
Country	Portugal
Region	Lisboa
City	LISBOA
Website	www.unl.pt

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	P LISBOA03

Background and experience

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

NOVA University Lisbon (NOVA) is a public higher education institution with a mission to serve society through knowledge and education on a local, regional and global level, by developing teaching and research of excellence that create significant social and economic value.
The fulfilment of its triple mission - Teaching, Research and Value Creation - requires: an academic environment that embraces equality, inclusion and free thinking to attract the best students from a wide range of cultural backgrounds and into the most diverse fields of knowledge, enabling them to discover their potential and develop their individual talent, with a strong sense of active citizenship, democracy and justice; high-quality teaching with a strong international setting in all cycles of studies, student centered and delivered by leading academics who are able to provide students with the necessary skills and knowledge to successfully develop a career anywhere in the world; a collaborative research within the University and with highly specialized and interdisciplinary strategic partner institutions of international relevance, aimed at creating innovative results with recognized academic impact and value potential; a knowledge-based and high-impact value creation activity, developed in collaboration with society and the economy, which promotes sustainable development at the economic, technological, cultural, social and health levels, not only across the nation, but also globally, with particular attention to the European and Portuguese speaking regions.
NOVA is committed to the development of the European HE and its courses are organized under the principles of the Bologna Agreement.
NOVA's structure includes, apart from the Rectorate, 5 Faculties (Science & Technology; Social & Human Sciences; Business & Economics; Medical Sciences; Law), 3 Institutes (Tropical Medicine; Technology & Biochemistry; Information Management) and 1 School of Public Health. It offers several degrees (BSc, MSc, PhD level) and postgraduate courses, covering various fields of knowledge.
NOVA is the Portuguese university with the best performance in the Horizon 2020 (in terms of Full-Time Equivalent) and 88% of its 39 R&D Units have been rated Excellent or Very Good in recent evaluations.
There are around 20.500 students at NOVA, 1.800 teachers and researchers, and 889 non-academic staff. 56% are female and 44% male.
NOVA's governance system allows the Rector (and the Vice-Rectors) to meet directly with the Deans of the Schools prior to the important strategic decisions, which is something unique in Portugal.
NOVA is in 8th place among young European universities, founded less than 50 years ago, according to QS rankings. It ranks first national position in Business and Economics and Arts and Humanities and Top 10 among young European universities in Business and Economics, Clinical and Health, and Education (Times Higher Education World University Rankings) NOVA is also the Portuguese Institution with the highest impact worldwide in terms of publications, according to Leiden Ranking, and is fully committed with the Sustainable Development Goals.
NOVA is an active member of several university networks: UNICA, YERUN, EUA, TORDESILHAS, CASE and CESAER and takes part of the European university alliance EUTOPIA MORE.
NOVA has consolidated experience within European programs: Tempus, Erasmus+, ERC Grants, H2020. It is also actively involved in cooperation with American, African and Asian universities. These partnerships and programs are being successfully implemented with the participation of NOVA, strengthening and expanding the initiatives of joint degrees, and also of science and technology, innovation and competitiveness. This is done through international mobility exchange of both academics (professors and researchers) and students (undergraduate and graduate).

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

NOVA University Lisbon has a formative offer that is distinguished by quality and variety, in several areas of knowledge, fundamentally structured around undergraduate degrees, integrated master degrees, master degrees and doctoral degrees.
NOVA is recognized internationally for its teaching excellence, focused on its students and providing them with rigorous knowledge, professional success and a spirit of leadership.
It has a history of successful participation in international programs (Erasmus+, H2020 and others) projects and substantial cooperation and research with neighbouring countries of the EU, Africa, Latin America and Asia at the research and capacity-building levels.
NOVA School of Science and Technology offers, since 2010, and in collaboration with the School of Agriculture of the University of Lisbon, a pioneer MSc degree in Gastronomical Science. The goal of this MSc is to provide a thorough scientific and technological training in food sciences, but integrating it into a comprehensive technical and cultural approach. This holistic view of food contributing to strengthen the bridge between scientific knowledge and the economic and cultural activities; as well as to prepare professionals to answer the growing demands for quality, creativity and innovation in food production on a small scale, in the food industry and tourism. The curriculum structure was developed to make it compatible with the previous training of students from different Bachelor programs from various institutions of higher education. The key persons involved in this project are highly skilled, multidisciplinary and competent.
Globally they have been involved in the proposal, coordination, and teaching of the MSc degree in Gastronomical Sciences. They have also developed research in food science related themes in collaboration with other universities, the industry and restauration.

- Paulina MATA (lecturer) is an Organic Chemistry specialist and her academic career (lecturer and researcher) was at Nova School of Science and Technology (FCT-NOVA) and at the Associated Laboratory for Green Chemistry (LAQV-REQUIMTE);
She belonged to the team that submited the proposal for the MSc in Gastronomic Sciences (FCT-NOVA and ISA-UL), which she coordinated between 2010 and 2022;
Her scientific interests are in the areas of Organic Chemistry and Food Chemistry, particularly Molecular Gastronomy;
She is head of the research laboratory of Molecular Gastronomy at FCT-NOVA.
- Ana Lourenço (lecturer) is an Organic Chemistry Lecturer at FCT-NOVA and a Researcher at LAQV-REQUIMTE; Her scientific interests are in the areas of natural products and analytical chemistry;
Since 2009 she coordinates the Chemical Analysis Laboratory of LAQV-REQUIMTE, which provides analytical services to public and private institutions, and industry. Currently she coordinates the MSc in Gastronomic Sciences.
- Bruno Moreira Leite (researcher) is a researcher specialized in Culinary Food Science and Technology and Novel Food Product Development. He has a MSc in Gastronomic Sciences (FCT-NOVA & ISA-UL), being also graduated in Gastronomy and Culinary (Estacio de Sá University, RJ, Brazil). For about 10 years he worked as a cook, of which he was a restaurant owner for 2 years. He has been a teacher or collaborator in educational institutions in Brazil (SENAC-RJ) and Portugal (FCT-NOVA), particularly collaborating with the MSc in Gastronomic Sciences and doing research at the laboratory of Molecular Gastronomy.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for higher education (KA203)	11	4	48	18
Partnerships for Digital Education Readiness (KA226)	1	1	7	3
Cooperation partnerships in school education	1	1	4	1
Cooperation partnerships in higher education	1	1	23	12
Cooperation partnerships in vocational education and training	1	0	0	0
Cooperation partnerships in adult education	0	0	1	0

Newcomer organisation	No
Less experienced organisation	No

UNIVERZA V LJUBLJANI (E10209243 - SI)

Partner organisation details

Legal name	UNIVERZA V LJUBLJANI
Country	Slovenia
Region	Osrednjeslovenska
City	LJUBLJANA
Website	http://www.uni-lj.si

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	SI LJUBLJA01

Background and experience

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

Founded in 1919, the University of Ljubljana (UL), with its 23 faculties and 3 art academies, is the oldest and largest institution of higher education, scientific research and art in Slovenia. The university promotes basic, applied and developmental research. Today, UL is among the top 3% of universities in the world. The Biotechnical Faculty of UL (UL-BF) offers higher professional education, undergraduate and postgraduate university study programmes, as well as research and professional and advisory services in the fields of living nature (biology, microbiology), agriculture, forestry and fisheries (forestry, animal science, agronomy) and in closely related production technologies (wood science, food science, biotechnology) and nutrition. Through a variety of educational and research programmes, the Biotechnical Faculty promotes interdisciplinary and multidisciplinary approaches to education and integral research on developmental issues that are increasingly complex and influenced by the interests of different professional groups.
The recent pandemic situation with Covid-19 has underlined the need for further digitisation of the study programmes. The Moodle platform, as the official e-classroom of the Faculty has been used in combination with online communication tools such as Cisco webex, MS Teams, to offer students online and hybrid lectures and laboratory exercises.

Statistical data:
Number of Employees: 667 (on 31. 12. 2021)
Number of students enrolled in 2022/2023: 2887 (1st cycle: 1749; 2nd cycle: 919; 3rd cycle: 219)
Number of exchange students in 2022/2023: 79 incoming and 93 outgoing exchange students
Number of research projects in 2021: 177 (58 national projects; 119 international projects, including 54 H2020 projects)
Membership: Member of ICA (Association for European Life Science Universities), Member of
CASEE Network (ICA regional Network for Central and South Eastern Europe), CEEPUS, EIC (European Innovation Council), EUA (European University Association), EUCEN (European University Continuing Education Network), EUTOPIA (a European University alliance); LERU CE7 (Central European Universities); THE GUILD (European Research-Intensive Universities)

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

The Department of Food Science and technology carries out the Academic Study Programme in Food Science and Nutrition (BSc) with an emphasis on knowledge connected to food science, production, processing, quality and food marketing, and nutrition as a natural continuation of food science for balanced, safe nutrition and the normal development and maintenance of human health. The Department of Food Science and Technology at Biotechnical Faculty UL also participates in the Interdisciplinary doctoral study program Biosciences, in particular in the scientific areas of the Food science and the Nutrition, respectively.
- Mojca Korošec is an associate professor in Nutrition, teaching and researching in the area of sensory analysis, food quality, and nutrition planning. Her main research interests are characterization of food, especially traditional foods; consumer acceptance, and sustainable food systems. She collaborated in several projects related to the topics above as well as to improvement of pedagogical practices to stimulate innovation.
- Aleš Kuhar PhD is an associated professor at the Biotechnical Faculty of the University of Ljubljana. He teaches and researches in the area of: agri-food entrepreneurship and marketing, food innovation management; new food products development; agri-food system economics and food consumer behaviour.
He has led and collaborated in numerous interdisciplinary studies related to the abovementioned topics. He is an active promotor of entrepreneurship in agro-food sector with a successful mentoring track-record (e.g. student teams and agri-food related start-ups).
- Anja Bolha (MSc junior researcher) is a PhD candidate and researcher at UL-BF with the main research interests on the Food science area in relation to human nutrition: food reformulation, sensory characterization of food, individual differences in sensory perception, determinants of food choice and food composition databases.
- Blaž Ferjančič (teaching assistant; junior expert) is a teaching assistant in Nutrition, facilitating lab exercises in the courses of sensory analysis, analytical methods and quality control. His main research interest is in the field of Food science in relation with human nutrition: physio-chemical characterization and dietary fiber determination. He is involved in Insect Protein-Based Food and Feed Products' Quality, Safety and Authenticity project.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	5	0
Strategic Partnerships for higher education (KA203)	39	9	229	64
Partnerships for Digital Education Readiness (KA226)	4	1	26	9
Cooperation partnerships in school education	3	2	13	4
Cooperation partnerships in vocational education and training	0	0	12	6
Cooperation partnerships in adult education	2	0	8	1
Cooperation partnerships in higher education	15	7	52	25
Cooperation partnerships in youth	2	0	4	1

Newcomer organisation	No
Less experienced organisation	No

TURUN YLIOPISTO (E10209158 - FI)

Partner organisation details

Legal name	TURUN YLIOPISTO
Country	Finland
Region	Varsinais-Suomi
City	Turku
Website	www.utu.fi

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	SF TURKU01

Background and experience

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

The University of Turku (UTU) is a multidisciplinary and internationally competitive university dedicated to high-level scientific research. UTU is recognised for the quality of its research and teaching, and for its excellent support services. As one of the leading universities in Finland, UTU offers study and research opportunities in eight faculties (Education, Humanities, Law, Medicine, Science, Social Sciences, Technology, and Turku School of Economics) and five independent units (UTU Brahea Centre, UTU Centre for Language and Communication Studies, Finnish Centre for Astronomy with ESO, Turku Bioscience Centre, and Turku PET Centre).
In the international QS ranking, University of Turku is ranked as the 291st best university in the world, and the third best in Finland (QS Ranking 2023). In the Shanghai Global Ranking of Academic Subjects 2022, UTU was ranked in altogether 24 subjects. For example, UTU was the best Finnish university in Nursing, where the overall world ranking was 51–75 as well as Food Science & Technology (world ranking 51–75) and Medical Technology (101–150). The University was also ranked second among Finnish universities in Dentistry & Oral Sciences (51–75). UTU was also the second best in Finland in Ecology (151–200), and in Human Biological Sciences (201–300).
Today, the University of Turku has over 22,000 students and over 3,300 staff members (10.7% international, 59.6% female). As of 2021, external funding covers 37.3% of its total annual funds of 280.6 million euros.
UTU actively cooperates with international partners. It is a member of the Coimbra Group, a network of prestigious universities in Europe. Almost 2,300 international students from over 100 countries study annually at UTU.

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

UTU's strategic research and education profiles for 2021–2030 are: Biodiversity and Sustainability; Future Technologies and Digital Society; Cultural Memory and Social Change; Children, Young People and Learning; Health, Diagnostics and Drug development; Sea and Maritime Studies. UTU research in bioscience and medicine is internationally at the top of the field, which creates a strong basis for the further development of thematic collaborations. The University has a leading role especially in Future Studies. For the other disciplines that are part of the thematic collaborations, UTU research is significant and of high-quality at national level. In the recent international overall world ranking in Food Science & Technology UTU was in the position btw 51–75. UTU is an internationally competitive university. Its operations are based on high-quality, multidisciplinary research. UTU promotes education and free science and provides higher education that is based on its research findings.
Anu Hopia is a research professor in food development at University of Turku focusing on the relationship between sensory quality and health/sustainability of food. In addition to research she has been working in popularization of science collaborating with stakeholders such as schools, NGOs, artists, chefs and entrepreneurs. She has developed life long learning activities on molecular gastronomy since 2009 and is running a gastronomic-scientific food club in collaboration between University of Turku and Hotel and restaurant museum/Helsinki, Finland. She has written and edited several popular books and education material on the science of gastronomy since 2008.

Kirsi Laitinen is professor in nutrition and director of Functional Foods Forum. Her expertise is in the impact of early nutritional environment during pregnancy, lactation and infancy, and on the interactions between diet, metabolism and microbiome.

Nora Logrén is a doctoral researcher in sensory sciences focusing on new product development and consumer attitudes on underutilized fish species. She has been giving lectures on sensory science for student and SME collaborators
Saska Tuomasjukka works as senior researcher at University of Turku as well as an entrepreneur in organic food products. He will be focusing on sustainable food development teaching tasks.
Nanna Rintala works as project coordinator at University of Turku and is also an active and well known food blogger in Finland. Her expertise will be in unning the workshop activities, communication and recipe development during the project activities.
Anni Kerttula works as research coordinator of the Flavoria research platform and multisensory laboratory at University of Turku. Her areas of expertise include communications, marketing, and content production.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	10	2	33	9
Partnerships for Digital Education Readiness (KA226)	2	1	5	4
Cooperation partnerships in school education	1	1	5	3
Cooperation partnerships in vocational education and training	2	1	12	7
Cooperation partnerships in adult education	0	0	9	2
Cooperation partnerships in higher education	4	2	9	6

Newcomer organisation	No
Less experienced organisation	No

UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES)

Partner organisation details

Legal name	UNIVERSITAT POLITECNICA DE VALENCIA
Country	Spain
Region	Comunidad Valenciana
City	VALENCIA
Website	www.upv.es

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	E VALENCI02

Background and experience

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

UPV is a public Higher Education Institution actively involved in international cooperation and mobility projects. UPV hosts nearly 30,000 students and employs over 5,000 people (teaching, research, and administrative staff) and it is the first technological university in Spain according to international rankings (e.g. Shanghai Ranking of World Universities). UPV offers 49 undergraduate programmes, over 80 official Master's degrees and 30 Doctorate programmes. Even though UPV focuses mainly on engineering and technical studies, it also hosts a Faculty of Fine Arts and a Faculty of Business Administration and Management.
UPV receives every year over 1,800 exchange students and sends over 1,400 UPV students abroad under different mobility programmes, repeatedly ranking amongst the top 5 European Universities in student exchange figures under the Erasmus+ Programme.
UPV is engaged and fully committed to internationalization and academic innovation. UPV receives every year over 1,800 exchange students and sends over 1,400 UPV students abroad under different mobility programmes, being repeatedly listed amongst the top 5 European Universities in student exchange figures under the Erasmus+ mobility scheme. In addition, and since the beginning of the Erasmus+ 2014-2020/2021-2027 and Creative Europe Programmes, UPV has participated in more than 60 projects funded through different subprogrammes (14 as a Coordinator and 45 as a Partner): Capacity Building in Higher Education, Strategic Partnerships, Knowledge Alliances, Sector Skills Alliances, Forward Looking, Culture Cooperation Projects, etc.

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

Javier Martínez Monzó. Dr. Martinez has 25 years research experience in food technology. His expertise focuses on vacuum cooking and frying, food innovation and nutrition. He has been advisor for 9 PhD thesis, author in 90 papers in peer-reviewed journals (h-index=17 in WOS), research leader in funded research projects and coordinator in R&D projects with different food companies. He is author in 6 patents. He has experience on management of innovative projects in the food sector and training of students on the management of innovative food projects. He is also partner in a spin-off of UPV Food Design and in Valencia Club Cocina School. Webpage at: https://www.upv.es/ficha-personal/XMARTINE
Purificación García Segovia. She is a Full Professor in Food Technology Department at UPV working for 20 years. Her expertise focuses on food innovation and nutrition. She has three postdoc stages: 2003 at Universidad de las Palmas de Gran Canaria (Canary Island, Spain with Dr Serra Majem), 2012 at University of Arkansas (Fayetteville, Ark, USA) and 2020 in Porto University with Dr Luis Cunha. She has been the advisor for 7 PhD theses, author in more than 80 papers in peer-reviewed journals (Q1-Q2 47; Q3-Q4: 14; no JCR: 25, h-index=18 in WOS), research in more than 50 research projects (European Commission 15; national 14; regional 11; other supported 15) and coordinator in R&D projects with different food companies. She has 4 patents of invention. Dra. García-Segovia is on the editorial board in Journal Culinary Science and Technology and advisor for several agencies of research evaluation. She has experience in the management of innovative projects in the food sector and training students on the management of innovative food projects. She was also a partner in the spin-off of UPV Food Design. List of his publications: https://bit.ly/2KCDE7E

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	1	0	1	0
Strategic Partnerships for higher education (KA203)	19	4	80	27
Partnerships for Digital Education Readiness (KA226)	1	1	10	2
Cooperation partnerships in school education	2	2	1	1
Cooperation partnerships in vocational education and training	1	1	4	1
Cooperation partnerships in adult education	1	1	3	1
Cooperation partnerships in higher education	7	2	24	15
Cooperation partnerships in youth	0	0	2	0

Newcomer organisation	No
Less experienced organisation	No

Relevance of the project

Priorities and Topics

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

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

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

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

HE: Promoting inter-connected higher education systems

HE: Stimulating innovative learning and teaching practices

How does the project address the selected priorities ?

Inclusion and diversity in all fields of education, training, youth and sport:
Tradinnovations aims at supporting specific social needs and nutritional demands by the inclusion of persons with challenging demands (dysphagia, Alzheimer patients, senior population, allergy..). Thanks to a set of innovative, digital and and interdisciplinary approach of project-based learning, we want to engage and integrate future graduates from different food-related fields in recipes innovations within the local food heritage of each country and adapted to specific vulnerable populations needs. Link between students as future professional in the food and nutrition sector and consumers in particular consumer with special needs; Link between academia, professionals of different educational sector (higher education and research; preschool; society); Inclusion of disabled students, students with fewer opportunity to all the training activities

Promoting inter-connected higher education systems:
Tradinnovations consortium gathers complementary expertise and previous experiences in the fields of food innovation, culinary sciences and local food heritage as well as food anthropology. The partners have previous collaboration experiences on one-to-one but a dedicated network for educational project-based approaches addressed to specific social needs is still missing. Tradinnovations project will allow the consolidation of this network of educators, students and socio-economical stakeholders and the mutualisation of resources as well as the co-building of new innovative educational approach. Online educational platform with specific educational paths will connect students/educators from different study programs. This platform will also be sustained through the facilitated integration of its content into dedicated institutional platforms in each country.

Stimulating innovative learning and teaching practices:
The consortium consists of both universities, enterprise, chairs/museums in relation with food heritage understanding, preservation and innovation. The project seeks this original and innovative scientific, socio-economical and educational symbiosis while integrating closely local agri-food and culinary landscapes in each partner country. Graduates need to fulfill an essential role in developing eco-designed innovate food while keeping this fundamental link with local food production actors and craftmans. In this regard, the convention for the safeguarding of intangible cultural heritage was passed by the UNESCO General Conference held in 2003. The know-how linked to traditional crafts and traditions are part of the intangible cultural heritage. Innovative interdisciplinary online platform with educational paths, experimental works with innovation under constraint based on socioeconomic specifications will enable future graduates to integrate sustainable development, European citizenship, and numerical support in all their future professional missions.

Please select up to three topics addressed by your project

Bridging intercultural, intergenerational and social divide

Cultural heritage

Environment and climate change

Project description

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

Food and cooking habits are important features of all societies as they link with the social life and cultural habits. Tradition is present in the food system in both rural and urban areas and is demonstrated at home, on the street and in restaurants with modern trends trying to put it back to life. The term ‘‘tradition’’ derives from the Latin word “tradere”, which essentially means ‘‘to transmit’’ or ‘‘to send’’. Tradition thus represents a form of transmission or an information flow through time, of ideas, praxes, habits, methods, etc. Through such continuity, traditions not only have a link to the past but also push towards the future (Cannarella and Piccioni, 2011). The food engineering/science curriculum has several objectives mainly to train graduates to be capable of accompanying the needs of society, the food transition, to develop short and sustainable circuits and innovate based on these constraints. Currently, there is a gap between existing food engineering/science curriculum and market needs for graduates having skills in culinary sciences for new product development. The educational challenges are thus adapting the teaching and learning schemes to innovate in a sustainable way based on food heritage, culture and territory. Tradition and modernity are not necessarily conflicting terms: they collide when one of these human expressions becomes an absolute value. For this reason, progress and modernity are opposed to tradition when modernization tends to interrupt the links with the past (Cannarella and Piccioni, 2011). Culinary precisions in recipes describe the technical or procedural information present in a recipe, which provides added value and successful result. Tradinnovations project starting point is the scientific study of this precisions as a framework for education, not only in food science, but also in other disciplines such as social sciences and humanities, allowing for multidisciplinary approaches and cross-fertilization between a broad range of sciences. These precisions also allow for novel approaches to education at all levels, as shown through educational efforts in several countries as well as educational research. Finally, they provide a unique arena for the interaction between science and society (Fooladi and Hopia, 2013).
The approach we propose in the project Tradinnovations is an advanced and interdisciplinary learning to support innovations within the local food heritage of each country and adapted to specific vulnerable populations needs (malnutrition among elderly and Alzheimer population, challenges in obesity among young people, dietary needs of pregnant women and young children, …). It proposes original set of hybrid teaching and learning tools to widen up student's food culture and skills and fostering their intercultural and intergenerational (among vulnerable populations) interactions.

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

The project targets several actions in education and social outreach with vulnerable populations with specific nutritional needs as well as European and international expansion.

The following objectives are targeted:
1. Build an advanced and interdisciplinary learning approach to support innovations by constraint within the local food heritage of each country and adapted to specific populations needs
2. Generate specific educational paths in the form of generic building blocks to be deployed in European partner’s countries
3. Stimulate scientific, socio-economic and educational symbiosis while integrating closely local agri-food and culinary landscapes in each partner country.
4. Engage inter-cultural fostering among European students around culinary heritage
Objective 1 is linked to the priority "Inclusion and diversity in all fields of education, training, youth and sport" because the results of student's projects will promote social inclusion of persons who have specific needs and diseases as well as support the associations related to these populations.
Objective 2 is linked to the priority "Stimulating innovative learning and teaching practices" by creating blended teaching and learning spaces supported by digital tools to foster asynchronous and synchronous interconnections among students and educators.
Objectives 3 and 4 are linked to the priority "Promoting inter-connected higher education systems" by creating educational practices that foster interactions on both national/local level (to identify local needs) and European/international levels (by sharing these needs and student's projects among consortium partners countries).

To tackle these issues, Tradinnovations will develop the following results:
- An online educational platform with specific paths (tailored to students coming from different study programs and with specific resources and knoweledge complementary to student's current curriculum)
- Interdisciplinary resources fed into the platform to enable students to study traditional recipes and their renovation by crossing different fields (history and anthropology, food engineering, molecular gastronomy, nutrition, sensory, gastrophysics..)
- Database of socioeconomic stakeholders working on vulnerable populations needs suffering from nutritional disorders to integrate student's innovation project's upon these needs
- A practical step-by-step guideline that will be used as an educational framework around "traditional recipes and their innovation under constraint" for endusers (students, educators, vulnerable populations)
- A consolidated community of European and international domestic and commercial food actors engaged into healthy and sustainable food

What makes your proposal innovative?

The food engineering/science and nutrition curriculum have several objectives mainly to train students to be capable of accompanying the needs of society, the food transition, to develop short and sustainable circuits and innovate based on these constraints. Currently, there is a gap between existing food science and nutrition curriculum and market needs for graduates having skills in culinary sciences for new product development. This gap was preliminary identified through a survey conducted in IA-Dijon (France) and addressed to 402 food enterprises (internal communication, project COOK'INGE, Grober et Blanchot, 2021)). Tradinnovations project bridges this gap by allowing students to access current nutrition-related challenges and address them before graduation as well as bridging the gap between higher education institutions and social associations/SME connected to these needs. The hybrid/blended-learning learning approach will also allow the intercultural interactions among students, educators and the socio-economical stakeholders in all countries. This symbiosis between anthropological/historical aspects/art of food recipes and ingredients, the culinary sciences approach for the study of culinary precisions as well as innovation under constraints that are identified from specific nutritional populations needs is the core originality of Tradinnovations project.

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

There are existing modules related to culinary sciences among partners of the project. There are previous collaborations as part of Erasmus+ FEEDtheMIND (development of digital tools for food innovation), the international network of molecular gastronomy animated by Hervé This (research director at INRAE-see appendix). But there is still a need to consolidate innovative educational approach on European level that merges scientific knowledge and skills with socio-economical needs. A previous experience existing at IA-Montpellier was done with a project-based learning to adapt recipes for Alzheimer patients. This new experience on local level in Montpellier (France) is very promising but needs to be consolidated over time and input from other disciplines. Applying this concept to other population groups such as pregnant women (known to be highly motivated in adopting healthy diets), school children and teenagers (overweight and obesity among children being high and new tools to tackle the issue are urgently needed) which are in the focus of the consortium partners will be of high socio-economical value. Also, the Tradinnovations project seeks to spread a common educational approach on European level through interdisciplinary collaboration coming from different fields responding to socio-economical demands through focused design and engineering of new foods according to technical specifications in terms of texture, sensoriality and nutritional benefits. The intergenerational link with senior populations as an example, or other less-addressed nutritional needs from specific populations will amplify the innovative role of new generation of graduates integrating these social constraints. Tradinnovations project work will help build a new network of educators-students-socioeconomic stakeholders based on project-based learning rich of multidimensional perspectives (gastrophysics; physicochemistry of food; neurophysiology; sensory analysis)

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

We firmly believe in the need to cross knowledge and skills coming from different disciplines and that can be useful in various fields. For this all partners have chosen to combine their expertise to the benefit of students, socioeconomical outreach and improvement of educator's educational approach. Tradinnovations project will target (Higher education BSc and Mac) student's training by providing project-based learning in close partnership with societal needs. The educational platform will contain teaching modules and blocks that address topics in fields (rarely integrated in current programs) such as integration of special nutritional needs, food and culture, anthropology of food and creativity under constraint coming from culinary innovation and adaptation. To have an extensive impact on the societal nutritional needs, project-based learning approach will be runned in different European countries and the educational platform will be implemented thanks to the different and complementary skills and rich experience of the project partners. We need to highlight the important number, role and richness of associated partners that join the consortium: International higher education institutions (Lebanon, Tunisia), UNESCO chairs (Chair on Food, Culture and Development UOC- Chair in World Food Systems), experts in culinary professional activities as well as well as scientists pillars in the field of molecular gastronomy, anthropologists and pilot-activities facilitators in national museums is without a doubt a highly added value for the Tradinnovations project. The close synergies among academic partners and associate partners expertise will allow the orchestration of trans- and inter-disciplinary exchanges and development of formalized educational strategies to the service of empowerment of future graduates employability and role in food production in line with current and coming challenges of food and agroecological transitions.

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

Tradinnovations project proposal goes beyond the needs of a single European country to deal with common challenges at both educational and societal levels. Indeed Tradinnovations deals with an issue that need to be addressed at the European level: The EESC committee shared an own-initiative opinion on promoting healthy and sustainable diets in the EU. The European Economic and Social Committee (EESC) acknowledges and supports the existing initiatives by the Commission to promote healthy and sustainable diets, for example the inclusion of provisions in the latest Common Agricultural Policy (CAP) reform proposal to improve the response of EU agriculture to societal demands on food and health including safe, nutritious and sustainable food, food waste and animal welfare. However, a coordinated approach to these initiatives is missing.The complexity of the food-health-environment-society nexus requires a more comprehensive approach on diets, not just related to consumers' behaviour. The EESC stands ready to contribute to the work of such an Expert Group to

provide the input of civil society organisations. The EESC reiterates the importance of investing in education on sustainable diets from an early age, to help young people appreciate the "value of food". Special attention must be paid to vulnerable groups, especially people on low incomes (NAT/755-EESC-2018-04568). Six countries (France, Ireland, Spain, Finland, Slovenia, Portugal) will share complementary skills and expertises (as assessed ahead of the proposal building) that will lead to a complete and sustainable educational approach integrating multidimensional aspects of food design with recipes as a project base. This pilot implementation of educational and societal symbiosis will lead to the qualification of graduates, with a solid link to concrete and field-based challenges and science/culinary applications blend added-value. This would clearly not be achieved by activities conducted in a single country.

Needs analysis

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

In response to evolving food consumption and production trends, educational practices and content must evolve as well. The increased student's and food industries engagement in environmental and societal problems lead to increased needs of transmission, communication and science-based debates. As part of current and recent EU initiatives and policies, food reformulation is not sufficient. Food-related graduates must manage food wastes and master new tools to preserve biodiversity. Tradinnovations project tackles food culture and food technology interactions to the service of better food and a better global ressources preservation. More concretely, the project also adresses market needs in terms of skills and adaptability of students to quick and challenging evolutions in market's and societal needs. Overweight and obesity, which is the risk factor linked to several noncommunicable diseases, is an increasingly severe health challenge in Europe and among a wide range of population from pregnant women to children of all ages not to mention adult population. Cardiovascular diseases account for more than half of all deaths in Europe, over 60 million people in Europe have diabetes and in many European countries the number of obese people has tripled in the last 30 years (WHO: Health topics. www.euro.who.int/en/health-topics). Nowadays, numerous European countries are formulating and/or implementing health policy measures to change the nutritional environment, hence these measures address environmental prevention. One such instrument is the introduction of product reformulation measures. These measures change the composition of highly processed foods with the aim of improving the products offered to the consumer in a sustainable way. A recent study on over 45,000 processed food and drink products available for purchase by the general public in 16 European countries was conducted. The study provides support to national public authorities to implement reformulation initiatives by organising workshops, twinning actions and scientific and technical support to reformulation initiative (EUREMO, 2022; https://data.europa.eu/doi/10.2925/308861).
In this perspective, the main identified needs of the Tradinnovations project are:
- N1- Gap between existing food engineering/science curriculum and market needs for graduates having skills in culinary sciences for new sustainable product development
- N2- The need to adapt the teaching and learning schemes to innovate in a sustainable way based on food heritage, culture and territory and highlight complementarity among EU students
- N3- Socio-economical and specific populations needs (malnutrition, senior, allergy, byproducts/food wastes...), food culture (affect/type of food to innovate and incorporate functional ingredients) and food technology (green extraction procedures from side streams)
- N4- Need for students to be engaged as EU and global citizens: transmission, communication, taking initiatives.

What are the target groups of the project?

The main target group is students and educators. Tradinnovations project aims to offer students new teaching and learning experience that fosters their ability to meet societal needs while mixing knowledge and skills coming from different fields. The cultural and environmental dimensions of food conception and consumption are also pillars of the project. As for educators, the consortium gathering teachers from different fields (food science, anthropology, food and culture, culinary technology) and professional experts (R&D innovation for restaurants and entreprises) as well as UNESCO chairs umbrella with non-Europeans countries participation would lead to the creation of a new educational network related to the integration of culinary activity/sensibility in engineering/science educational programs.
The secondary target group of the project will be the socio-economical stakeholders (associations, hospitals, public institutions, chairs, entreprises...) that could interact with students and benefit from their work. The description of end users specific needs to students will highlight the lack of applications addressed to these specific populations (Alzheimer/cancer patients, seniors, prisoners, children, allergy-suffering populations....). Also emphasis on intergenerational links between students and senior/younger populations is part of multidimensional aspects of food consumption (conviviality, neurophysiology, gastrophysics, food physical-chemistry, sensory). The multiple countries present in the consortium (European and non-europeans) would allow also the interactions among these 3 target groups (students/educators/socioeconomical end-users) that could build on each country's experience in order to reinforce capacity building of these stakeholders and highlight their needs. The proof of concept coming from student's work could help these socio-economical partners to get more financial help from national entities and sustain actions on long-term.

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

Some partners are part of international group of molecular gastronomy and meet in annual workshops (http://www2.agroparistech.fr/spip.php?article3363). These workshops discuss different topics related to research, culinary applications and education. Throughout the years, educational initiatives shared among countries increased and this was translated by a whole section of the Handbook of molecular gastronomy (Scientific Foundations, Educational Practices, and Culinary Applications; ISBN 9781466594784) published in 2021. Multiple articles in the education section were written by members of this consortium. A need to harmonize these educational initiatives on international and European level was shared by these educators and led to the current Tradinnovations project. As for socio-economical stakeholders, a preliminary study conducted by IA-Dijon among 402 food entreprises of different sizes (internal communication, project Cook'ingé-Grober et Blanchot, 2021). It highlighted the need for food engineers having skills and knowledge related to culinary applications (up to 90% of responses), and that these skills were important in R&D (92%); marketing (48%); process (61%); quality (46%) activities. These entreprises indicated these skills as added-value for future graduates in their

work (57%) and their recruitment (64%). They agreed on the need for future programs/development of current towards these fields of culinary sciences and applications (62%). First experimentation of a module linking food science to culinary applications addressed to societal needs was conducted at IA- Montpellier (France) for 2 years since 2021 and the extremely positive feedbacks from students, educators and endusers encouraged the current proposal elaboration. The presence of private entreprise among the consortium (Scinnov) also confirmed the needs for startups, SMEs, large groups and artisans for scientific, technological and culinary expertises for new product development.

How will this project address these needs?

By analyzing the above survey results and crossing it with the educators will to harmonize new educational practices on European and international levels, Tradinnovations project is designed to create a collaborative networking space for 6 EU Higher Education Institutions and end-users in these countries. The solid presence of associate partners from different sectors (chairs, museum, research institutions, mediterranean universities, private R&D entreprise) is a unique opportunity to accelerate the implementation of actions, their impact and assure their sustainability. The project will address the (N1) gap between current educational programs and employability market needs by implementing specific actions and activities that have been foreseen: namely by developing a step-by-step guideline that summarizes the scientific approach to study and modify recipes according to endusers needs. The digital platform will contain comprehensive educational resources and tools to enable students to adapt the recipe according to endusers specifications (N2). As for the development of teaching and learning schemes to integrate food heritage, culture and territory, as well as socio-economical needs (N3) this will be done by: the educational paths elaboration guiding students to specific resources according to their educational background. These adapted "educational maps" will open the door for students coming from several educational programs and will foster interdisciplinary (in same country) and interculturality (among different countries). As for students needs to be engaged as EU and global citizens (N4), this will be assured through their communication with societal stakeholders to learn more about the specific populations needs, their direct interactions with these consumers and the communication activities planned in the project (scientific papers, conferences, dissemination of results among wide-public through "pinte of science" activities, museums activities).

Partnership and cooperation arrangements

Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10249721	Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement	France	Paris	Higher education institution (tertiary level)	No
E10184018	TECHNOLOGICAL UNIVERSITY DUBLIN	Ireland	DUBLIN	Higher education institution (tertiary level)	No
E10153935	UNIVERSIDADE NOVA DE LISBOA	Portugal	LISBOA	Higher education institution (tertiary level)	No
E10209243	UNIVERZA V LJUBLJANI	Slovenia	LJUBLJANA	Higher education institution (tertiary level)	No
E10209158	TURUN YLIOPISTO	Finland	Turku	Higher education institution (tertiary level)	No
E10208835	UNIVERSITAT POLITECNICA DE VALENCIA	Spain	VALENCIA	Higher education institution (tertiary level)	No

Cooperation arrangements

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

The consortium consists of 6 academic partners from 6 European countries. 9 associate partners join from 4 different countries. All partners share similar challenges related to education and new food design (at culinary and industrial scales), energy and food transitions as well as cultural and societal diet needs. The consortium covers a variety of backgrounds and expertise, ensuring the implementation of multilevel and interdisciplinary partnerships that cover much of the European space, with an international extension to Mediterranean countries like Lebanon and Tunisia. The selection was naturally done based on the partners' relevant work and experience, and the pertinent complementarity they bring for the objectives. They have previous successful collaboration between some of the organizations. The consortium has also been formed in a way that balances the educational and societal multidimensional outreach and this is relevant from the support of associate partners.
Competences and complementarities:
- In the educational programs (agricultural-food engineering/culinary innovation and food product development/food science and technology/gastronomic sciences)
- In the educational teaching fields (sensory analysis/molecular gastronomy/food quality/nutrition/food and culture/food marketing)
- In the level of maturity in science/culinary synergy: some partners have long experiences in this synergy (TUD; NOVA; TURKU; UPV; INRAE; Scinnov; National Museum of Natural History NMNH; NIMEC) while others are aiming to increase it in their institutions (IA; UL; ESIAT; USEK).
The following associated partners will be involved (please refer to appendix for detailed biographies)
- INRAE: Hervé This, vo Kientza, co- creator of Molecular and Physical Gastronomy, director of the Inrae-AgroParisTech International Centre of Molecular and Physical Gastronomy
- NMNH: Christophe Lavelle, expert in food art and science and teaches in many universities and professional schools. He is the author of more than 50 research papers and 15 books.
- Unesco UOC: F.Xavier Medina is a full professor (Social anthropology/Anthropology of Food), Faculty of Health Sciences, Universitat Oberta de Catalunya (UOC), Barcelona, Spain. World Chair of the International Commission on the Anthropology of Food and Nutrition (ICAF).
- IRD: Esther Katz, Anthropologist, specialist in anthropology of food, ethnobiology and food heritage.
- VUC: Fooladi has for 20 years worked in science education, food education and interdisciplinary with multimodal online teaching resources. He develops university-museum collaboration
- NIMEC: Bruno Cardinale, national education INSPE and culinary teaching, associate researcher NIMEC
- Scinnov: R&D expertise and consultancy for restaurants and enterprises
- Esiat: Focus on mediterranean diets
- Lebanon: USEK having a previous 5 year's project on culinary food heritage preservation and development by molecular gastronomy

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

The division of tasks among partners is driven by their complementary expertise and on a fair and shared project responsibility. IA, as coordinator of Tradinnovations project will lead the WP1 and therefore, will take care of all the managing tasks: drafting the partners grant agreements and the management plan, organizing Transnational Project Meetings (TPM), monitoring budget expenditure, supervising the correct and timely implementation of the project activities, monitoring risks, preparing internal reports with partners, submitting intermediate and final reports to the National Agency. Partners have divided roles on the other work packages to share responsibilities on WP and outputs leadership. UL and TURKU, both having experience with enterprises partnerships and local stakeholders capacity building around innovation, will act respectively as leader and co-leader of WP2 to assess perceptions on traditions and innovation among countries, elaborate educational paths and practical step-by-step guideline that will assure the sustainability of actions after project's ending. NOVA and UPV have solid expertise in handling educational tools with innovative animation to support student's learning experience. They will act as leader and co-leader of WP3 to build educational content and experimentation with the goal to consolidate partner's resources into an educational platform that will be useful for student's projects. TU Dublin and UL will act as leader and co-leader of WP4 that will concern the animation of educational resources in a digital platform with its implementation, test and improvement. TURKU and NOVA will be leader and co-leader respectively of WP5 that will help in communication and dissemination on project's activities. Having partners working in areas pertinent to their expertise ensures that the required quality of outputs will be achieved. The added value of Tradinnovations project is the will of associated partners to take part and help identified leaders and co-leaders in the design and implementation of activities. For each output in all WP, identified associated partners chose to bring their expertise and share their previous experience and activities. The balance among academic partners and additional field-expertise from associated partners will tackle the evaluation and improvement of propositions for pertinent sustainability. Associated partners bring complementary and fresh visions from socio-economical and cultural perspectives (Unesco Food and Culture, National Museum of Natural History, IRD), innovation in R&D and culinary sectors (NIMEC, Scinnov), food heritage education in mediterranean shared culture (USEK-Lebanon, ESIAT-Tunisia), art and science (VOLDA).

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

Each partner will appoint a representative for the purposes of the project. These representatives will form focus groups on each WP to be established at the beginning of the project. The focus groups will oversee the progress of the project and completion of outputs, while the day-to-day coordination will be carried out by the Project Manager/Coordinator. In M1, Institut Agro will organize a kick-off meeting of the project to discuss the first steps for the project implementation. Before this all the main management documents will be provided to partners (Proposal, Annex, Partners Grant Agreements, etc.) through emails and on the Drive shared folder of the project. During the meeting the main management arrangements will be discussed and Institut Agro will draft minutes and provide a ToDo list to partners so that everyone will have a clear view of their upcoming tasks. The WP leaders will be responsible for the coordination of WP activities and allocation of resources, as well as quality assurance, and will report to the Project Applicant, as described in the application and Project Management Plan (milestones, objectives, KPIs, planning, role distribution, evaluation) . The applicant will have the leading role in reporting, and distribution of financial resources (according to the project budget) to the other partners. Most of the partner organizations involved have already collaborated on other Erasmus+ and international projects. In addition, a number of means and actions will ensure proper and regular internal communication: The partners will communicate in English, the lingua franca of the project, which will allow mutual understanding and will facilitate the work on the project results; E-mail and Mattermost will be the primary communication channels used during the project life-cycle. A share point will be created to share and save common documents to avoid sending enclosed files per email (good practice to reduce carbon emission). A mailing list will be created by the coordinator for an easier use of this tool. Online meetings will be organized on Zoom, Teams to allow the direct exchange of ideas and opinions among partners; 2 face-to-face transnational meetings will also be attended by all partner organizations;
Doodle Polls will be used to schedule partners' meetings and to agree on important dates. The cooperation and communication with associated partners will be done on the same basis. A particular attention will be paid to implicate associate partners in meetings (online and physical) in each WP. The institutional partners will seek to have Erasmus+ International Credit Mobility programs with the 2 international academic associated partners to facilitate students/staff mobility. Socioeconomical stakeholders (other than the ones involved in the project and collaborating with students) will be reached through external communication actions: project website, project newsletters,press releases, local events, social media channels.

Impact

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

The Management Plan that will be elaborated in WP1 will allow to define indicators to monitor the project and its achievement by setting quantitative and qualitative KPIs. This plan will also indicate the strategy to evaluate to what extent the project impacted the target groups and end-users. KPIs will capture internal organizational processes, end-user impact, overall learning and growth of each partner, and positive socio-economical change.
A number of assessment tools will be developed throughout the project, like:
- assessment survey to evaluate the online educational platform. This survey will assess the usefulness, adaptability and pertinence of content of this platform.
- specific activity evaluation reports and discussions/interviews with participants and end-users.
The coordinator will analyze these data and outcomes achievement throughout the project. Discussions and adjustments will be shared during project's transnational meetings and through regular working groups meeting at monthly pace. These regular meetings will identify factors of success or failure. This continuous process will involve frequent indicators and evaluation of short, medium-term and long-term impacts in each country. At the project's ending an overall assessment will me made with a focus on sustainability of the actions. The overall estimation of the project can be done by compiling the national impact measured together. The consortium having both European and non-European countries, a cultural perspective could be highlighted on both common and specific impacts that were assessed among European and non-European countries, with a highlight on Mediterranean countries.

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

Tradinnovations project's was designed from the beginning with multiple sustainability components:
- Practical step-by-step guideline: this guideline elaborated and tested during project's duration will allow improvements to be implemented. The use of this guideline will be possible after project's ending in future student's projects.
- Educational paths elaboration: these paths will be useful to extend student's participation in future projects in each institution that have several study programs in its educational offer.
- Online educational platform: The resources implemented in the platform will be transferred into institution's Moodle (or similar existing) platforms after project's ending. The idea of the platform is to mutualize necessary resources according to identified educational paths, to test and improve the usability and pertinence of platform content. But the sustainability of this platform will be better integrated through the content's usage in each country as part of educational resources of institutions educational existing platforms.
- Articles submission: the training of both students and educators to valorize student's projects into scientific articles will be sustained after project's ending. This will create a continuous impact of the project towards interdisciplinary scientific community that will read the articles (food engineering, food science, molecular gastronomy, anthropology, education sciences..). This submission procedure will be facilitated by the existing International Journal of Molecular and Physical Gastronomy.
- Database of socioeconomic stakeholders: this database constructed and fed during 3 years will continue to be updated with new collaborations. The goal of Tradinnovations project is also to create synergies and interactions among this community of stakeholders in different countries that share same challenges regarding nutrition of specific populations.
- Communication and dissemination activities: Tradinnovations project is supported by existing collaborations and the network of molecular and physical gastronomy on international level. The partners will meet regularly after project's ending in annual international workshops of molecular and physical gastronomy. They will also participate in seminars and scientific conferences on educational approaches they continue to develop in the scope of the project. The presence of the 2 Unesco chairs will facilitate participation in regular meetings/conferences/webinars after project's ending.
The pilot project on activities in museums that will be consolidated during the project will also be sustained after project's ending through diversified topics and locations, inspired from new student's projects and specific populations needs from societal perspectives.
All previous activities will continue to be shared on International Center of Molecular and Physical gastronomy (http://www2.agroparistech.fr/spip.php?rubrique2756) and on partner's websites.

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

Tradinnovations project consortium share complementary fields of expertise (food engineering/nutrition/molecular gastronomy/anthropology/food and culture). The collaborative work during 3 years will help consolidate and transfer additional knowledge and skills into student's educational experiences in each country. IA will share an existing case study on related Tradinnovations' theme in France, however the input and experience of all partners will help create tools and educational project-based learning approach that will improve the impact of activities on national and international levels. Consortium partners have different initial levels of integration of project's theme and scientific disciplines and activities in their countries. But exchange of practices during the project's duration will help balance impact among all partners. Special developments will be also shared with partners from Tunisia and Lebanon, to help expand project's impact in Middle-East

countries and more generally among Mediterranean countries. The availability of tools, guideline and activities reports in English will help disseminate actions in new countries that would be interested to test Tradinnovations outcomes. Dissemination and communication activities planned during the project will allow to reach regional authorities, universities and schools, other socio-economical stakeholders, public institutions and relevant specific supporting associations in charge of nutritional needs of specific vulnerable populations. The project will also increase the capacity and relevant expertise of the participants organizations and will enable them to further upscale the project and to participate in future relevant national, regional and EU initiatives. Also, specific research projects could emerge from Tradinnovations project themes, for example protein enrichment of recipes for seniors/alzheimer patients, texture adaptation and study, gastrophysics of mastication, sensory crossmodal interactions, reminescence and cognitive disorders...

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

Beside the communication tools and actions that will be specifically created for the project in WP5, the partners will carry out a number of dissemination actions and will greatly rely on their internal communication tools/websites/social media to make the results of the project known at local, European and international levels. Partners are all engaged in networks/groups/associations in the fields of education-research-social outreach and will rely on their networks to develop new projects frameworks based on Tradinnovations' results.
The main target groups that we intend to share our results with are:
- Socio-economical stakeholders communities related to malnutrition and eating disorders among vulnerable populations
- Other Higher Education Institutions nationally, European and international-wide and providers of vocational education and training engaged in food and culinary sciences
- Associations and networks at all geographical levels, such as ISEKI Food Association, EIT Food Hubs, ELLS universities
- Media and general public
- Research laboratories and units involved in food re-formulation, medical sciences, molecular gastronomy, sensory analysis, food and culture
- School educators in order to improve the attractiveness of food science and engineering studies among younger populations

Workpackage activities

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

Work package n°1 Project Management

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

The project coordinator, according to the guidelines for the ERASMUS+ projects, will assure the financial management centrally. IA as coordinator of the project and leader of WP1 on Project Management will designate an internal management officer that will help coordinate and interact with partners. The grant will be attributed to the partner organizations as agreed and detailed in the Grant Agreement. Bilateral contracts between coordinator and partners will be signed based on the agreed budget.
Each partner will be responsible for the management of its expenses and will need to provide proofs with their expenses and any other financial claim to the coordinator. The partners will receive the respective grant based on proved evidence (through reporting) of execution of the agreed activities and achievement of the expected results. The budget, controlled by the coordinator, will reflect partners' activities through internal reporting. Budget information shall also be used for financial reporting to the National Agency. The project coordinator will draft a Management plan that will include the milestones, objectives, activity planning, role distribution, budget overview and rules of the project. It will be presented during the kick-off meeting so that all partners will be aware of the implementation strategy. Time and task management will be both monitored using a Gantt chart and an online project management tool, such as Trello, where it will be possible to see the tasks scheduled for the duration of the project. The monitoring methodology of Tradinnovations will track the operational work and any deviations concerning the implementation of critical activities (milestones), thus allowing for corrective actions to be taken as necessary.
Qualitative indicators:
- Completeness and clarity of educational paths and step-by-step guideline for project-based learning
- Attractive, interactive and motivating ressources in platform
- Usability of the platform
- Evaluation of stakeholders feedbacks on student's projects
- Feedbacks from summer school (educators, students)
- Evaluation grid of skills acquisition by students
- Enhancement of local training by academic members

Quantitative indicators:
- 36 participants for the survey on traditions and innovations (6 per institution = 3 students and 3 educators)
- 1 step-by-step guideline to be used for all student's projects
- 1 database of 6 socio-economical stakeholders that could benefit from student's projects and evolve after its ending
- 6 case studies from 6 student's projects to be shared during summer school
- About 40 people involved in summer school
- 6 articles about the student's project topics in each institution to be submitted to Journal of Molecular and Physical Gastronomy
- 2 communications in educational conferences (poster/oral)
- 60 persons attending museums activities (10 per country)
- number of persons participating in multiplier event

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

Project's budget was constructed according to partner's implication in activities and responsibilities, institutional salaries and with IA coordination and support for different outputs delivery. A number of tools and actions will be carried out by Institut Agro in order to ensure proper budget and time control, which will be the essence of the successful implementation of Tradinnovations.
First of all, Institut Agro will draft the bilateral contracts that will detail the grant allocated to each partner to carry out the activities to reach the objectives of the project. Important milestones, like the submission of the interim and final reports will also be indicated. 6 months reports will be asked to be completed by all partners and Institut Agro will draft reports to monitor the expenditure of the budget allocated to each organization. In M1 Institut Agro will share with partners the project proposal, the Gantt and ToDo list that will be developed at precise stages of the project (during the TM and online meetings and before the submission of the interim and final reports).
The TM and online meetings will also be necessary to monitor the partners' work and to provide direct support. This will also be ensured by a lively internal communication among the partners based on calls, emails, Whatsapp and other social media. Institut Agro will provide minutes and ToDo lists. The coordinator will also monitor delays or any other issue that may jeopardize the performance of specific tasks, then the coordinator will discuss with them to overcome possible issues together. During the kickoff meeting, the partners will go through the budget categories and if doubts may arise Institut Agro

will provide clear explanations. Erasmus+ budgetary rules will also be reminded to the partners during the kickoff. The mid-term and final reports will be elaborated by Institut Agro with the support of all partners who will provide evidence of carried out activities and will detail the achievements and budget spent until M12 and until M24. A Gantt chart will be used to illustrate activity relationships in the project, constituting the major tool for monitoring the implementation of activities and milestones. During the transnational meetings the consortium will evaluate data from implementation and decide on necessary adjustments.

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

Institut Agro will develop in M1 a Risk Management Plan that will be shared with all partners and updated throughout the project life cycle. The main risks that may arise during the project are the following and will be detailed and monitored thanks to the Risk Plan:
- Over or under expenditure of the project budget and delays in carrying out the activities. The Consortium Agreement with the detailed budget will be prepared with the partners and the Erasmus+ budgetary rules will also be reminded. Yet, if issues will arise, Institut Agro will discuss with the parties the reasons for the misuse of the budget and will overcome the problem with the partner.
-Misunderstanding and Conflicts between partners: Institut Agro will organize frequent calls and meetings and internal communication will be on a weekly basis. This will avoid the insurgence of issues linked to misunderstandings or conflicts among partners. However, if conflicts arise, Institut Agro will mediate and negotiate with partners and discussions will be encouraged to overcome problems.
- Lack of involvement of the target groups and stakeholders: To avoid this risk, all the partners will start communicating about the project, its objectives and activities just after its beginning in M1. If some partners will have difficulties to reach a wide number of local participants, the whole consortium will do their best to involve more participants from their countries.
- Participants' drop-off: The participants will be informed through social media and emails about every stage of the project and will also put them in touch among them, which will contribute to create a sense of community and integration. However, if the risk of drop-off may arise, the partners will quickly proceed to replace the participants who drop off the project with new ones.

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

Tradinnovations will create a network of educators, students and socioeconomic stakeholders in different European and non European countries (France, Finland, Portugal, Ireland, Spain, Slovenia, Lebanon, Tunisia). The projects' outputs will be of interest for these 3 categories of endusers and will be animated through intercultural exchanges and testimonies. Tradinnovations will develop original project-based learning educational approach that will tackle nutritional specific needs from populations through the innovation and adaptation of local recipes. The elaboration of educational paths will help integrate students and educators from different programs. The design and use of practical step-by-step guideline will formalize the educational approach and help transfer it to other countries and institutions after the project's ending.The use of an educational online platform will facilitate student's and educator's access to necessary resources to develop their projects. Communication and dissemination activities will increase project's visibility on European and international levels. All developed tools will be tested and improved through feedbacks from all partners and so sustainable quality management will help increase the outputs performance through the years. The online resources will be produced to comply with WCAG 2.0 accessibility guidelines and as a result will be particularly appealing to people living with a physical disability who will be able to access and use the project learning resources.
The blended learning methodology (online and physical experimental work in laboratories) will allow a direct interaction with the project beneficiaries, beside the online training activities, multiplying this way the exchanges between participants and boosting their motivation to get involved in delivering innovative and adapted recipes. The wider interactions with general and professional publics through conferences, seminars and local events will also boost continuous non-formal education actions. The visibility of socio-economical stakeholders working on specific nutritional populations needs (like senior, Alzheimer, allergy...) will also integrate these needs and the challenges into younger generation of students and professional communities during all communication and dissemination events. All the meetings and training activities of the project will be accessible for staff and students with specific needs. All the partners will share their inclusion criteria (defined at national level) that are defining students or staff with fewer opportunities (such as economic resources, health, disability, distance from education institution...) and they will set up a joint inclusion charta. Specific support for students with fewer opportunities will be provided to attend the training activities (physical mobility).

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

The COVID19 pandemic has changed the way we design and deliver our courses. All the partners have faced the new challenge of online learning in the past few years. For this reason, Tradinnovations will rely on a range of digital tools that will support the learning experience of the educators and will, at the same time, improve their skills in integrating these same digital means and blended-learning methods in their courses. An online platform will be developed which will integrate the specific educational paths for students coming from different programs. This platform will be a repository of the project tools and resources presenting them in an easy-to-use and effective way so to ensure that users can achieve the goals in their projects. It will be facilitated to be in English in order to make it understandable and accessible to all students and educators in the different partners' countries. The following digital tools can be used to accompany the follow-up of student's learning

experience: wooclap (to interact and engage surveys with students), mentimeter (to encourage discussion and brainstorming), podcasts (with specific talks and interventions from experts in different fields), videos (on specific experimental techniques and analysis from engineering and culinary sciences fields). Specific interactions among students from different countries working on specific recipes will be planned as part of sharing experiences and highlighting cultural richness within the consortium geographical locations. These interactions will be planned online (as part of interconnected experimental labs where students connect and discuss/show their experiments to other countries' students; webinars/visiocalls among students and educators) and physical with the summer school activities. This blended teaching and learning mode will foster internal and external collaborations and will lead to data collection for improvements. These tools will also be used for the coordination of the project and monitoring of activities (virtual meetings, share points with common resources etc.)

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

Climate change and its consequences are among the biggest and most urgent challenges of our time. New educational actions are needed in order to adapt the new learning resources used by our organizations and to prepare our learners to face this issue. Creating a more sustainable world also starts from education. We have a great responsibility in educating our communities to environmental practices, which is a transversal field that must be adapted to all the professional and educational areas. In order to achieve this, it is necessary to develop a set of competences to tackle existing societal nutritional gaps and fully engage future graduates with social dimensions such as environmental protection, climate change, circular economy and responsible consumption. Thus Tradinnovations project will integrate environmental issues related to food wastes and the design of low-carbon footprints foods. Tradinnovations consortium is engaged in assuring the transferability and sustainability of actions beyond the project duration of 3 years.Tradinnovations actions will raise awareness among students on potential alternative resources for recipes innovations like plant proteins, edible extracts from food wastes, energy costs for food manufacturing at kitchen and industrial scales. The educational resources to be implemented in platform will address these issues as well as highlight new emerging trends in reformulation and processing technologies. The associate partners role will also be important as they will engage students into activities open to the wide public so they can, in their turn, highlight the role of food science and engineering in sustainable changes for better preservation of resources on global level. The transdisciplinarity of Tradinnovations project is also in line with European Bauhaus initiative and transformation of our societies through values like sustainability, aesthetics and inclusion. Moreover, In addition, the number of attendees in transnational project meetings will be limited and only 3 meetings will be organized. The partners will mainly communicate through online meetings thanks to digital tools such as Zoom, GoogleMeet, Skype and other channels that will allow them to share quick and direct information without traveling abroad. In addition, Tradinnovation's coordinator will encourage the partners to travel by train or to choose sharing economy transports over plane.
This and other general green practices internal practices (paper waste reduction, energy consumption reduction, etc.) will be specified in the Management Plan.

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

Tradinnovations project through its novel and interdisciplinary educational approach and applied activities aspires to have a positive impact on future graduates vision and engagement in current and upcoming agricultural and nutritional challenges. They will also be in close contact with people having specific nutritional needs. They will feel engaged in re-thinking and applying their knowledge and skills into innovative recipes reformulation. At the same time, the partners expect that the project will manage to encourage equal participation, social inclusion and civic engagement through education and dissemination activities. Students will work in international groups and will be made aware of the cultural differences between European countries, not only in terms of food culture (a key theme of the project) but also in the ways they interact and communicate. This should enable them to situate themselves as European citizens.

Grant amount allocated to Project management

80 000,00 €

Work package

Work package n°2 - Database for end-users

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

This WP identifies different end-users that would benefit from project's outcomes and activities. It builds basic understanding of the current activities with 2 general objectives:
- Understand the needs of projects' end-users. These end-users are identified as educators from different fields, students from different food-related educational programs, socio-economical stakeholders that would share with students specific recipes needs for specific populations.
- To develop a practical step-by-step guideline to support the educators in the follow-up of project-based learning for student's projects based on socio-economical target needs.
The specific objectives are:
1. Enhance partners' knowledge about the perception of traditions and innovations among academic populations (students, educators, researchers) at European (Finland, France, Ireland, Spain, Portugal, Norway, Slovenia) and International levels (Lebanon, Tunisia).
2. Have a clear vision about the different existing food-related educational programs among different academic partners in order to design educational path elaboration for the project
3. Design accordingly suitable educational paths in the platform so students can complement their fields of expertise with additional required knowledge
4. Better understand socio-economical needs in terms of recipes renovation according to their specific target populations
5. Create a database of socio-economical stakeholders and cross-linking these needs among countries for future networking.
6. Formalize an educational project-based learning approach through a step-by-step guideline on European Level
In addition, this WP will facilitate the project’s general priorities. Firstly, it will elaborate valuable tools that will be used for student's learning and project activities. It will help understand the initial starting base ground of needs and perceptions so to better develop so to better develop project's implementation activities.

What will be the main results of this work package?

The main results of would be:
1. A report on tradition and innovation perceptions in different European and Mediterranean countries (students, educators, researchers)
2. A report on food-related educational programs that could benefit from the project including analysis of most suitable practices for the Tradinnovation’s use
3. The design of students' educational paths with specific resources complementary to their background
4. Report on educational paths testing and future improvements
5. Database building for socio-economical stakeholders that will update students with specific recipes renovations.
6. A practical-step-by step guideline to support student's project-based learning.

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

Quantitative indicators:
At least 36 participants in surveys on tradition and innovation
1 step-by-step guideline to be used for all student's projects
1 database of 6 socio-economical stakeholders that could benefit from student's projects and evolve after its ending

Qualitative indicators:
Quality of the report on tradition and innovation survey (and correlations among different European countries and other international countries of consortium)
Effective involvement of the partners in the activities
Effective coordination of the partners activities
Exchange of knowledge and expertise among partners useful to develop results
Feedbacks on educational paths testing and identification of improvements
Feedbacks on practical-step-by-step guideline and improvements

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

UL and TURKU will be respectively leader and co-leader of this WP. Associate partners of National Museum of Natural History and IRD will also assist in the leadership. They will elaborate the strategy of activities design and implementation in order to achieve the general and specific objectives of WP2.
In the details of this WP activities:
- SURVEY ON TRADITION AND INNOVATION:
UL and IA will lead and co-lead on the survey's work related to tradition and innovation perception among partners countries.They will have input from associate partners like IRD, Scinnov, National Museum of Natural History and ESIAT. It

will allow to consolidate the survey elaboration with points of views coming from social and human sciences and private sector's perspectives.
- EDUCATIONAL PATHS ELABORATION:
Educational paths are program-tailored maps that help students have complementary ressources and knowledge, to their initial program.UPV and TURKU will lead and co-lead this activity with support from VOLDA and USEK as associate partner with previous experience in reviewing the cross-linking among different programs around culinary precisions. In the detailed sub-tasks, there will be work on listing food-related educational programs, a proposal of educational paths, testing of these paths for future improvements.

- PRACTICAL STEP-BY-STEP GUIDELINE:
IA and TUD will lead and co-lead in this activity with support from associated partners like IRD, Scinnov, ESIAT. In the detailed sub-tasks, there will be a case-study from Institut Agro's experience with a module initiating some activities on recipes renovation. TUD long experience with food science and culinary sciences programs will help bridging the gap in the initial case study. A database design for socio-economical stakeholders will be elaborated as well as a co-building of step-by-step guideline that will be used in student's projects. Support from associate partners will help improve and consolidate outputs (IRD, Scinnov).

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

WP2 is a working package rich in tasks and activities and all project partners are engaged. The grant amount attributed to this WP has been calculated in a way that is both cost-effective and also adequate for the implementation of activities.

The WP2 budget is allocated to each partner based on the following variables:
a) amount of time needed to implement the foreseen activities (calculated in days);
b) national legislation as regards wages and salaries status (in consideration of the former unit cost rates that varied from one member state to another)
c) number of persons needed for the implementation of the foreseen activities
d) type of experts allocated to different tasks (teachers/trainers/researchers or technicians)
e) field work costs (venues and facilities, etc.)
f) IA as coordinator will also be a close facilitator of each WP smooth delivery of outputs
In addition, the WP2 budget ensures that all partners will be able to perform the foreseen tasks and activities in the most sustainable and green way. The e-publication of all deliverables and outputs has a twofold advantage: a) budget optimization and cost-effectiveness and b) supporting green practices with the project.

Please refer to appendix for GANTT and detailed budget allocation.
Activity 0:
For the 11 attendees traveling to France for the first project meeting, IA, TUD, UPV, UL, NOVA will have 575€ for each participant. TURKU will have 760€ per participant for a total of 7695 €. This amount was calculated through the Distance Calculator of the European Commission.

Activity 1:
IA and UL will have respectively 10000 € and 4000 € to elaborate and analyze the answers of the tradition and innovation survey. TURKU will have 1000 € to support in this activity. Other consortium partners will have 1000€ each for a total of 18000€.

Activity 2:
UPV and TURKU will have each 4000€ to report on existing food-related programs in partners institutions and elaborate educational paths accordingly. IA, TUD, UL, NOVA will have each respectively 13000€, 5500€, 3000€, 3000€ to engage actions of co-building, design, implementation and feedbacks of these educational paths. Institut Agro gathers internally 4 structures that are IA-Montpellier (2 campuses for 2 agricultural engineering programs), IA-Dijon, Unesco Chair in World Food Systems. The survey's elaboration, implementation and analysis will thus mobilize staff members and students from different origins. This highlights the amount of money that is accordingly allocated.

Activity 3:
IA and TUD will have respectively 15000€ and 5500€ to work on case-study from IA. They will also conceive a database format for socio-economical stakeholders along with selection grid for project's priorization. They will initiate with partners the co-building of step-by-step guideline for project-based learning. UPV, UL, TURKU, NOVA will have each 3000€, 3000€, 8000€ and 4000€ to support in all reflections, implementation and feedbacks.

Transnational meeting TM1: For the 11 attendees traveling to Portugal for the transnational meeting TM1, IA, TUD, UPV will have 575€ for each participant. UL and TURKU will have each 760€ per participant. NOVA will have 1100€ for TM1 organization for a total of 8165 €. This amount was calculated through the Distance Calculator of the European Commission.
Overview of budget distribution per partner:
IA: 41300€
TUD: 14300€

UPV: 10300€
UL: 12670€
TURKU: 16040€
NOVA: 10250€

Activities (2 - Database for end-users)

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

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

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

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
A0 Project Meeting1 (M1)	France	21/11/2023	23/11/2023	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR)	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	7 695,00	Kick-off meeting minutes and ToDo lists
WP2/A1: Survey on tradition and innovation	Slovenia	01/11/2023	31/03/2024	UNIVERZA V LJUBLJANI (E10209243 - SI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI)	18 000,00	Report on tradition and innovation's survey
WP2/A3: Educational paths elaboration	Spain	01/12/2023	30/06/2024	UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY	32 500,00	Report on existing educational programs Report on educational paths proposal

					DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERZA V LJUBLJANI (E10209243 - SI)		
WP2/A3: Practical step-by-step elaboration	France	01/01/2024	31/08/2024	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR)	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	38 500,00	Database of socio-economical stakeholders Practical step-by-step guideline for project based-learning
Transnational meeting TM1	Portugal	01/06/2024	30/06/2024	UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	8 165,00	Evaluation of project's progress Action plan for next year
						104 860,00	

Description of the activities

Describe the content of the proposed activities.

Activity A0 (M1): Project meeting
The partners will meet in France, the country of the project's coordinator to discuss how to kick-off the work on the first tasks of the project, that are linked to the WP2. This TPM will also allow partners to meet in person for the first time and to clarify doubts and tasks to start implementing the work effectively.

Activity 1 (M1-M5): Survey on traditions and innovation
UL with the support of IA and other partners will elaborate a survey on traditions and innovation perception among different countries (students, educators, researchers) that will be analyzed. This survey will help identify the common and culture-specific perceptions of traditions and innovations in food among European countries. This will be also contrasted on non-european countries (presence of Lebanon and Tunisia as associate partners).

Activity 2 (M2-M8): Educational paths elaboration
UPV with the support of TURKU and other partners will help consortium know better the food-related educational programs existing in partner's countries through a listing of programs and their content. They will elaborate a proposal of educational paths according to the listing of existing programs in order to accompany students in specific resources that they need to access on platform, in complement to what they have in their institutional curriculum.

Activity 3 (M3-M10): Practical step-by-step guideline
IA with the support of TUD and other partners will start from educational case-study existing in Institut Agro and related to recipe renovation addressed to specific populations needs. This introduction will help co-build improvements for future and increase implementation in all other countries. A database of socio-economical stakeholders will be elaborated and a the co-building of a practical step-by-step guideline will help formalize a project-base learning approach at European level and among all partners institutions.

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

Activity 1 will help reach objective 1 that is enhancing partners' knowledge about the perception of traditions and innovations among academic populations (students, educators, researchers) at European (Finland, France, Ireland, Spain, Portugal, Norway, Slovenia) and International levels (Lebanon, Tunisia).

Activity 2 will help reach objectives 2 and 3, which focus on existing food-related educational programs among different academic partners in order to design educational path elaboration for the project. This will help to design accordingly suitable educational paths in the platform so students can complement their fields of expertise with additional required knowledge.

Activity 3 will help reach objectives 4,5 and 6 which address interface with stakeholders through the creation of database and enhancement of student's learning experience through a step-by-step guideline for project-based learning around recipes study and renovation.

Describe the expected results of the activities.

Result 0: Kick-off meeting minutes and ToDo lists

Result 1: Report on tradition and innovation's survey
Thanks to the deep analysis of the survey on traditions and innovations, the partners will understand more the needs and expectations coming from students, educators and researchers perspectives. It will also help discuss inter-cultural differences and similarities among partners countries and benefit from the presence of non-europeans countries as associate partners (Lebanon, Tunisia) to explore more the cultural impact on this perception.

Result 2: Report on existing educational programs/Report on educational paths proposal
This will be useful to know existing educational programs and their diversity in order to adapt educational paths according each program. This will also highlight fields of expertise of educators in each country in order to complement resources that will be uploaded and shared on educational platform.

Result 3: Database of socio-economical stakeholders/Practical step-by-step guideline for project based-learning
This will allow the linkages with the socio-economical stakeholders to be made within the student's projects. The database of socio-economical stakeholders that will benefit from student's projects will be elaborated in order to know more specifically about their needs, the context of their activities and resources. A networking on European and international levels could be developed after the project's ending to expand this database and engage interactions. The step-by-step guideline will help formalize and share a project-based learning approach that will be tested and improved throughout the project in order to be transferable afterwards and serves as pilot guideline on European and international levels.

Expected number and profile of participants.

This WP will involve about 60 responses for the survey on traditions and innovations. Regarding the staff members from the partner organizations, each partner will involve 1 or 2 researchers, according to their needs, to conduct the surveys on traditions and innovations and food-related educational programs. The partners will also involve educators internal to their organizations, who will be a part of the group answering the surveys. As for the educational paths elaboration, the step-by-step guideline elaboration, it will be mainly engaging at least 20 educators from different food-related fields from different countries. The database of socio-economical stakeholders will start with 6 stakeholders but will be increase throughout the duration of the project and beyond its ending.

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

Work package n°3 - Educational content and experimentation

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

This WP targets the following specific objectives:
- Pooling educational resources among consortium partners to be shared with students via the educational paths and platform
- To enable students to approach their projects with a sound knowledge of EU policy and recent recommendations, by facilitating access to the latest knowledge on the link between traditions and innovations.
- Experiment the project-based learning approach with student's projects and consolidate the usability of step-by-step guideline (developed in the WP2 activity 3)
- Engage students in writing scientific articles based on their experimental works according to journal's scientific standards.

These specific objectives contribute to the general objectives of the project by creating an advanced and interdisciplinary learning approach to support innovations by constraint within the local food heritage of each country and adapted to specific populations needs. Also this work package helps address the construction of an educational approach by project-based learning to be deployed in European countries. Scientific, socio-economical and educational symbiosis will be tested through experimentation of this WP to integrate closely local agri-food and culinary landscapes in each partner country.

What will be the main results of this work package?

The main results of this WP are:

1. Exhaustive listing of available educational resources needed on the platform: this will contribute to feed the online platform with appropriate educational resources for student's to access. It will also enable the selection of resources according to different educational paths that were identified in WP2. It will also allow to diversify resources type (pdf, podcasts, videos, documentaries, e-books, scientific articles from consortium community...)

2. List of traditional recipes chosen in each country: this will help consortium community (students and educators) to know recipes coming from other countries and consolidate the diversity of cultural food habits. The link between local food resources and technical steps of recipe elaboration will be highlighted.

3. List of specifications from specific populations needs for each recipe: this will be identified in close collaboration and contact with socio-economical stakeholders. Different and common specifications in all countries, according to similar or different populations needs will be cross-linked.
4. Student's work on multidisciplinary analysis of recipe (history, anthropology, culinary precisions, scientific experimentation): students will be able to enrich their food culture by crossing fields and visions around food production at kitchen scale
5. Report on creativity process in each country List of final recipes renovated in each country: to enrich educational practices upon others' experiences
6. Six articles on student's projects in 6 leading countries

TM meeting will allow evaluation of project progress. Summer school will help restitute student's projects from different countries. Focus groups among students, educators and testimonies for highlights on experiences and lessons learned Intercultural dialogues and fostering among students and educators communities

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

Quantitative indicators:
- At least 12 educators involved in student's projects follow-up according to project-based learning approach developed and step-by-step guideline elaborated in WP2
- At least 18 students from all countries involved in experimentation and recipes study and innovation
- At least 30 participants in summer school (students and educators)
- 6 articles that will be submitted in scientific journals

Qualitative indicators:
- Quality of student's reports and articles on recipes study and innovation
- Active involvment of the educators in student's coaching during their theoretical and experimental work on recipes
- Exchange of knowledge among partners useful to develop everyone educational practices
- Respect of the deadlines for the delivery of the WP results
- Effective coordination of partners activities
- Participant's feedback after attending summer school

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

NOVA, UPV will be respectively leader and co-leader of this WP. Associate partners like NIMEC, USEK will also assist.

They will elaborate the strategy of activities design and implementation in order to achieve the specific objectives.
In the details:
LIST OF AVAILABLE EDUCATIONAL CONTENT: TUD and NOVA will be leader and co-leader of this activity supported by associate partners like NMNH and NIMEC. They will ask partners to list the educational resources they have and identify how to list them under the educational paths that were identified in WP2.
SELECTION OF TRADITIONAL RECIPES: TUD and UPV will lead and co-lead this activity in order to help list all identified recipes at first stage in all countries. They will be assisted by associate partners (NIMEC). Then they will, with help from all partners, identify the selection scheme to chose one final recipe to be studied in each country. The study of local geographical variations of the same recipe in the same country will be also highlighted.
ANALYSIS OF TRADITIONAL RECIPE: IA and NOVA will lead and co-lead this activity with the support of associate partners (NMNH, VOLDA, NIMEC). This activity will benefit from well-known experiences of all consortium members concerning the trans-disciplinary study of recipes. The students will thus experiment and follow the elaborated steps indicated in the guideline.
CREATIVITY AND INNOVATION OF RECIPES: UPV and TUD will lead and co-lead this activity with the support of associate partners (NIMEC, Scinnov, ESIAT). They will have feedbacks on creativity process and tools engaged in different academic institutions in order to share practices and enrich everyone's coaching skills in the fields of creativity (Ideas emerging and ideas convergence steps).
ARTICLE ON RECIPES: TUD, NOVA with the support of INRAE, NIMEC, ESIAT will engage partners to submit articles into International Journal of Molecular and Physical gastronomy as well as other journals.

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

WP3 is a working package rich in tasks and activities and all project partners are engaged. The grant amount attributed to this WP has been calculated in a way that is both cost-effective and also adequate for the implementation of activities.

The WP3 budget is allocated to each partner based on the following variables:
a) amount of time needed to implement the foreseen activities (calculated in days);
b) national legislation as regards wages and salaries status (in consideration of the former unit cost rates that varied from one member state to another)
c) number of persons needed for the implementation of the foreseen activities
d) type of experts allocated to different tasks (teachers/trainers/researchers or technicians)
e) field work costs (venues and facilities, etc.)
f) IA as coordinator will also be a close facilitator of each WP smooth delivery of results
In addition, the WP3 budget ensures that all partners will be able to perform the foreseen tasks and activities in the most sustainable and green way. The e-publication of all deliverables and outputs has a twofold advantage: a) budget optimization and cost-effectiveness and b) supporting green practices with the project.

Please refer to appendix for GANTT and detailed budget allocation.
Activity 1:
TUD, NOVA and IA will have each 2750€ for this activity. UPV, UL, TURKU will have 1500€ to participate and share useful resources for implementation in platform.

Activity 2:
IA and TUD will receive each 2000€ for this activity. UPV, UL, TURKU and NOVA will receive each 1500€ to participate in this activity and coordinate inputs.

Activity 3:
Transnational meeting TM2: For the 11 attendees traveling to Liblijana for the transnational meeting TM1, IA, TUD, UPV will have 575€ for each participant. UL and TURKU will have each 760€ per participant. NOVA will have 1100€ for TM1 organization for a total of 8165 €. This amount was calculated through the Distance Calculator of the European Commission.

Activity 4:
For the 31 participants in summer school (18 students and 13 staff members), costs were divided between individual support (accommodation fees and meals) and travel support. The overall budget is of 43900€ among which 5562€ for UL for organization expenses.

Activity 5:
IA and NOVA will have 2000€ each to lead this activity. TUD, UPV, UL, TURKU will have 1500€ each to support with inputs.

Activity 6:
IA, TUD and NOVA will have 3000€, 2000€ and 2000€ each and UPV, UL, TURKU 1500€ each.

Activity 7:
IA will have 3000€,, TUD and NOVA 2000€ each for this activity. UPV, UL and TURKU will have 1500€ each to share

inputs and participate in activity.

Overview of budget distribution per partner:
IA: 21335€
TUD: 18730€
UPV: 15980€
UL: 15320€
TURKU: 16350€
NOVA: 18600€

Activities (3 - Educational content and experimentation)

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

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

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

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
WP3/A1: Listing of available educational content	Ireland	01/05/2024	31/12/2024	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	12 750,00	Exhaustive listing of available educational resources needed for platform feedback
WP3/A2: Selection of traditional recipe	Ireland	01/01/2025	30/06/2025	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI) ,	10 000,00	List of traditional recipes chosen in each country List of specifications from specific populations needs for each recipe

					UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)		
WP3/A3: Transnational project meeting TM2	Slovenia	17/06/2025	20/06/2025	UNIVERZA V LJUBLJANI (E10209243 - SI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT)	8 165,00	Evaluation of project progress Action plan for next year
WP3/A4: Summer school	Slovenia	17/06/2025	20/06/2025	UNIVERZA V LJUBLJANI (E10209243 - SI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO	43 900,00	Student's projects presentation from different countries Focus groups among students, educators and testimonies for highlights on experiences and lessons learned Intercultural dialogues and fostering among students and educators communities

					(E10209158 - FI) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT)		
WP3/A5: Analysis of traditional recipe	France	01/01/2025	30/06/2025	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR)	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	10 000,00	Student's work on multidisciplinary analysis of recipe (history, anthropology, culinary precisions, scientific experimentation)
WP3/A6: Creativity and innovation of recipe according to populations needs	Spain	01/01/2025	30/06/2025	UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) ,	10 000,00	Report on creativity process in each country List of final recipes renovated in each country

					UNIVERZA V LJUBLJANI (E10209243 - SI)		
WP3/A7: Article on selected recipes in each country	Ireland	01/05/2025	30/09/2025	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	11 500,00	6 articles on student's projects in 6 leading countries
						106 315,00	

Description of the activities

Describe the content of the proposed activities.

Activity 1 (M7-M14):
LIST OF AVAILABLE EDUCATIONAL CONTENT: Leaders of this activity will ask partners to list the educational resources they have and identify how to list them under the educational paths that were identified in WP2.

Activity 2 (M15-M20; M27-M32):
SELECTION OF TRADITIONAL RECIPES: Leaders of this activity will list all identified recipes at first stage in all countries. Then they will, with help from all partners, identify the selection scheme to chose one final recipe to be studied in each country. The study of local geographical variations of the same recipe in the same country will be also highlighted.

Activity 3 (M20):
TRANSNATIONAL MEETING TM2: this meeting will help evaluate activities and project's progress. It will help discuss upcoming activities and consolidate everyone's input and propositions.

Activity 4 (M20):
SUMMER SCHOOL: it will be a key moment to let students from different countries meet and discuss/present their projects. Focus groups among educators/students will be planned.

Activity 5 (M15-M20; M27-M32):
ANALYSIS OF TRADITIONAL RECIPE: This activity will benefit from well-know experiences of all consortium members concerning the trans-disciplinary study of recipes (history, anthropology, physical chemistry, nutrition, sensory, gastrophysics...). The students will thus experiment and follow the elaborated steps indicated in the guideline.

Activity 6 (M15-M20; M27-M32):
CREATIVITY AND INNOVATION OF RECIPES: The leaders of this activity will have feedbacks on creativity process and tools engaged in different academic institutions in order to share practices and enrich everyone's coaching skills in the fields of creativity.

Activity 7 (M19-M23; M31-M36):
ARTICLE ON RECIPES: Leaders of this activity will engage partners to submit articles based on student's works and engage students in the writing of their work reports according to a specific scientific journal's recommendations.

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

Activities 1, 3, 4,5, 6 will help reach objectives 1,2, 3 of WP. This will help mutualization of educational resources among consortium partners to be shared with students via the educational paths and platform. It will also help students access and acquire latest knowledge concerning the link between traditions and innovations will enable students to tackle their projects with a solid knowledge on EU policy and recent recommendations. The experimentation of project-based learning approach with students will be done according to the step-by-step guideline elaborated in WP2. The WP activities will help evaluate this guideline and identify potential adjustments to be made for the following year. It is worth noting that during project duration, the experimental work of students could be done twice and thus improvements will be possible between years 2 and 3 for best implementation of activities after project's ending. The summer school, held in summer 2025, will allow to assess and improve these actions for the following year. The main core objective of partners is the sustainability of all educational approaches, tools and resources to be used after project's ending.
Activity 7 will help reach objective 4 of WP being to engage students in scientific articles writing.

Describe the expected results of the activities.

Result 1: Exhaustive listing of available educational resources needed for platform feedback
This will allow consortium to know each other's expertise and educational resources/tools used in their teaching. It will help diversify educational resources formats (ppt, podcasts, videos, articles, games..)

Result 2: List of traditional recipes chosen in each country
This will allow the constitution of database of all recipes that will be studied during the project and after its ending.

Result 3: List of specifications from specific populations needs for each recipe
This will allow to compare specifications coming from same specific population need in different countries and mutualize innovation efforts and scientific levers engaged during student's projects.

Result 4: Student's work on multidisciplinary analysis of recipe (history, anthropology, culinary precisions, scientific experimentation)
Base on step-by-step guideline elaborated in WP2, students will be able to follow, test and propose innovation of traditional

recipes.

Result 5: Report on creativity process in each country
This will allow sharing educational practices on creativity practices and innovative tools used by partners for future self-developement of educators.

Result 6: List of final recipes renovated in each country
As part of database that could be communicated with wide public

Result 7: 6 articles on student's projects in 6 leading countries
This will help valorize student's work and scientific writing skills

TM2: Evaluation of project progress Action plan for next year
This will help partners discuss and plan activities for upcoming year

Summer school: A great opportunity for consortium to interact and exchange through:
Student's projects presentation from different countries
Focus groups among students, educators and testimonies for highlights on experiences and lessons learned Intercultural dialogues and fostering among students and educators communities

Expected number and profile of participants.

This WP will involve at least 12 educators involved in student's projects follow-up according to project-based learning approach developed and step-by-step guideline. These educators will also be part of the summer school. At least 18 students will be involved from different countries in projects on recipes and they will attend and present these work during the summer school.
The partners can also involve other educators internal to their organizations, in order to share results and transfer practices and tools to a wider educator's community in each institution (from other fields like humanities, art, anthropology, social sciences...). The summer school can engage wider participation depending on associate partners participation through external funding (ICM Erasmus funding, local higher education and research funding structures). Through scientific articles writing, the project can impact worldwide scientific communities in the various fields explored in recipes analysis and experimentations.

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

Work package n°4 - Digital resources and animation

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

The specific objectives of this WP include:
- Create an educational online platform for student's access according to their specific educational path the resources needed for their projects
- Implement, test and improve the online platform

With the online educational platform, it will be possible to offer customized educational paths for students, allowing them to develop specific skills based on their interests and educational background. The platform will offer a wide range of interdisciplinary educational resources, including videos, podcasts, articles, infographics, and research projects that can be used to support students' learning.
In addition, the platform will also provide a way to value the skills students have acquired by offering them the opportunity to earn online skills badges. These badges, which can be shared on social networks and professional platforms, will allow students to demonstrate their specific skills to potential employers and improve their employability in the job market.
The goal of implementing these a la carte pathways and skills badges is to encourage students to develop cross-cutting and interdisciplinary skills, as well as specific skills in their area of interest. Ultimately, this will contribute to their personal and professional development, as well as to the promotion of constrained innovation in the field of local food heritage.

What will be the main results of this work package?

The main results of this WP are:

1. Educational resources sorted according to different educational paths: this will help gather and mutualize educational resources from partners and categorize them according to different educational fields identified in WP2.

2. Implementation of online platform with educational paths and resources: the digital interface will be technically put into place and fed with educational paths and resources previously gathered. The asynchronous usage of this platform by students in parallel to their experimental work on recipes will allow them to adapt knowledge integration at their own pace.

3. Survey on the use of online platform: the online platform performance will be based upon the participants' feedback (students and educational staff) as per the friendliness of usage, the quality and quantity of resources they have, the pertinence of educational paths that they followed. This survey will also assess student's acquisition of new skills and knowledge that they didn't have enough developed or that were non existing in the current curriculum they are enrolled in.

4. Report on survey's feedbacks for future improvements: The surveys' data will be analyzed and reported to be shared with all partners.

5. Implementation of improvements into online educational platform: In the aim of continuous improvement, the identified improvements will be implemented in order to renew platform usage by students the following year.

6. Creation of skills badges in the platform validating the skills acquired during the simulation of the modules: these badges will provide incentives to participants since they will be able to value the skills and knowledge earned giving them additional confidence and interest in the Tradinnovations core themes.

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

Quantitative indicators:
- Number of new skills acquired by students that weren't developed in their existing curriculum
- Number of students enrolled in the online platform
- Number of professors/teachers/educational staff that consulted and used the platform.
- Number of badges given

Qualitative indicators:
- Percentage of students reporting an increase or novelty of transversal knowledge and skills acquired from online platform
- Percentage of educators that are willing to support their teaching with the use of this online platform.

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

TUD and UL will be respectively leader and co-leader of this WP. Associate partners like INRAE and USEK will also assist. They will elaborate the strategy of activities design and implementation in order to achieve the specific objectives of WP4.
In the details:
BACK-UP OF AVAILABLE CONTENT FOR PLATFORM FEEDING: TURKU and UL will lead and co-lead this activity with the support of associate partners (INRAE). A coordination will be done with all partners in order to make sure all resources are pertinent and the format is adapted for platform. Mainly English-based resources will be used but other specific content

might be available for future translations or subtitling purposes.

EDUCATION PLATFORM IMPLEMENTATION: TURKU and IA will lead and co-lead this activity with the support from associate partner (INRAE). They will collaborate with partners to decide on which options are best for online platform implementation, based on previous experiences. It will allow partners to exchange on digital practices and tools in their institutions for mutual development.

EDUCATIONAL PLATFORM TESTING: TUD and IA will lead and co-lead this activity with the support of INRAE. All partners will test the online platform with students and staff members communities. A survey will allow to get feedbacks and cross information among countries.

EDUCATIONAL PLATFORM IMPROVEMENT: TUD and IA will lead and co-lead this activity with the support of INRAE. Based on feedbacks, adjustments and improvements will be planned. The platform will be tested a second time during the project for best future development and integration in each institution after project's ending.

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

WP4 is a working package that is less rich in tasks but that will structure all previous outputs and results into an educational platform that will be very supportive for student's learning and project elaboration.`The grant amount attributed to this WP has been calculated in a way that is both cost-effective and also adequate for the implementation of the online platform.

The WP4 budget is allocated to each partner based on the following variables:
a) amount of time needed to implement the foreseen activities (calculated in days);
b) national legislation as regards wages and salaries status (in consideration of the former unit cost rates that varied from one member state to another)
c) number of persons needed for the implementation of the foreseen activities
d) type of experts allocated to different tasks (teachers/trainers/researchers or technicians)
e) field work costs (venues and facilities, etc.)
f) IA as coordinator will also be a close facilitator of each WP smooth delivery of results
In addition, the WP4 budget ensures that all partners will be able to perform the foreseen tasks and activities in the most sustainable and green way. The e-publication of all deliverables and outputs has a twofold advantage: a) budget optimization and cost-effectiveness and b) supporting green practices with the project.

Please refer to appendix for GANTT and detailed budget allocation.
Activity 1:
IA, TURKU and UL will have each 3000€, 2500€ and 2500€ for this activity. TUD, UPV and NOVA will have 1500€ each to collaborate and give inputs.

Activity 2:
IA, TUD and TURKU will have respectively 5000€, 2000€ and 2500€ for this activity. UPV, UL and NOVA will have 1500€ to give their inputs and collaborate.

Activity 3:
IA and TUD will have each 4000€ to lead this activity. UPV, UL, TURKU and NOVA will have each 2500€ to test the platform and collaborate.

Activity 4:
IA will have 3000€ and TUD 2500€ each to lead on platform improvements activity. UPV, UL, TURKU and NOVA will have 1500€ each to give their inputs and participate in this activity.

Overview of budget distribution per partner:
IA: 15000€
TUD: 10000€
UPV: 7000€
UL: 8000€
TURKU: 9000€
NOVA: 7000€

Activities (4 - Digital resources and animation)

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

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

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

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
WP4/A1: Back-up of available content for platform feeding	Finland	01/09/2024	31/01/2025	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	12 500,00	Educational resources sorted according to different educational paths
WP4/A2: Educational platform implementation	Finland	01/09/2024	28/02/2025	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) ,	14 000,00	An online platform with educational paths and resources Creation of skills badges in the platform validating the skills acquired during the simulation of the modules.

					UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)		
WP4/A3: Educational platform testing	Ireland	01/01/2025	30/06/2025	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	18 000,00	Survey on the use of online platform Report on survey's feedbacks for future improvements
WP4/A4: Educational platform improvement	Ireland	01/07/2025	28/02/2026	TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TURUN YLIOPISTO (E10209158 - FI) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	11 500,00	Implementation of improvements into online educational platform
						56 000,00	

Description of the activities

Describe the content of the proposed activities.

Activity 1 (M11-M15):
BACK-UP OF AVAILABLE CONTENT: Leaders of this activity will engage among consortium partners the collection of available resources formats in order to upload them in online platform under the different educational paths elaborated.

Activity 2 (M11-M16):
EDUCATIONAL PLATFORM IMPLEMENTATION: Leaders of this activity with the help of expert engineers will design a simple online platform based on several previous formats developed in previous projects like FEEDtheMIND. This platform will support the acquisition of transdisciplinary knowledge and skills.

Activity 3 (M15-M20; M27-M32):
EDUCATIONAL PLATFORM TESTING: During the project, students will be able to use twice the platform and surveys will be conducted upon each usage for improvements purposes.

Activity 4 (M21-M28):
EDUCATIONAL PLATFORM IMPROVEMENT: Based on feedbacks and survey's results, improvements of educational platform will be integrated. These improvements will be on educational paths usage and on the ease of use to access content of each educational path.

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

These activities will help reach WP objectives as they will enable the digital elaboration of an education online platform for student's access according to their specific educational path the resources needed for their projects. We plan also during these activities to implement, test and improve the online platform. This online digital space will be considered as a multicultural and interdisciplinary environment for students to support their project-based learning. The students can develop their individual path, progress at their rhythm and deepen their knowledge/skills acquisition according to learning outcomes. They will also be able to prove and communicate on skills acquired through badge earning.

Describe the expected results of the activities.

Result 1: Educational resources sorted according to different educational paths
These resources will allow students to innovate recipes through a project-based approach and resourcing to an online platform that will give them a set of tools to develop their knowledge and skills in a flexible way (contrary to the traditional in-class methods).

Result 2: An online platform with educational paths and resources
This platform will enable students to build their individualized path as part of educational paths previously elaborated.

Result 3: Survey on the use of online platform
Several indicators are envisaged: time spent by the learners on the self-learning tools, proportion of learners completing the process, tools' ergonomics (task adequacy, user, context), success rate, number of impacted learners

Result 4: Report on survey's feedbacks for future improvements
This analysis will allow to grasp the degree of adequacy of educational the environment of the platform with learners and educators' expectations as well as the difficulties met and the solutions proposed.

Result 5: Implementation of improvements into online educational platform
This will allow to retest the platform usage another year after first improvements implementation.

Result 6: Creation of skills badges in the platform
This will help validate the skills acquired during the simulation of the modules: these badges will provide incentives to participants since they will be able to value the skills and knowledge earned giving them additional confidence and interest in the Tradinnovations core themes.

Expected number and profile of participants.

Participants will be both students and educators in different countries. We expect at least a group of 5 students in each country and 3 educators that can give their feedback on platform usage. A total of 50 participants is expected (without counting participation from associated countries like Tunisia and Lebanon that could add up for a total of 65 participants). However this number is expected to increase after project's ending as the configuration and content of educational platform will be transferred to institution's own educational platform. This will allow multiple usage and testing during future student's projects that will continue after 3 years.

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

Work package n°5 - Communication and dissemination

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

The core idea is to build and communicate on new educational tools/approaches/critical thinking on EU level. These specific objectives contribute to project's general objectives by promoting this original educational approach creating synergies among educators-students-socioeconomical stakeholders in a wider European and international countries. Also the activities of this WP will enhance inter-cultural fostering among European students on food heritage and innovation.

The specific objectives of this WP include:
- Stimulate and broaden up collaborations and networking possibilities during the project and after its ending.
- Potential transfer of educational approach and tools to wider community as a pilot project to be adapted according to cultural and environmental hosts.
- Animate and disseminate project's results among a broader public (students, professors, culinary chefs, food related professionals and associations, public institutions, general public…).
- Consolidate the physical co-working among students and educators.

What will be the main results of this work package?

The main results of this WP are:
1. Stimulate the communication on project's objectives and activities: Local and visioconferences to stipulate the communication on project's objectives

2. Consolidate the organization of monthly seminars of molecular gastronomy in countries: transfer existing expertise on these seminars in several countries and extend their organizations in others. These seminars gathers wide public, food actors to study scientifically a recipe. New infrastructures can be used and animated like MiamLab in Montpellier (http://www.agrofablab.fr/miamlab/) and other similar spaces among consortium

3. Case-study from Norway Test of event in museum: VOLDA will share an existing project with museums with detailed steps and outputs

4. Pilot project for future dissemination: Build on this project to Transfer it and test it as a pilot project in several countries

5. Promote project's activities in national websites of partners institutions and on website of International Centre of Molecular Gastronomy (ICMG): communicate regurarly on national websites and on website of ICMG

6. Engage interactions among wider public and interface with socioeconomic parties: through local fairs/seminars/workshops

7. Consolidate monthly seminars for wide public and food actors on molecular gastronomy in different countries as an effective tool to build a dynamic network and transfer and develop the internationally existing expertise on Tradinnovations

8. The ME will engage consortium partners into a common communication of final project's results among a wider scientific community

9. Evaluate all project's outputs through the last TM and further discuss future activities and sustainability of actions

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

Quantitative indicators:
-Number of participants in museums activities
- Number of conferences/seminars in which partners are implicated and number of monthly seminars of molecular gastronomy organized in each country
- Number of posts and comments from wide public on project's events and results (social medias, website of international center of molecular gastronomy..)
- Number of communications in national local events (workshops/fairs/seminars..)

Qualitative:
- Diversity of public attending dissemination events (scientific and non-scientific; age; geographical origins)
- Increase of collaborations with socioeconomic stakeholders
- Positive impact on socioeconomic stakeholders with financial support from other sources, due to increased visibility to their nutritional needs

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

TURKU and NOVA will lead and co-lead this WP with the support from UNESCO chair of World Food Systems and UOC.

The different activities of the WP will be led by TURKU and NOVA with support from associate partners (NMNH, VOLDA). In the details:
ACTIVITIES IN MUSEUMS: TURKU and NOVA will lead and co-lead this activity with inputs from associate partners (VOLDA, NMNH). Museums are open and democratic spaces that allow for non-formal learning for the visitor, dissemination for the scholar, but also interaction between various groups on a more democratic basis, conceptualizing communication not only as a one-way transmission, but as a two-way transaction/dialogue. Based on VOLDA experience with museums activities, the museums will host internal events, and also be outlets for educational content for a broader audience. Museums can also be arena for food-related citizen science projects, e.g., gathering everyday culinary knowledge from a broad audience. At the same time, museums carry their unique set of knowledge and skills, and will feed this into the project both in terms of modes of communication and disciplinary knowledge, e.g. in food anthropology.

PARTICIPATION IN CONFERENCES AND SEMINARS: TURKU and NOVA will lead and co-lead this activity with inputs from associate partners (VOLDA, NMNH, ESIAT). It will help build common and specific national opportunities to communicate on project's activities. A focus on monthly seminars of molecular gastronomy (http://www2.agroparistech.fr/spip.php?article3085) will be generalized and developed in countries where it does not exist.

PUBLICATIONS ON WEBSITES: TURKU and NOVA will lead and co-lead this activity with inputs from associate partners (VOLDA, NMNH) to create a dynamic continuous communication on institutional websites and website of International Center of Molecular Gastronomy.

LOCAL PROMOTIONAL EVENTS: TURKU and NOVA will lead and co-lead this activity with inputs from associate partners (VOLDA, NMNH)

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

WP5 is a working package that is rich in tasks but that will communicate and disseminate results into wide public and scientific communities. The grant amount attributed to this WP has been calculated in a way that is both cost-effective and also adequate for the implementation of the online platform.

The WP5 budget is allocated to each partner based on the following variables:
a) amount of time needed to implement the foreseen activities (calculated in days);
b) national legislation as regards wages and salaries status (in consideration of the former unit cost rates that varied from one member state to another)
c) number of persons needed for the implementation of the foreseen activities
d) type of experts allocated to different tasks (teachers/trainers/researchers or technicians)
e) field work costs (venues and facilities, etc.)
f) IA as coordinator will also be a close facilitator of each WP smooth delivery of results
In addition, the WP5 budget ensures that all partners will be able to perform the foreseen tasks and activities in the most sustainable and green way. The e-publication of all deliverables and outputs has a twofold advantage: a) budget optimization and cost-effectiveness and b) supporting green practices with the project.

Please refer to appendix for GANTT and detailed budget allocation.
Activity 1:
IA, TUD will have 2000€ each for this activity. TURKU and NOVA will have 1500€ and 1000€ each and UPV, UL 750 each.

Activity 2:
IA, TUD, TURKU will have 4000€, 4000€ and 5000 each. UPV, UL and NOVA will have 2500€, 1500€ and 3000€ each for this activity.

Activity 3:
IA, TUD, TURKU and NOVA will have 1000€ each. UPV and UL will have each 500€ for this activity.

Activity 4:
IA, TUD, NOVA will have each 1500€, 1500€ and 1000€ for this activity. UPV, UL and TURKU will have each 750€ for this activity.

Final Transnational meeting TM3: For the 13 attendees traveling to Paris for the transnational meeting TM3, all participants will have 575€ each. IA will have 1100€ for organization. This amount was calculated through the Distance Calculator of the European Commission.
A multiplier event will be planned at the same time in Paris with 5000€ for IA to organize it.

Overview of budget distribution per partner:
IA: 16325€
TUD: 9650€

UPV: 5650€
UL: 4650€
TURKU: 9400€
NOVA: 7150€

Activities (5 - Communication and dissemination)

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

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

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

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (EUR)	Expected results
WP5/A1: Participation in conferences and seminars	Finland	01/11/2024	28/02/2025	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	8 000,00	Stimulate the communication on project's objectives and activities Consolidate the organization of monthly seminars of molecular gastronomy in countries
WP5/A2: Activities in museums	Finland	01/10/2025	30/04/2026	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) ,	20 000,00	Case-study from Norway Test of event in museum Pilot project for future dissemination

				UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)		
WP5/A3: Publications on websites	Finland	01/09/2024	31/03/2025	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	5 000,00	Promote project's activities in national websites of partners institutions and on website of International Centre of Molecular Gastronomy Engage interactions among wider public and interface with socioeconomic parties
WP5/A4: Local promotion events	Finland	01/07/2025	31/12/2025	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	6 250,00	Create a local dynamic around project's themes and activities

WP5/A5: Multiplier event	Finland	01/06/2026	30/06/2026	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	5 000,00	Engage consortium partners into a common communication of final project's results among a wider scientific community
WP5/A6: Project transnational meeting TM3	Finland	01/06/2026	30/06/2026	TURUN YLIOPISTO (E10209158 - FI)	Applicant - Institut national d'enseignement supérieur pour l'agriculture, l'alimentation et l'environnement (E10249721 - FR) , TECHNOLOGICAL UNIVERSITY DUBLIN (E10184018 - IE) , UNIVERSIDADE NOVA DE LISBOA (E10153935 - PT) , UNIVERSITAT POLITECNICA DE VALENCIA (E10208835 - ES) , UNIVERZA V LJUBLJANI (E10209243 - SI)	8 575,00	Evaluate all project's outputs Discuss future activities and sustainability of actions
						52 825,00	

Description of the activities

Describe the content of the proposed activities.

Activity 1 (M12-M16; M23-M26; M31-M32):
PARTICIPATION IN CONFERENCES AND SEMINARS: Throughout the project, partners will participate in local events and seminars to share project's outputs and activities. These events calendar will vary in each country according to opportunities. Some examples could be seminars of UNESCO chairs, workshops, scientific conferences. We should highlight the possibility to participate in interdisciplinary conferences coming addressing the needs of specific populations (like medical conferences, nutrition....). The organization of monthly seminars of molecular gastronomy will be encouraged in countries where it doesn't exist.
Activity 2 (M24-M30):
ACTIVITIES IN MUSEUMS: Museums provide learning non-formal contexts of a different nature than formalized education, and also provide a broader impact to engage various layperson audiences.
Activity 3 (M11-M17; M24-M30):
PUBLICATIONS ON WEBSITES: Regular feedings of project's news will be done in all partners institutional websites. Posts on International Center of Molecular Gastronomy website will be uploaded to increase communication among the international scientific network.
Activity 4 (M21-M26; M33-M36)
LOCAL PROMOTIONAL EVENTS: According to opportunities, partners will share and transfer results and project's methodology in more professional environments coming from socioeconomic sectors and communities. Special work groups could be initiated and hosted in universities upon possibilities. Wider public events can take place like "Pinte of science"
Activity 5 (M32)
MULTIPLIER EVENT: Participation of partners in a scientific or public event to promote project's results and outputs will be targeted. This could be done in Paris where previous gatherings and seminars took place in the past and were transdisciplinary.
Activity 6
FINAL TRANSNATIONAL MEETING: Partners will be able to discuss the whole project's progress, general evaluation and sustain

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

These activities will reach the WP objectives through the wide dissemination of activities, educational approach, tools, results among a diversified populations and from different backgrounds. Also the number of countries participating in the project will enable potential transfer new countries (from the Middle East for example) as a pilot project to be adapted according to cultural and environmental hosts. It will also stimulate and broaden up collaborations and networking possibilities during the project and after its ending.

Describe the expected results of the activities.

- Stimulate the communication on project's objectives and activities
- Consolidate the organization of monthly seminars of molecular gastronomy in countries
- Case-study from Norway Test of event in museum Pilot project for future dissemination
- Promote project's activities in national websites of partners institutions and on website of International Centre of Molecular Gastronomy
- Engage interactions among wider public and interface with socioeconomic parties
- Create a local dynamic around project's themes and activities
- Engage consortium partners into a common communication of final project's results among a wider scientific community

Expected number and profile of participants.

Activities of WP5 will be addressed to following publics:
- scientific communities from multiple disciplines (food science, social/medical/health sciences, art)
- technical and culinary sciences communities (culinary schools, chefs, restaurants)
- students and educational staff (summer school, seminars and conferences)
- wide public (monthly seminars of molecular gastronomy, activities in museums)
- socioeconomic stakeholders that could benefit from student's projects

These participants and others will be reached through the online communication activities, the local and international conferences in which the partners will participate, direct contact, European initiatives and meetings and through the mailing lists, newsletters and press releases.
The number can vary but it will surely be important, both from the multidisciplinary fields we target and from the sustainable possibilities to seek potential collaborations after project's ending.

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

additional funding, or in form of invested goods, services and work.

Annexes

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

Declaration on Honour

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

File Name	File Size (kB)
DOH -declaration-on-honour-2signedALW.pdf	470
Total Size (kB)	**470**

Mandates

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

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

File Name	File Size (kB)
MAN -Mandate_UL_TRADINNOV_signed.pdf	219
MAN -Mandate_UPV_TRADINNOVATION_signed.pdf	135
MAN -mandate TURKU signed.pdf	96
MAN -mandate_NOVA_signed_Tradinnovations.pdf	328
MAN -mandate_TUD tradinnovations signed.pdf	176
Total Size (kB)	**957**

Other Documents

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

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

File Name	File Size (kB)
OTH -Associate partners_letters of intent.pdf	2 329
OTH -Biographies_Associate partners.pdf	120
OTH -GANTT + BUDGET_Tradinnovations-final.xlsx	24
Total Size (kB)	**2 473**

Total Size (kB)	**3 901**

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: FR01 - Agence Erasmus+ France / Education et Formation

Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

Please also keep in mind the following:

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

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System

Submission History

Version	Submission time (Brussels time)	Submission ID	Submission status
3	22/03/2023 22:31:27	1447124	Submitted
2	22/03/2023 17:15:50	1446959	Submitted
1	22/03/2023 11:24:21	1445733	Submitted