

FOODSHIFT

2030

DELIVERABLE D5.5
FRAMEWORK FOR
KNOWLEDGE
SHARING AND
TRANSFER, AND
LEARNING
— LIVING DOCUMENT (2)

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Executive Summary

FoodSHIFT2030 (FS2030) has the ambition to produce knowledge through innovation and through sharing of different experiences between the city-regions. The aim of this document is planning of concrete activities, so that the partners may engage in the knowledge sharing with smooth coordination among them, supported by the Work Package (WP)-5-Team and in close coordination with all WP-leads. The context of the COVID19 restriction has a big impact on the foreseen activities of this WP. For example, more online seminars did happen in the 2 first years as foreseen, the Management board did introduce a new format of knowledge brokering events: the Showcases, and more FAL2FAL virtual events have been organized than foreseen at the beginning.

The nine up-front city-regions Food Accelerator Laboratories (FAL) are first engaged in peer learning. In 2022, peer learning mixing FALs and twenty-seven Food Enabling Laboratories (FELs) will start. Then after, starting mid-2022, knowledge transfer and dissemination beyond FS2030 partners should touch a broader audience of other city-regions in the world.

Sharing experiences is a common way to engage in peer learning and the one in the FS2030 project. Tools and topics are two key elements of this peer learning process. Their inventory was made by the WP5-Team through discussions, workshops and quantitative surveys. As a result, there is a list of twenty-eight topics of interests and of four different tools (paper-based, web-based, distance meetings, physical meetings). Based on the survey and exchanges with the FALs performed in 2020, we started focusing during the first period on: online FAL2FAL seminars, with possible production of video clips, public online seminars, regular FALs' breakfast meetings, the knowledge hub and dedicated web-pages with links set-up on the FS2030 webpage, and bilateral FAL 2FAL spot visits. A tentative matchmaking for grouping the FALs around common topics of interest was proposed, with a tentative timing. During 2021, we did adapt to the needs of the FALs, and their activities within the other workpackages. Seven FAL2FAL peer learning events (5 virtual, and 2 physical) were successfully organised, with on-going production of factsheets and video-clips. The knowledge hub was not active, but the Knowledge Hub did substitute it. Since September 2021, physical events with FAL2FAL visits did allow more alive sharing of experiences, and the learning process did gain in personal interactions. The motivation to enrol the innovators themselves in bilateral visits is growing, and this will be most probably implemented in the next phase (corresponding funding is available in the travel costs, where some savings were possible due to the cancellation of many meetings). The FAL2FAL showcases have been highly appreciated,

and will continue, with the coupling of the production of short videos illustrating the innovations visited in the city-regions.

In order to gain in efficiency and quality, a deepening of each topic did actually start through a careful preparation of the physical visits (newly set-up as "Showcases"). Knowledge hub Online seminar have been organized to explore the FALs relevant innovations related to selected topics and the agenda on the physical visits have been set in Berlin and Barcelona taking into account the expectations of the visiting FALs. After the visit, a feedback should be given in the monthly breakfast to all the other FALs. Regular news' feed on the FS2030 webpage and on the social media should advertise the new knowledge on the topic. Especially, all communication or events have been, and should continue to be, posted online on the Knowledge Hub knowledge hub.

Outreach is an important aim of the project. The material from the knowledge sharing should supply material for feeding the other kind of knowledge sharing and transfer outputs. Until now, WP5 Team and the FALs started to produce factsheets and short reports after each FAL2FAL online seminar, and to record videos. Other supports, like leaflets and training material will be developed for the FELs starting in 2022.

Finally, it is important that the peer learning is based on decision made by the FALs themselves, participatory in its setting-up process and voluntary for each participant. Therefore, each FAL-Leaders and Hosts, and the Assistants should take the decisions about topics, tools, and timing. The content of the events or outputs should be elaborated in a participatory manner. Based on the experiences made for Berlin and Barcelona Showcase events, WP5 Team and the coordinator have done some guidance to define more the corresponding workflows with respective roles and responsibilities between the coordinator, the WP5 team and the FALs, which is key for the success.

Indeed, the goal of the knowledge sharing in this work-package is to create long lasting personal and formal city-to-city links among the participants. This long-term perspective will better succeed if the FAL-members cities are building competencies in setting-up the programmes of their FAL2FAL or FAL2FEL meetings. All activities developed as peer learning respectively knowledge sharing will be based on voluntary participation. The individual motivation is a key factor in a peer learning process, where everyone should be able to share their own experience, as well as carefully listen to the experience of the others.

Abbreviations

AGRA	agrathaer GmbH
DoW	Description of Work
EC	European Commission
knowledge hub	electronic online forum
FAL	FoodSHIFT2030 accelerator lab
FEL	FoodSHIFT2030 Enabler Lab
FoodSHIFT2030	Food System Hubs Innovating towards Fast Transition by 2030
FS2030	Food System Hubs Innovating towards Fast Transition by 2030
IAAC	Institute for Advances Architecture of Catalonia
Lab	Laboratory
PP	Participatory Processes
WP	Work Package

1. Introduction

1.1 Multiplying the impacts of the FoodSHIFT2030 project

FoodSHIFT2030 is a European project, starting on 2020 January 1, with a 4 years duration. 9 cities are taking part as front-runner cities, called FoodSHIFT2030 Accelerator Laboratories (FALs), working on food system innovations. 27 further cities will follow the examples of the FALs as so-called FoodSHIFT2030 Enabler Labs (FELs). In order to multiply the impacts of the FALs, learning possibilities and knowledge exchange as well as knowledge transfer have to be organised between the FALs as well as for the FELs.

The first task of WP5 (multiplying the impacts) is as follow:

“The preferred modality of learning and knowledge transfer tools of the FALs stakeholders will be captured in a small survey, e.g. exchange visits, road-shows, online seminars.

Based on this a knowledge transfer and learning framework will be co-developed with the Laboratory (Lab) Steering Committees as a first draft and living document. The document will consist of a work plan defining a clear distribution of tasks and responsibilities as well as naming suitable tools and measures for knowledge transfer and learning.

During the project, demands may change and new transfer methods might be available. Therefore, the knowledge transfer and learning framework will be a living document” (cf. Grant Agreement of FS2030).

In that perspective, this living document has been set up, in order to define the match-making between the tools and topics that are preferred by the FALs, and the support that can be delivered to any partner, on demand, by the WP5 team.

This second edition of the framework for knowledge sharing and transfer, and learning, is an update reflecting the necessary adaptations and changes made after the first year of implementation and the preparation of the next two years of the peer learning activities.

1.2 Objective of the living document

FoodSHIFT2030 has the ambition to produce knowledge through innovation and through sharing of different experiences between the city-regions.

The aim of this document is the planning of concrete events or outputs, with corresponding workflows, so that the responsible persons or groups of persons may engage in the knowledge sharing with smooth coordination among them, supported by the WP5-Team, WP7 (communication) and WP1 (innovation).

1.3 Background

Social interactions are proven to be efficient for learning if the participants have enough interest to share their experiences to learn from others as a way to improve their practices. This appears in an interactive way: each participation is active in the production of knowledge as well as in the acquisition of new knowledge. In the context of FS2030, new knowledge should contribute to the shift towards a more plant-based diet and innovation towards a more sustainable and citizen driven food system.

Production of knowledge

The process of producing information about his/her own experience is a constitutive step into a common and shared experience between two persons or groups. For the purpose of enhancing capacities of the city-regions taking part to the FoodSHIFT2030 project, the production part is as important as the acquisition one. In fact, the establishment of the Lab Leaders, Hosts and Assistants are key to support the entire process of steering the food governance and policy. As all these three different partners should envision the future of the city-region embedded in a food connection, that are the persons who should engage in reflecting about their experience and elaborate a discourse about it, as first step in the knowledge sharing process. This joint reflective process, and elaboration of a common discourse are contributing to the construction of the collective dimension of the identity of the core group (FALs Leader, Host and Assistant). This work reinforces as well the feeling of belonging to the group as an active contributor. It is an excellent preparation to the the joint learning, and possible transformation of new knowledge into concrete collective actions.

Box 1: Feed-back from Kathy Belpaeme, City of Oostende, who did attend Berlin Showcase

"Because of the covid-situation most of the Foodshift partners had only met for a first time during the kick-off conference in Copenhagen (February 2020).

The FAL Showcase in Berlin early October 2021 was finally the first physical meeting after 19 months into the project implementation.

Covid-measures forced us to keep it small and safe, meeting the partners with face masks instead of on the screen.

We met in the Baumhaus, the lab leader of Berlin. We had heard about the Baumhaus so many times, but I really couldn't imagine what to expect. Finally meeting in person made it all so much more clear and happening. We cooked together and it was wonderful to see how Karen was our guide in vegan and healthy cooking. The protein shift in practice, tickling our taste buds. How Karen works with food waste to create good food with and for the neighbourhood is an example for our social grocery Antenne.

I was inspired also by seeing the system and measurements of the csa deliveries in practice. By collecting the data of the

different csa's around the city, the impact of this harvest close to the city can be estimated in terms of climate impact. I hope to use their data sheets in our csa in Ostend as from next year.



Meeting the stakeholders of the Berlin Food council during the debate and continuing the discussions on food governance and the role of the cities in food policy during dinner, was a perfect closure of our three day meeting. There is a lot of bottom-up action happening in Berlin, and the food council reflects this well. Perfect timing too, as Ostend is thinking about setting up a food council. Reading through "[Berlin isst anders](#)" by Anette Jensen et al. on the way home kept the reflections going."

Acquisition of knowledge

Same, going as a group altogether visiting another city will bring the persons closer, and will support the process of forming a united group sharing same understanding of subject matters. This will ease talking the same language, and building a united vision.

As for the purpose of fostering experience sharing between the FALs in the FoodSHIFT2030 consortium, the process of peer learning in the FoodSHIFT2030 project is carefully set-up as a bottom-up process, where all members (i.e. all persons) of the 3 separate groups (LAB Leaders, Hosts and Assistants) caring for each LAB, may express their concerns.

Sharing experiences is a common way to engage in peer learning. Tools and topics are two key elements of the peer learning process.

- Tools: several learning tools can support the involvement of the participants. Inventory of tools is a point of departure of this document. As main categories of learning tools, there are: web-based tools (like wikis or electronic online forums (knowledge hub)), physical events (like visits or road-shows), virtual events (like online seminars) and videos.
- Topics: the identification of most preferred topics was collected over the past months by separate ways of surveying the Food Accelerators Labs. Some topics reflect the main innovation focuses of the cities, as described in the Description of Work (DoW), for example: urban farming, short supply chains, public procurements, etc. Some others are related to management and communication competencies related to the running of activities like fund raising, European project management, organisation of efficient public events, etc. The list of topics is constantly up-dated, mostly thank bilateral discussions with the WP-leaders and the FALs. This is now put online in an interactive MIRO-Board, and is accessible to every member of the consortium under this link:
https://miro.com/app/board/o9J_kh7hMg4=?invite_link_id=383626314945

1.4 Process to elaborate and updating this living document

The document is released by the WP5-Team leader, and should be continuously consolidated and updated. A revised version was released on Nov. 30, 2021.

Any decision on WP5-activities related to peer learning should be taken in a participatory way among the FALs, with the support of WP5-Team. It is important to have in mind that the WP5 events and outputs are in the hands of the FALs themselves, not in the ones of the WP5-Team. All activities should be in line with the processes and general

description of work. Any change should be decided by the management board of the project and recorded in its meeting minutes.

1.5 Content

This living document is structured as follow: after Section 1 Introduction, Section 2 presents the conceptual framework and the implementation principles, based on the results of the small surveys (questionnaire, data collection process and analysis of the results are in Annex 5). Section 3 reports on the context, Section 4 reflects on implementation principles and Section 5 presents a workplan, a first tentative matchmaking and planning. Section 6 gives detail about the roles and responsibilities and Section 7 concludes.

Then, workflows with attribution of the responsibilities between the partners are proposed (see Annex 1). Annex 2 supplies templates to elaborate content, following the workflows. The templates themselves are only indicative, and will be adapted and improved all along the project, taking ground on lessons learns from their use.

Annex 3 is the living planning. Annex 4 is the living list of events and outputs produced in the WP5.

Annex 5 presents the questionnaire and the results of the small survey. Annex 6 gives the overview of the financial resources available for knowledge sharing and transfer.

2. Framework for Peer Learning

2.1 Objectives

The objective of the conceptual framework of knowledge transfer and learning is to figure the peer learning and knowledge transfer process of the FALs as a bottom-up process.

This framework and its implementation should enable the FALs, and later on, the FELs, to organise learning and knowledge exchange events independently and demand-driven.

2.2 Definitions

We use the following concepts for the purpose of setting up the peer learning processes within the context of the FoodSHIFT2030 project (see Table 1).

[Table 1: Definitions of the key concepts used for the knowledge sharing and transfer](#)

Bottom-up decision process	Decisions about the planning and the way to share knowledge among FALs should be in the hands of the FALs themselves. WP5-Team has a facilitation role, but should not lead any decision about topic, tool, and timing.
Peer	Peers are persons who have the same status in a certain context. In the perspective of activities within WP5, peers are the FAL-Leaders, the FAL-Hosts, or the FAL-Assistants, and their FELs. It can be as well the Leaders/Hosts/Assistants together, with their FELs as well, when sharing their experience with other FALs/FELs.
Learning process	In the perspective of FS2030, the learning process is based on <u>knowledge sharing</u> , and an interaction between reflection and narrative development of the own experiences, and learning about and reflecting on to the experiences of peers related to the same <u>topic</u> .
Knowledge sharing	<u>Knowledge sharing</u> in FS2030 context is any occasion for the FS2030 FALs/FELs <u>peers</u> to increase their skills and ability about how to set up and boost their activities. The main tools and channels are formal and informal conversations, physical or distance meetings, formal physical or distance events, learning sessions, participatory workshops, videos, and other communication media.
Knowledge transfer	<u>Knowledge transfer</u> in FS2030 context is an occasion to any <u>third party outside the consortium</u> to gain or upgrade skills and ability about how to develop strategies and activities related to the food shift in an urban European context. The main tools and channels are public deliverables, public online seminars, videos, leaflets, reports, scientific papers, and other communication outputs disseminated through FS2030 knowledge hub webpageknowledge hub, or through social media.
Peer learning	The objectives of <u>peer learning</u> are the <u>knowledge sharing</u> , and the acquisition of skills from one FAL/FEL to another. This can entail technical assistance to solve specific shared challenges, benchmarking to inspire change, or other forms of peer support. During a peer learning event, peers listen actively and share their knowledge and experiences.
Participatory	<u>Participatory Processes</u> (PP), in our context, are specific methods employed to achieve active participation by the <u>peers</u> . The approach can be used for most issues and should give equal opportunities to every peer. <u>Peer learning</u> in the FS2030 project is based on participatory processes.
Tool	To this document, a <u>tool</u> is a way of <u>knowledge sharing</u> in a <u>peer learning</u> process. It may be a physical meeting, distance meeting, public on-line seminar, participatory online discussion, video, leaflet, webpage, interactive discussion on the FS2030 knowledge hub, etc.

Topic	In the context of this document, we find <u>topics</u> of interest for <u>knowledge sharing</u> , from the FALs/FELs perspective. First inventory of topics was in the project proposal, and this inventory was enriched during several interactions between WP5-Team and the FALs (RT1 meeting, brief survey to find topics for COVID19 relevant public online seminars, RT2-workshops, virtual workshop of 30.09.2020, qualitative and quantitative parts of the WP5-survey)
Channel	Channels are “media for knowledge transfer, like journals, magazines, and congresses, to radio stations or daily newspapers. They range from all scales – local, national and EU wide to international.” (<i>definition taken out from the INTERREG StratKIT project</i>)

2.3 Conceptual Framework

The conceptual framework (see Figure 1) shows the levels of knowledge sharing and transfer, in the form of peer learning and dissemination, as well as the tools, contents, and channels.

There are three levels of learning:

- 1) Peer learning within and between the FALs. We focus here on FAL2FAL peer learning.
- 2) Peer learning mixing FALs and FELs.
- 3) Knowledge transfer and dissemination beyond FS2030.

The various topics of interest from the FALs (figured in orange boxes in Figure 1 below) are reflecting the main interests of the FALs or FELs regarding the content of the peer learning. They are depending on the FALs or FELs, and can range from “how to reduce food waste” to “how to organise an online seminar” to “how we included the regional politicians”, etc. In their sum, they are the knowledge basis to start food system change from. FS2030 project is foreseen as a catalyser of a food system transition. The support given to communities-driven initiatives and to innovators in the city-regions should help them to up-scale and to inspire other communities, which should adapt them to diverse contexts. Capacities and competencies of urban communities should be built and reinforced in every aspect that support the starting, the development, the testing, the implementation, and the scaling-up of innovative processes or products that serve the transformation of the urban food system towards more sustainability. This encompasses a large range management and technical skills, which are listed in the Section 5.2 below.

The tools (figured in brown boxes in the Fig. 1) for peer learning can be manifold and can result in different outputs, which store the acquired knowledge and enable its transfer

beyond FS2030. From recorded live events that can be put on the FS website, to online seminars resulting in a fact sheet or a project report being disseminated as a news via twitter. The tools are listed and described in section 5.3.

The knowledge transfer and dissemination beyond the FS2030 consortium should activate other city networks to take up the ideas and experiences developed in the FS2030 project and share them with their members. The final goal is to reach the general public through outputs (figured in grey boxes in the Fig. 1) posted on the FS2030 webpage.

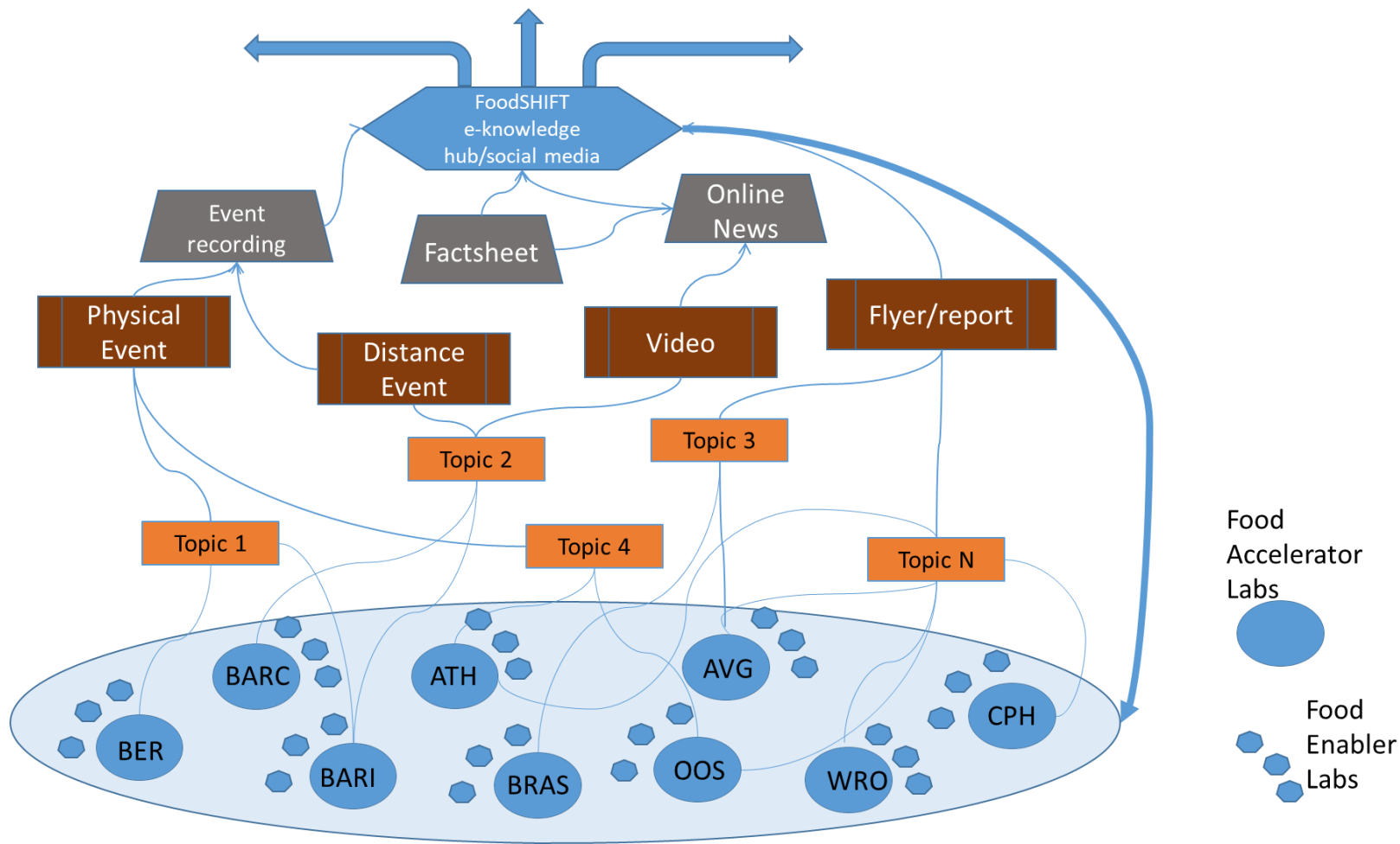


Figure 1: Conceptual Framework of Knowledge sharing and Transfer in the FoodSHIFT2030 Project

3. Context

3.1 Feedback on the FALs' Peer past learning Experiences

The following key points about the context for the peer learning came out of the bilateral discussions conducted between AGRA and the FALs in September and October 2020 (cf. Annex 6 presenting the small survey and its results).

FALs Leaders/Hosts/Assistants find many benefits to take part in the FS2030 project. The FALs give value to belonging to a European Network: it brings them new knowledge and experiences, and it allows them progressing fast towards a Food Policy at city-region level thanks to the legitimization that is linked to the European dimension. They mention that the start of FS2030 project allowed them getting in closer contact with (more) local stakeholders, developing new activities/new research, and increasing the visibility of their own organization and work. They deepen their knowledge about food in the city-region context, and find now better how innovation can support the initiated transformation in the urban food system.

FALs value highly the interaction between them, both in formal and informal contexts. All respondents find that the peer learning was excellent at the first physical roundtable meeting (RT1) in Copenhagen in February 2020. Participants appreciated much the work-in-groups sessions and the FALs poster session. As well, the monthly breakfast organized by the Innovation manager of the project is a very appreciated occasion to get to know more about the other LABs and improve the circulation of the information. Lastly, all respondents appreciated the virtual RT2 meeting, which took place 26-28 May and 23-25 June, especially the breakout sessions.

A challenge for the WP5 is to broaden the audience for knowledge sharing in virtual or physical meetings. The FS2030 core participants are only a few, a group of 45-50 persons, consisting of the official project partners, LAB leaders, hosts and assistants. The other persons engaged in the FALs' Steering committees – namely other stakeholders like the local food system innovators, politicians, farmers, etc. – are not involved in FoodSHIFT2030 key events. At the moment, the circle of beneficiaries of knowledge sharing events is therefore limited, and the impact of the events is restricted.

We take out of the analysis of these discussions between AGRA and the FALs about their reflexions and own contact some key-points for designing the planning as detailed below:

- Organizing regular virtual and, as soon as it is again possible, physical FAL2FAL knowledge sharing events to create a dynamic knowledge ecosystem among the FALs and later, the FELs.
- To start bilateral contacts and knowledge sharing events, FALs participants need to know more about the “who is who,” and the “story” of the other FALs: in which topics are they mostly active and experimenting on.
- As well, FALs representatives in the FS2030 knowledge sharing events need to precisely know the competencies and experiences in their own FAL’s team (some of the key person have been recruited for the FS2030 project quite recently, and need time to know better their own FAL).
- Common interests among FALs are only a few. The matchmaking should be based on a consolidated and detailed list of topics.

These points were carefully taken into account first in designing the quantitative small survey. Second, the following tentative matchmaking and draft planning take as well into account the need to set up flexible “FAL teams”, grouping them around joint interests in diverse configuration. This approach allows the FALs to getting to know each other in a progressive and iterative way, bringing them also closer to each other.

3.2 Constraints

Three aspects are especially important to set-up the framework of the activities for “multiplying the impacts” of the FS2030 project.

COVID19 sanitary situation

Since March 2020, there were no real possibilities to move on with physical visits. Therefore, the management board started alternative ways of peer learning. Two main decisions have been taken: 1) organizing virtual events, mostly internal and public online seminars, 2) activating knowledge exchanges and information updates on the knowledge hub.

Availability of the key human resources

As mentioned above, the core group of the FS2030 is not very large. According to their availability, only a few persons per FAL participate in the different virtual events so far. For those key persons, availability in time is very crucial to engage pro-actively in many knowledge-sharing activities. Rigorous planning and preparation are necessary to achieve high quality knowledge sharing and transfer.

Languages

In addition to the other restrictions, the language is as well a clear limitation to receive help from knowledge sharing events, as not everybody is fluent in English. This is particularly the case for a group of stakeholders being active members of the FALs, but not able to take part in the sharing knowledge events. Even if those persons understand English, they are not used to express themselves in English, which is, for the purpose of sharing knowledge, an important obstacle.

Technical solutions have been implemented: subtitling videos, and engaging interpreters for the online events, which has been possible with the new ZOOM interpretation functionality.

3.3 Rational of the Matchmaking for multiplying the Impacts

Matchmaking process is a basis for the decision-making in the work plan (see section 5 below). In fact, the knowledge sharing and transfer supposes to have peers meeting around a specific topic to learn from each other. There are 9 FALs, each of them being composed by three different entities (Lab Leader, Lab Host, Lab Assistant), each of them being a person, or more often a team of persons.

To pair the FALs, or to group them in even bigger groups of interest, the matchmaking process is based on four different pillars, as presented in the Figure 2 below.

- The “who is who” is an especially important basis for running bilateral contacts among FALs - enabling for autonomously sharing knowledge. In the Who is Who, we consider only the participants attending the regular FS2030 meetings (core group).
- The “story” is important as well to find out the best experiences to share for each FAL, to prepare to tell the story in a brief manner and for other FALs to “learn” from these stories.
- The “Innovators” consist of further stakeholders involved in the FALs, who represent a local food system innovation. They are key-persons who can inspire others when they tell their story.
- Finally, the “interests” reflect the priorities as set by each FAL for getting new knowledge and building their own competences.

We did constitute a first “Who is Who” to ease the identification of the persons working directly with the FoodSHIFT2030 project. This Who is Who knowledge hub is available on LinkedIn, in a FoodSHIFT2030 group which is active and alive.

The story of each FAL should be produced in form of a 1-page story, with pictures and some key-facts. This is on-going to settle on the FoodSHIFT2030 webpage.

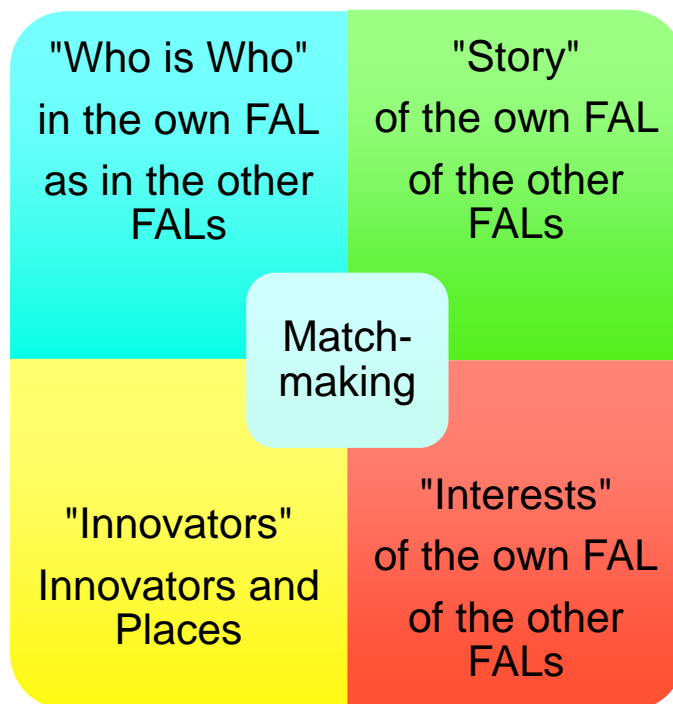


Figure 2: The 4 Pillars of the Matchmaking for Multiplying the Impacts of FS2030 project

The inventory of innovators is made in the WP1, and a serie of their portraits have been made and should be released on the FS2030 webpage.

Finally, the FS2030 project did foresee a small survey to find the interests of the FALs, as starting point for the WP5. This small survey has been conducted by AGRA in two parts: 1-hour discussion with representatives of each FAL to collect qualitative data, and one on-line questionnaire (see Annex 6).

4. Implementation principles

4.1 Characteristics of Peer Learning among FALs during the FS2030 Project

Bottom-up decided

Each FAL-Leaders and Hosts, and the Assistants should take the decisions about topics, tools, and timing.

At the time of setting-up the first budget, the FAL assistants had no budget to take part to the physical events, but the management board decided to adapt the budget to the sanitary conditions, and the flexibility should give the possibility to the FAL assistants to substitute one or two RT-meetings by FAL2FAL visits.

We propose a decision-making process that is at the sole discretion of each FAL. The FALs are free to decide on the what, when and how according to their needs and possibilities.

Participatory

The content of the events or outputs should be elaborated in a participatory manner. Indeed, the goal of the knowledge sharing in this work-package is to create long lasting personal and formal city-to-city links among the participants. This long-term perspective will better succeed if the FAL-members cities are building competencies in setting-up the programmes of their FAL3FAL or FAL2FEL meetings.

As for granted, WP5 team will be always supporting that process, supplying guidance, templates and concrete implementation activities when needed.

Voluntary

All activities developed as peer learning respectively knowledge sharing will be based on voluntary participation. The individual motivation is a key factor in a peer learning process, where everyone should be able to share the own experience, as well as carefully listen to the experience of the others.

Personal interest should allow for a high-quality level of the inputs about the own experience of every participant. It should as well empower the participants in the appropriation of new knowledge, and in its rapid transposition to the own context and possibilities.

4.2 Outreach

The outreach process will build on existing city-regions networks to start a persistent knowledge transfer mechanism and hopefully, the building of capacities of cities beyond the FoodSHIFT2030 consortium.

The general goal of the outreach is the dissemination of the results to a wider audience, and beyond the life span of the FS2030 project.

The general flow of information is visualised in

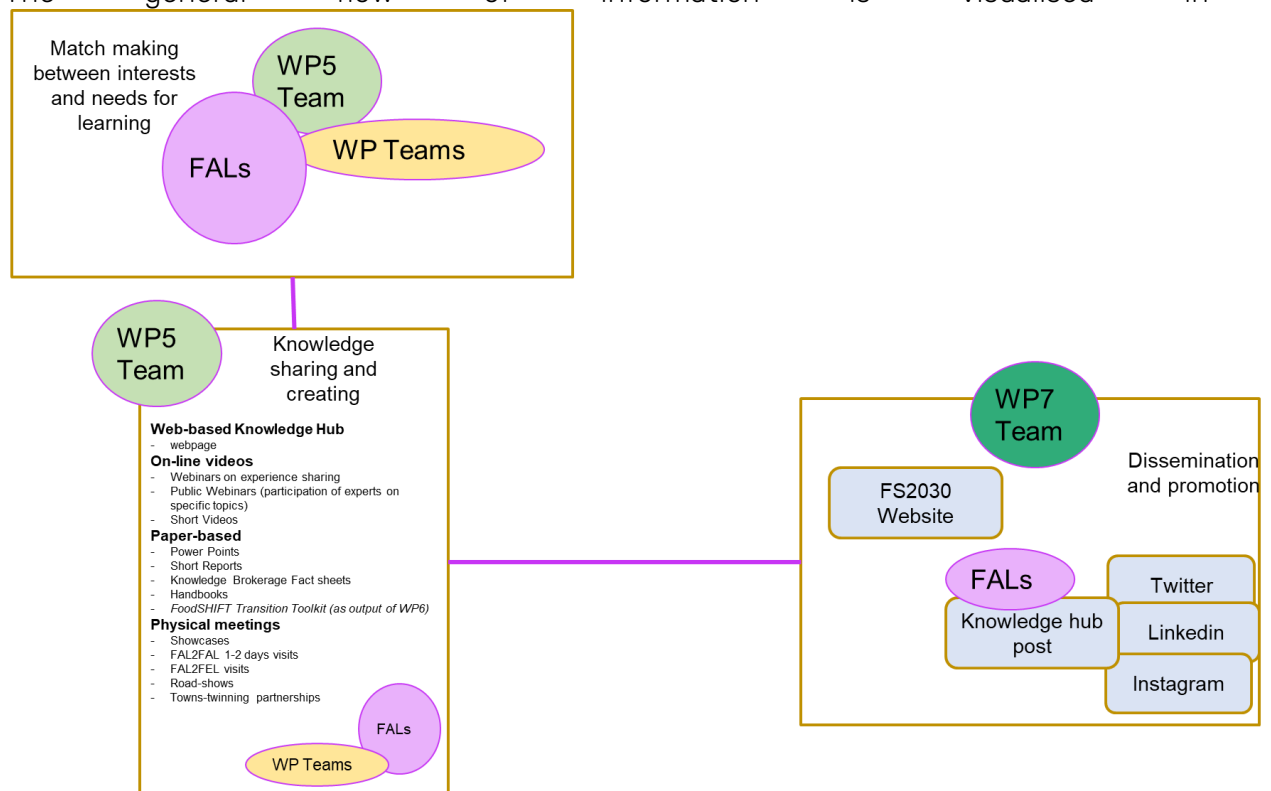


Figure 3.

Starting from the questions from the FALs at first stage, and from the FALs and the FELs from 2022 onwards, and from all other project's partners, occasions of sharing experiences should occur, supported by WP5-Team for their realisation in different forms (as for ex. online seminars, wiki, road-shows, cross visits, learning materials, trainings, etc.). Later, the posting on the web of the records of online seminars and of outputs produced after physical visits, should in a third stage feed into medias to a broader professional audience, and the public.

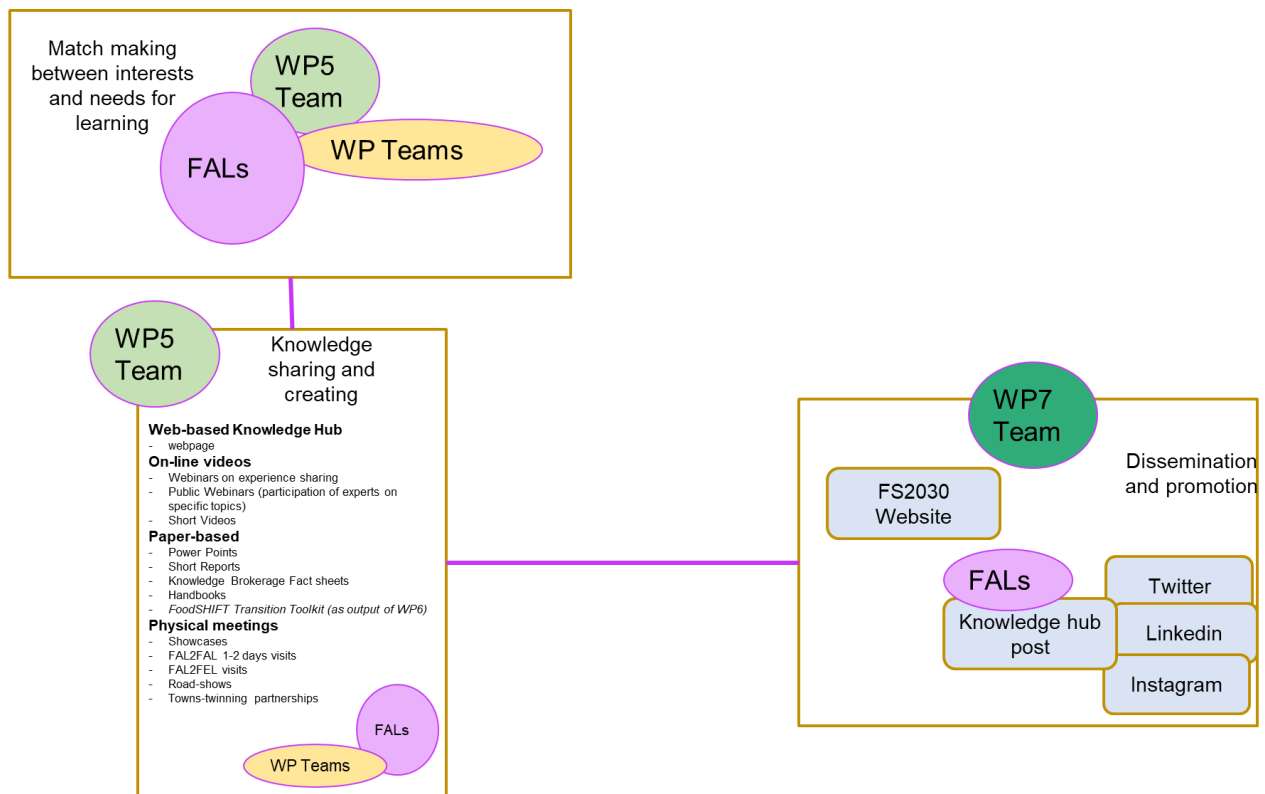


Figure 3: Knowledge sharing and dissemination processes

From 2022 onwards, knowledge transfer will be connecting city-regions interested in setting-up a broader network engaged in a shift in sustainable food policy. Under the lead of SUSTAIN (WP5), dissemination activities of the FoodSHIFT2030 project should reach new city-regions. To succeed in that, key partners in the FS2030 project (EAT-Foundation, IAAC and the participating municipalities in Athens, Berlin, and Copenhagen) will invite a broader range of city-regions to host and set up further FELs (beyond the 27 FELs recruited by the 9 FALs), via announcements and events published and organized by their associated city and region networks.

This broader community of city-regions and other interested partners should then be enabled to:

- Relate to the 9 existing FALs and 27 FELs to ease peer learning,
- Receive online seminar training on how to apply the FoodSHIFT Citizen Empowerment Scheme, the FoodSHIFT Job Creation Platform, the FoodSHIFT Sustainability Scoring System, and the FoodSHIFT Transition Toolkit, developed by WP6-Team to set up and operationalize the fellows' community of FELs. These

public online seminars will be recorded for later dissemination at the FS2030 webpage.

4.3 Collaboration between the Work-Packages

This is a key point, as the synergies between knowledge sharing and transfer are key for the success of the project, under time and resources constraints.

WP-leaders are guiding the core participants of the FALs towards the entire project. The participants are sharing experience in that particular context, and what should be avoided are repetition or contradictory content between the learning events.

Therefore, a coordination have been established between WP5-lead and the other WP-leads. There is a regular consultation and personal involvement of the WP-leaders for minimising the risks of confusion and overlaps. Many FAL2FAL peer-learning webinars have been organised in 2021 by a mixed team, WP5-WP4 (FAL2FALWebinar#3), and WP5-WP2 (FAL2FALWebinar#4 and #5).

We have set up regular consultation during the management board meeting for updating the different knowledge sharing events and processes between distance and physical events, news on the webpage, production of the outputs, etc.

This living document has a planning (cf. Annex 3), which is up-dated in this new version. This Annex is a living MIRO-Board, which has been reviewed regularly during the monthly management board meetings by the WP-leaders, in order to adapt with the needs in getting knowledge and competences, which are key for the FALs to gain in efficiency in reaching the targets as set by the projects in terms of delivery of impacts and outputs.

4.4 Resources

As per the FS2030 DoW, the resources are the following:

- Human resources from each partner. The DoW gives a sign of their allocation per work package.
- Financial resources:
 - RT-meetings, with physical visits, are granted in budget of the hosting partners, except travel and accommodation that are in the budget of each FAL-participants. It was foreseen 9 RT-meetings, but this will be reduced to 6-7 considering the sanitary restrictions (1 in 2020, 1-2 in 2021, 2 in 2022, 2 in 2023).

- Physical FAL2FAL visits are granted in budget of the FAL-Hosts/Leader or Assistants in each country for 1 FAL-exchange visit. Flexibility in the allocation of travel budget (see below) could allow up to 2 to 3 FAL2FAL visits.
- For the FEL2FAL visits, the money is by the FAL-Leaders (inviting once their FELs, visiting their FELs once each) and -Hosts (visiting their FELs once each).
- Online seminars production, in budget of the WP5 related responsible partners (AGRA and SUSTAIN).
- Video-clips, without clear budget for sub-contracting.
- Leaflets, according to layout provided by the WP7 leader.

Resources are reported in the

Table 2 below. Some differences are possible for certain FALs. The Annex 6 supplies details, and should be completed by the partners not being in the table, as the table is taken out of data from the DoW and was completed only by partners for which travel budget is exceeding 15% of their total budget.

Table 2: Standard financial contribution to peer exchange visits

Meetings during consortium RT-meetings), for FAL2FAL (exchange visit) or FAL3FEL (exchange visits for non-partners)	Who will get it?	Amount travel
2 persons* 9 project meetings, 2 days + 1 exchange visit (10*1,200) + 6 lab exchange visits for non-partners, 1-2 days (6*900)	FAL-Leader	€ 17.400
2 persons* 9 project meetings, 2 days + 1 exchange visit (10*1,200) + 3 lab exchange visits for non-partners (3*900)	FAL-Host	€ 14.700
2 persons* 9 project meetings, 2 days + 1 exchange visit (10*1,200)	FAL-Assistant(s)	€ 12.000

The financial budget for travel is indicative anyway, and recently, due to COVID29 travel restrictions, Management Board has decided to give flexibility in RT and travel budget (cf. Box 1 below).

Box 1: More flexibility in RT and travel budget in FoodSHIFT 2030

Why?

Justification

- Covid 19: limiting travel + more online meetings, less people gathered in the same place (move for smaller physical meetings).
- The travel budget is used more optimally on FAL to FAL visits thus allowing for more frequent smaller meetings with targeted knowledge transfer objectives.
- General assembly is moved to online meetings to safeguard all participants have equal access.

How?

Budget flexibility

- Physical RTs are mandatory for 1 person per partner rather than 2, optional to attend for more
- RT host can put a maximum number of participants to comply with Covid 19 / budget restrictions if needed - selection of extra participants on a case-by-case basis
- Redirected travel budget for partners is to enable FAL to FAL sharing meetings
- Network partners are encouraged to join / offer specialized assistance via WP5 transfer knowledge, e.g., online seminar hosting, etc.
- General assemblies are moved online
- Redirected travel budget can also be spent on necessary hardware for online meetings, conferences, and other stakeholder activities while physical gatherings are not a possibility

Content adjustments

- RTs are supplemented by Consortium online workshops
- RTs are more FAL focused as project related tasks are moved online where possible
- Minimum 1 complete day for FAL2FAL exchange
- Work package content can be added to the RTs if it more beneficial to be done in person

Outcomes

- Partners will have more flexibility in selecting which travels they spend their travel budget on to include less mandatory personnel roundtable attendance and more room for FAL-FAL exchanges.
- Budget for hosting RTs is more focused on FAL2FAL exchanges
- Each partner has 8x travel trips saved for FAL2FAL exchange according to the general figures proposed in the GA. This may vary partner to partner. Here is an example from the CPH FAL charter and budget details, reference page 2.
- FoodSHIFT 2030 takes an active approach towards social responsibility during the pandemic by encouraging smaller project gatherings.

4.5 Support

WP5 Team supports the FALs in their peer learning processes in different manners.

First, the team support the match making between peers, finding topics and tools related to common interests, based on first surveys (see Annex 5) and on regular bilateral discussions with each FAL all along the project.

WP5 Team will (*from the DoW*):

- *“Monitor the demand for knowledge transfer via regularly interviewing the Lab Leaders about what the FALs would like to learn from other FALs,*
- *Propose input for the learning events at the FoodSHIFT2030 Roundtable meetings, together with all partners in the project and possible external inputs,*
- *Suggest exchange FAL2FAL visits,*
- *Schedule online seminars with several FALs exchanging experiences from their innovation processes,*
- *Facilitate online development and sharing of learning materials.*

Later, the on-boarding of the Food Enabler Labs (FELs) will be supported by the WP5-Team, through a clear on-boarding process, and then, an active peer learning process between the FALs and their respective FELs, compiling relevant knowledge from the FALs to develop a short film and training materials and developing a training plan. The later knowledge transfer from FALs to FELs will be carried out by:

- 1) *Establishing (thematic) town twinning partnerships inviting the FELs to the FALs, to get to know each other and discuss the training plan,*
- 2) *Roadshows with traveling FALs to their FELs,*
- 3) *Cross-visits between FELs to enable and implement peer learning,*
- 4) *Online seminars with the FAL and its three FELs to discuss experiences, progress, and barriers.”*

5. Work Plan

5.1 Planning Process

Objective of the WP5 “Multiplying the impacts” is “to set-up and implement a knowledge sharing work plan describing the FALs communication activities, including content, timing, tools and channels”.

Going ahead with the work plan is a stepwise work process which should be initiated by the FALs themselves.

As a consolidation to this process started since the first Roundtable Meeting, we propose a tentative work plan, resulting of the information collected through discussions at RT1,

through an online small survey made at the beginning of the COVID19 outbreak, and the small quantitative survey.

This work plan should feed regular discussions among the FALs and therefore, it should be taken as a basis for participatory decision-making process. Those is occurring all along the project, through bilateral discussions between WP5-Lead and FALs representatives, during FAL2FAL webinars and during Add-ons after the bi-monthly breakfast meetings.

According to the general approach of the project, as the experience curve of the FALs in implementing the tools produced by the other Work-Packages increases, there will be an incremental and progressive implementation of the knowledge sharing (cf. Table 3 below, where intensity of effort is roughly indicated by X (small) to XXX (intense)).

Table 3: Timing of the knowledge sharing and transfer from 2020 to 2023

Mechanism	Concerned parties	2020	2021	2022	2023
Knowledge transfer	WP-Team to FAL	XXX	XX	XX	X
Knowledge sharing	FAL to FAL	X	XXX	XX	X
Knowledge sharing	FAL – 3FELs		X	XX	XXX
Knowledge transfer	FALs-FELs-broader audience	X	X	X	XX

Based to the qualitative survey and regular contacts between AGRA and the FALs, we know that the motivation of the FALs to take part to knowledge sharing events is strong. The only limitation may be their availability.

From the perspective of the planned availability of the FALs members for WP5 according to the DoW is altogether around 2 months for the whole project duration. That could be distribute like as reported in Table 4.

Table 4: Estimation of human resources for knowledge sharing activities (per FAL)

Type of activity	year	Total Days (estimation)
Interaction with WP5 for planning and implementation	2020 to 2023	4
Hosting 2 half-day virtual events per year	2021 and 2022	2
Hosting 1 FALs-visit of 2 days (year 2 or 3)	2021 or 2022	2 days for several members
Visit 1 FAL (year 2 or 3)	2021 or 2022	3

Contacting and selecting the FELs	2021 - 2022	5
Planing the knowledge exchange (each FAL with its 3 FELs), together with WP5-Team	2022	2
Organising 3 webinars (each FAL with its 3 FELs)	2022-2023	6
Hosting 1 FELs-visit (year 3 or 4)	2022 or 2023	2 days for several members
Visit their 3 FELs (year 3 or 4)	2022 or 2023	6 days for several members

5.2 Topics

During the preparation of the FS2030 project, a first inventory of topics (“innovation focuses” in the FS2030 terminology used in the DoW), as displayed in Figure 4 below, was created.



Figure 4:10 innovation focuses as identified in the DoW, taken as basis for identifying the topics for peer learning during the FS2030 project

After the different surveys, a reviewed list of topics is as reported in the below. This list results from the different surveys done at RT1 meeting, during the survey for selecting the topics of COVID19 online seminars, and the qualitative interviews among the FALs

done in September–October 2020 by AGRA. The need for being very close to the activities and interests of the

FALs is a key starting point for bringing to them a content that is relevant for them, in order to catch the most at one side, the expertise and at the other side, the needs. Reaching the matchmaking between the expertise from certain FALs with the needs in acquiring knowledge from others will make the peer learning the most efficient.

Table 5 : List of topics of interest for the FALs

Category Management	1. Competencies about sustainable food system in the city-region
	2. Awareness raising among politicians and administration
	3. Communication skills and activities (strategy and tools)
	4. Building up a local food community of interest - Citizens/people led initiatives
	5. Organizing a fund-raising campaign
	6. Developing a Business model for our activities
	7. Overall strategy and Master-plan
	8. EU project management
	9. Organizing productive virtual events
	10. Inclusive approaches (migrants, women, youth, etc.)
	11. IT related innovations in Food and Agriculture for boosting Urban Food Strategy
	12. Sustainability impact measurement with practical tools (Producers/Consumers)
	13. Involvement and roles of the municipalities in the Food Strategy
Category technical activities	1. Children and youth education
	2. Public procurement
	3. Food Hubs (space and infrastructures)
	4. Innovation ecosystem building
	5. Professional kitchen (central kitchen)
	6. Short food supply chains
	7. Urban farming/gardening
	8. Plant based nutrition activities
	9. Food waste solutions

Competencies

Needs

	10. Gastronomy and HoReCa related initiatives (linking with the Chefs)
	11. Sustainable fresh food from the sea
	12. FAB-LAB Food Tech experimentation and teaching
	13. Agro4 Park
	14. Access and planning of public land use
	15. Food for vulnerable people – Working with food banks

Competencies and needs related to each of those topics have been surveyed among each of the FALs and are as reported in the Figure 5 and Figure 6 below.

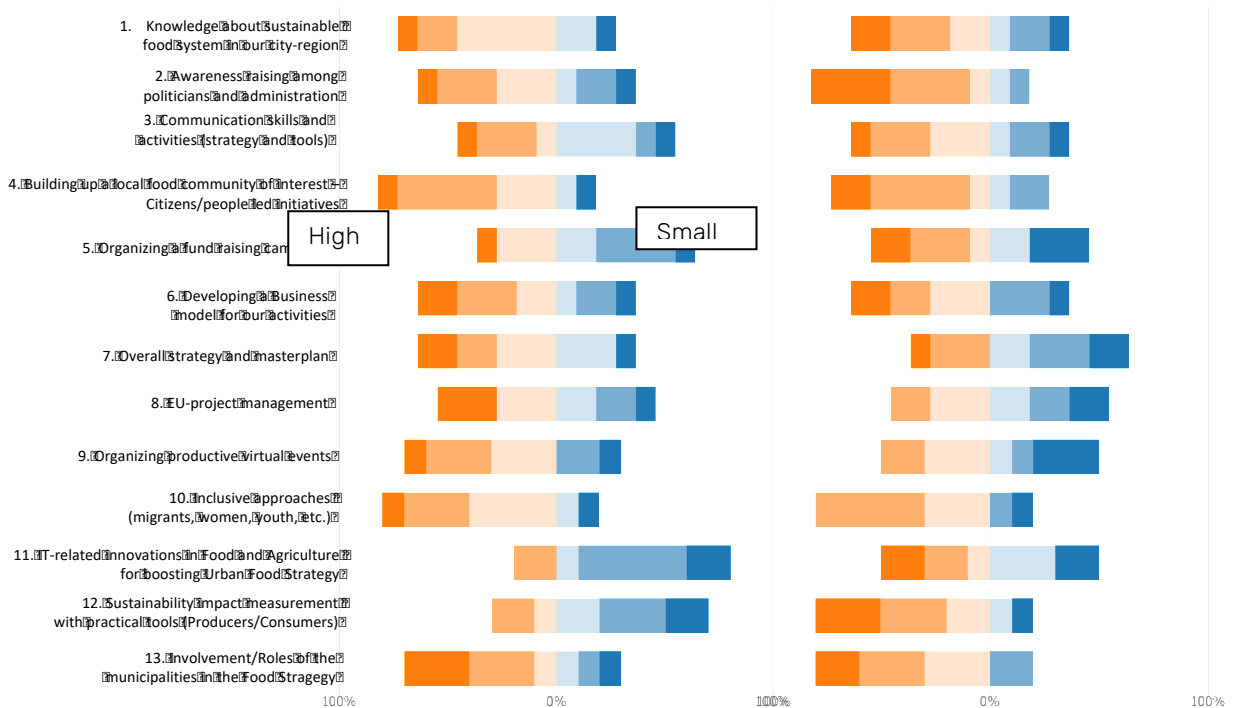


Figure 5: Competencies and needs related to the management topics

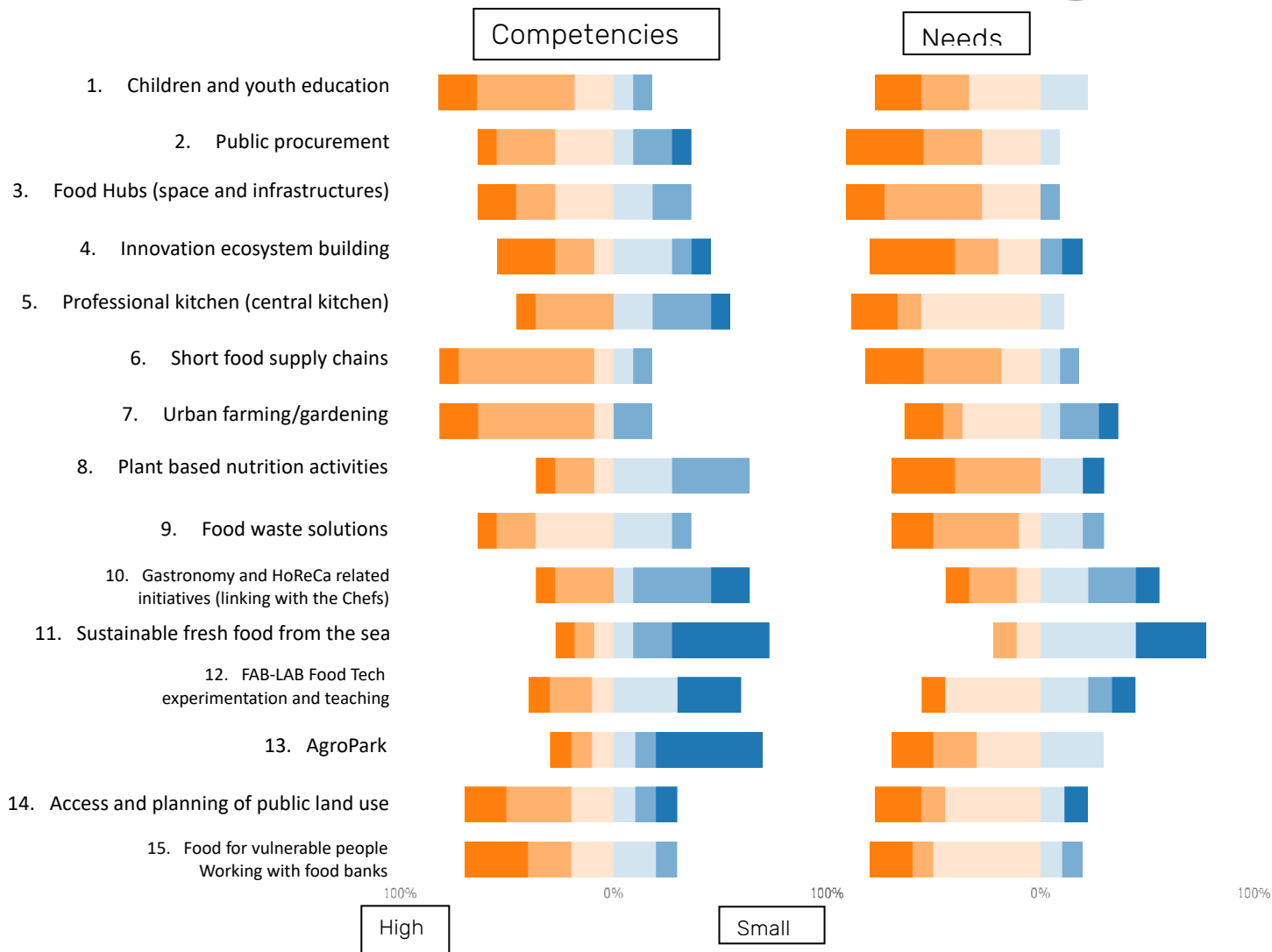


Figure 6: Competencies and needs related to the technical topics

5.3 Tools

Based on the DoW, and enriched by the different surveys mentioned above, AGRA made the following list of ways for knowledge sharing among the FALs, and knowledge transfer for the later dissemination. Certain tools fit better for knowledge transfer than for knowledge sharing, being more interactive and therefore, more adequate the peer learning (cf. Table 6).

Table 6 : Diverse tools for knowledge sharing and transfer

Media	Name	Knowledge sharing	Knowledge transfer
Paper-based	Power Points		X
Web-based	Knowledge Hub	X	X
	Dedicated webpage with links		X
	Wiki		X
Distance meetings or tools	Knowledge building on-line seminars (with invited experts)		X
	Knowledge sharing online seminars (with FALs only)	X	
	Video clips for ex. short explanatory videos	X	X
	Public online seminars (with experts' panel discussions)	X	X
	Reports		X
	Knowledge brokerage leaflets		X
	Handbooks		X
	FoodSHIFT Transition Toolkit (as output of WP6)		X
Physical Meetings	Road-shows	X	x
	Learning events during RT	X	x
	Knowledge exchange visits	X	x
	Towns-twinning partnerships	X	X

According the results of the small survey, the preferences of the FALs are as in follow.

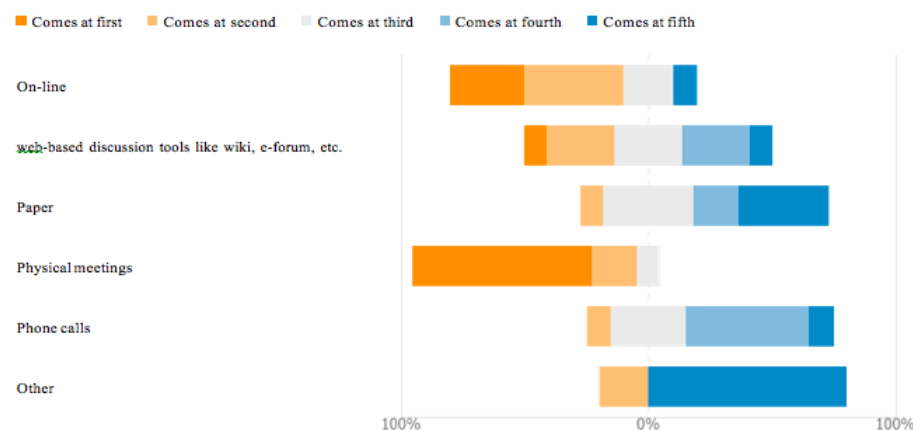


Figure 7: Preferences for the tools

As for the web-based tools, the results are as follow:



Figure 8: Preferences for the web-based tools

Based on the survey, we propose to focus on:

- Online
 - Distance meetings (online seminars, with possible production of video recordings)
 - Public online seminars, with video recordings
 - Breakfast meetings
- Web-based
 - knowledge hub
 - dedicated web-pages with links (on the FS2030 web-page)
- Bilateral spot FAL2FAL visits. As soon as COVID19 is not restraining travels anymore, we propose to change, and to make as much physical visits as possible. For this purpose, the management board did introduce the concept of “Showcase”, which is an 1-2 days event where the FALs can meet in one of the front runner city, and visit some innovators, discuss with game changers and share their experiences.

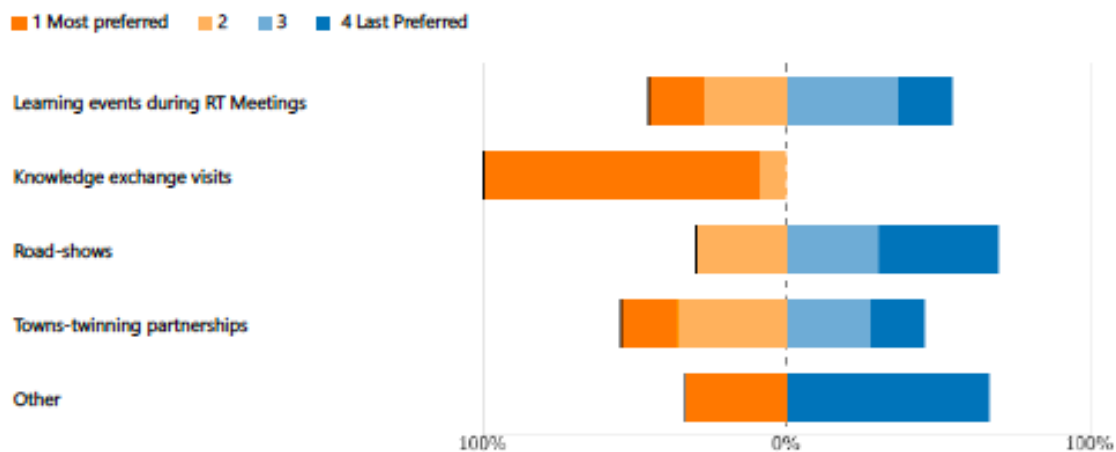


Figure 9: Preferences regarding physical learning events

5.4 Tentative matchmaking between FALs

With regards to the identification of possible matchmaking between interests (topics) and FALs, we have made the analysis of the results of the small quantitative survey (see Annex 6 for more details).

The results are reported in the tables below. The colours indicate the number of FALs being interested in each topic. In red: 6 FALs, in orange: 5 responses (4 or 5 FALs), in yellow: 4 FALs. In fact, for one FAL, we had 2 responses.

. The first topics for possible online seminars could be organised by the tentative competence teams (different according to the topic), taking into consideration the needs and gaps identified by the group of FALs expressing their need for acquiring knowledge and competences.

This calendar has been decided for a first period of 6 months after review by the WP-Leaders by 15. January 2020, in order to start concrete planning and implementation.

Table 7: Matchmaking between interests of the FALs for the Management related topics

FAL	1. Competencies about sustainable food system in our city-region	2. Awareness raising among politicians and administration	3. Communication skills and activities (strategy and tools)	4. Building up a local food community of interest-citizens/people led initiatives	5. Organizing a fund raising campaign	6. Developing a Business model for our activities	7. Overall strategy and masterplan	8. EU-project management	9. Organizing productive virtual events	10. Inclusive approaches (migrants, women, youth, etc.)	11. IT-related innovations in Food and Agriculture for boosting Urban Food Strategy	12. Sustainability impact measurement with practical tools (Producers/Consumers)	13. Involvement/Roles of the municipalities in the Food Strategy
Tentative Competence Team	BARI, BER, COP	COP, BER, OST	BARC, WRO, BER	BARI, BER, OST, BRA	BRA	BARI, COP, OST	OST, BER			BARI, BER, OST, BRA	BARC, BRA	BER, COP	OST, COP, BARI
Tentative Need Team	COP, ATH, WRO, BER	COP, WRO, BARI, BER, ATH, AVG, OST	BARI, COP, ATH, BER	WRO, BER, ATH, AVG, COP, OST	BARI, ATH, COP, BER	OST, COP, BER, ATH	COP, ATH, BER, WRO			BER, BARC, OST, ATH	WRO, BARI, OST, ATH	BARC, COP, WRO, BER, ATH	AVG, WRO, BER, BARC, WRO

source: data from the quantitative survey as reported in Annex 5.

Table 8: Matchmaking between interests of the FALs for the Technical related topics

FAL	1. Children and youth education	2. Public procurement	3. Food Hubs (space and infrastructures)	4. Innovation ecosystem building	5. Professional kitchen (=central kitchen)	6. Short food supply chains	7. Urban farming/gardening	8. Plant based nutrition activities	9. Food waste solutions	10. Gastronomy and HoReCa related initiatives (linking with the Chefs)	11. Sustainable fresh food from the sea	12. FAB-LAB: Food-Tech experimentation and teaching	13. Agro-Park	14. Access and planning of public land use	15. Food for vulnerable people - working with Food Banks
Tentative competence team	BARI, ATH, BARC, COP, WRO, BRA	COP, ABG, WRO	BER, BARI	BARC, BARI		COP, AVG, BER, OST, WRO		WRO, BRA	OST, BER, BARC				OST		
Tentative need team	ATH, AVG, OST, COP	OST, AVG, BARI, BARCC, ATH, WRO	OST, BER, ATH, BARI	OST, COP, WRO, BER, ATH		OST, COP, BER, AVG		OST, WRO, BARI, BER, ATH, COP	COP, BER, ATH, WOR				COP, BAR, BER, OST		

source: data from the quantitative survey as reported in Annex 5.

In Yellow: selected as needed 4 times, in Orange, selected 5 times, in Red: selected as needed 6 times (one Lab may have more than one participant to the survey)

Coherence between the different interaction tools and channels should be the goal. In fact, the topics taken for discussions on the knowledge hub should be then further developed during FAL2FAL online seminars.

In order to gain in efficiency and quality, a deepening of each topic could be initiated through a careful preparation of the physical visits (see Figure 10 below).

Preparation could be started on the knowledge hub by the WP5 together with the concerned FALs' competence teams introducing a new headline in it. Then, an online seminar could be organized to explore the FALs relevant innovation related to the topic, in order to agree between the FALs, which will physically meet on the agenda on the visit. After the visit, a feedback could be given in the monthly breakfast to all the other FALs. Regular news' feed on the FS2030 webpage and on the social media should advertise the new knowledge on the topic. Especially, all communication or events should be posted online, and feed the knowledge hub topics.

This material from the knowledge sharing should then provide material for feeding the other kind of knowledge sharing and transfer outputs, like videos, leaflets, short reports and training material to be developed for the FELs in a second stage.

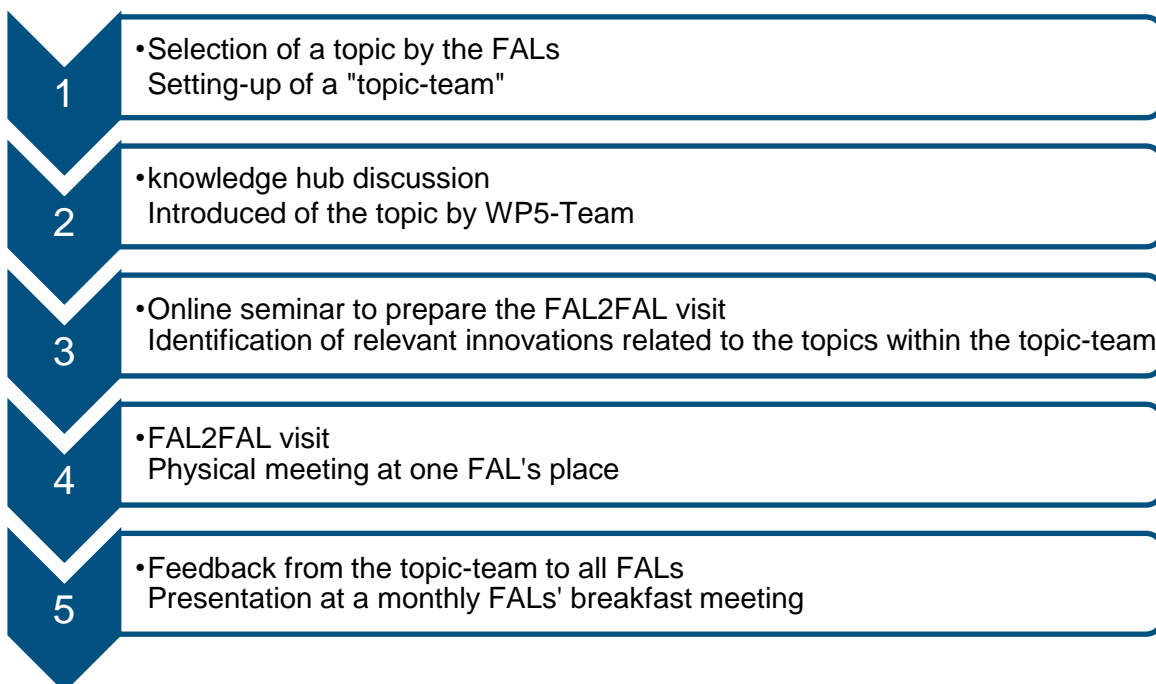


Figure 10: Peer Learning Workflow

5.5 Tentative timing and quantification of learning events

Table 9 gives an overview of the tentative timing, taking into account this workflow.

Table 9: Tentative timing for the different events of peer learning along the 4 years

Trimester (n.NN being the trimester n of year NN)	2.20	1.21	2.21	3.21	4.21	1.22	2.22	3.22	4.22	1.23	2.23	3.23	4.23
Public online seminars with FALs knowledge sharing	1	1	1	1	1	1	1	1	1	1	1	1	1
Discussions on the knowledge hub (topics)-cumulative	1	2	3	4	5	6	7	8	9	10	11	12	13
Web-pages with content (out of the online events and the discussions on the knowledge hubknowledge hub) and links, related to selected topics		1	2	3	4	5	6	7	8	9	10	11	12
FAL2FAL Online seminars		XXX	XXX	XXX	XXX	XX	XX	X	X				
Physical visits FAL2FAL					1	1	1	1	1	1	1		
Breakfast meeting with FALs feedback after 1 physical visit						1	1	1	1	1	1	1	1
Physical visits to FELs							X	XX	XXX	XXX	XX	X	

The WP5 Deliverables will have the timing as reported in the Table 10 below and will be important outputs for consolidating the work plan all along the project.

Table 10: Deliverables of the WP5

D5.1 + D5.5	Between FAL knowledge transfer and learning framework living document	AGRA	M11 + M23
D5.2	Knowledge Brokerage Fact sheets for guiding cities and food actors through food system transition	AGRA	M29
D5.3	Training materials for knowledge transfer to FELs including a short film compiling knowledge from FAL Lab Leaders	AGRA + Lab Leader/ Host/Assistant	M36
D5.4	Minimum of 12 knowledge exchange webinars held including examples from FALs on outcomes of FoodSHIFT2030	Sustain	M46

Source: DoW

6. Roles and Responsibilities

Together with the Lab Leaders, the Lab Hosts and the Lab Assistants, AGRA, SUSTAIN, EAT Foundation and IAAC will collaborate on multiplying the impact of the FoodSHIFT2030 project by establishing a knowledge sharing and transfer. AGRA,

SUSTAIN, EAT Foundation and IAAC meet regularly together with the UCPH-project manager.

6.1 Roles and Responsibilities of the FALs

Any member of a FAL has the possibility to initiate a peer knowledge sharing with any other member of any FAL, bilateral or multilateral.

Each FoodSHIFT Accelerator Lab (FAL) has the task to facilitate the establishment of three FoodSHIFT Enabler Labs (FELs) in other city-regions across Europe.

FAL-Leader together with FAL-Host with regards to the opinion of the FAL steering committee are the ones deciding on hosting a peer visit or on visiting a FAL or a FEL.

FAL-Leader/Host/Assistant organize a knowledge sharing trajectory with the FELs, in collaboration with WP5 Team.

FAL-Host has more responsibilities in the WP5. The host should care and contribute to the knowledge sharing among the 9 FALs, and from her/his own FAL and her/his 3 related FELs. That means analysing the similarities between her/his FAL and the 3 related FELs, and the formulation of the key learning points for the FELs. It means as well collaborating in the knowledge transfer from her/his FAL to their 3 related FELs (and vice-versa), in close collaboration with WP5-Team (task 5.3).

FAL-Secretary is the focal point for any meeting or consultation between the FAL and the WP5 Team leader

FAL-Leaders and FAL-Hosts should visit their 3 FELs once (physical visit).

6.2 Roles and responsibilities of WP5 Team

AGRA tailors the knowledge sharing and transfer activities for diverse target groups leading WP5 and co-develop a framework for knowledge transfer and learning together with the FALs Steering committees (Task 5.1, Deliverable 5.1 + D5.5 – this document).

AGRA organizes peer learning events in connection with all bi-annual RT meetings.

AGRA supports the knowledge exchange visits between the FALs, based on their expressed interests (cf. list of topics section 5.2 above).

AGRA cares about the organization of online seminars where participating FALs share their experiences with each other and learn from each other.

AGRA promotes the use the knowledge hub as collaborative platform to exchange knowledge between the FALs and FELs.

AGRA collaborates with WP7 on developing learning materials, including reports, handbooks, video clips, power points and podcasts to feed into a comprehensive plan for T5.3 and for the dissemination in WP7.

AGRA “monitors the demand for knowledge transfer via regularly interviewing the Lab Leaders” (from the DoW, see section 4.5).

Together with SUSTAIN as co-lead, AGRA will “promote sharing lessons learned from practical experiences with food system innovations. AGRA and SUSTAIN, together with the Lab Hosts will prepare the knowledge transfer from FALs by compiling relevant knowledge from the FALs to develop a short film and training materials.

Together, they will develop for each FAL a training plan” as described in section 4.5 above.

SUSTAIN “supports this knowledge transfer by providing expertise on online seminars and apply their experiences from the Sustainable Food Cities and Food Power networks to facilitate knowledge transfer via city-region networks.”

SUSTAIN supports both the establishment of the FELs and the establishment of FS2030 approaches in further interested Regions: *“SUSTAIN leads the Task 5.4, to initiate an autonomous knowledge transfer mechanism resulting in a permanent knowledge transfer and establishment of additional FoodSHIFT Enabler Labs (FELs) beyond the FoodSHIFT2030 project, built on existing city and region networks.*

SUSTAIN, together with IFOAM, EAT Foundation and IAAC connect city-regions interested in establishing FELs with the existing FALs and FELs, and organize targeted online seminar training for newly established FELs”.

“Based on the dissemination of activities and results of the FoodSHIFT2030 project via the city and region networks, SUSTAIN, EAT Foundation, IAAC and the participating municipalities in Athens, Berlin and Copenhagen will invite interested city-regions to host and establish FELs via announcements and events published and organized by their associated city and region networks.

SUSTAIN will organize communication events, in order to allow the interested city-regions to: i) connecting with existing FALs and FELs to facilitate peer learning, ii) receiving online seminar training on how to apply the FoodSHIFT Citizen Empowerment Scheme, the FoodSHIFT Job Creation Platform, the FoodSHIFT Sustainability Scoring System and the FoodSHIFT Transition Toolkit, developed in WP6 to establish and

operationalize their FEL (online seminars will be recorded for subsequent dissemination at the homepage).

EAT Foundation will support the knowledge transfer via city-region networks and transfer knowledge via the several City-Regions European and Global networks.

IAAC will bring in their expertise to transfer knowledge via the Fab Lab Global Initiative network.

IFOAM will host the final event of the project" (cf. DoW).

7. Conclusion

The multiplication of the impacts of FS2030 project is based on three main pillars:

- FALs to FALs sharing experience
- FALs to FELs sharing experience and knowledge transfer
- Broader outreach of new knowledge generated all along the project

WP5-Team will carry support to all FALs, and from third year onward, to FELs, in order to engage them in peer learning. This will be done around carefully selected topics, identified through the results of a small qualitative and quantitative survey run by WP5-leader and regular updates through bilateral WP5-lead and FALs meetings, or general discussions along FAL2FAL webinars and add-ons and bi-monthly breakfast meetings.

As the COVID19 breakdown has changed a lot the perspective of WP5 way of organizing the peer learning, in switching from all physical visits to online seminars, we did reconsider the way of preparing and timing the exchanges. Preparation of physical visits follow a stronger preparation phase, starting with online discussions on the knowledge hub, followed by online FAL2FAL seminars, and finally physical visits from end of 2021 onwards. The introduction of "Showcases" (one held in Berlin in September 2021 and one in Barcelona in October 2021) was decided by the management board meeting. This new type of physical event is a way to share experience and knowledge in one of the front runner cities, inviting all interested FALs to join. This event can be partly hybrid, or at least broadcasted. Key information is recorded by the means of a professional video, which is put on the knowledge hub, as a way to make the key home messages accessible by a broader audience.

Steering Committees of the FALs should take position, decide and implement their own knowledge sharing and transfer work plan. To do so, AGRA is available to present the framework shortly to each steering committee, which expresses such need. AGRA could as well provide the PPT summarizing the content of the work plan and the key questions asked to the steering committee as a basis for the FAL Core-Group to initiate such a consultation.

FS2030 Management Board should take into consideration other aspects and decide on even more flexibility in the reallocation of budget foreseen in physical visits. Those have been made in hiring interpretation services, so that more stakeholders have benefited from less physical events, and could participate to more online seminars. As well, more efforts should be allocated to enrich the knowledge hub webpages in the WP7 Dissemination and Communication, in setting-up new pages for presenting more the persons and innovations of each FAL, or in the future, in some FELs. Doing so, peer learning could appear more easily between the FALs and beyond, with the FELs or other city-regions external partners.

Annex 1 - Tools and corresponding workflows

Online seminars

An online seminar has common characteristics with regular physical seminar. You find in the table below some of characteristics of an online seminar, compared to the ones of a regular physical seminar.

	Seminar	Online seminar
Title	Defines the subject/s that matter and give the general focus of the seminar	Defines the subject/s that matter and gives the general focus of the seminar. Should be very narrow focused, more than for a seminar, because the duration of any online seminar could not be if for a seminar.
Objectives	Are set by organizers before the meeting, and communicated with the invitation to all participants	Are set by organizers before the meeting, and communicated with the invitation to all participants or invitees May be put online on a dedicated webpage where the information on the online seminar is displayed
Learning outcomes	Are set by organizers before the meeting, and communicated with the invitation to all participants	Must focus on specific well-defined topics, and must be very explicit in scope, context, applicability, and ways to adapt
List of participants or invitees	Participants are all known. Participants are invited per email	Participants are not always all known. The participants are invited per email, should often register, and receive then after a link to join the online platform (with a "How-to Join"). Some conditions to restrain the participation can be set (for ex. password, limitation in numbers of participants, possible mandatory preregistration, etc.). Organizers must manage the invitation process carefully. Recording the emails of participants allows displaying meeting minutes and recording of the online seminar after the event. List of participants (name, affiliation, email) may be shared after the seminar, if participants give their consent.
(virtual) place to meet	A room is booked and equipped	An online platform is chosen, booked and the meeting should be set up before A test is sometimes needed to ensure a fast connection of everybody
Agenda to ease the preparation and the discussion process	Agenda is sent per email before the meeting	Agenda is sent per email before the meeting List of persons who will speak is important Those speakers should have received guidance on How-To prepare their contribution (PPT, video, etc.). This guidance can be sent per email or be done through visio-conferencing, or both
Meeting minutes	Someone is chosen (may be done as well informally at the	Someone knows before that he oversees taking notes.

	beginning of the meeting) and takes notes, which are sent after the meeting per email or stored at a common accessible place on a server	Online written Chat (or questions) may be recorded automatically, with consent of all speakers.
Wrap-up with list of decisions/todos	Is put at the end of the meeting minutes	If online seminar is recorded, it can be put on the web and made available for the general or a specific public

Different Types of Online Seminars

The table below gives a quick overview about different types of on-line seminars, according to their learning approach.

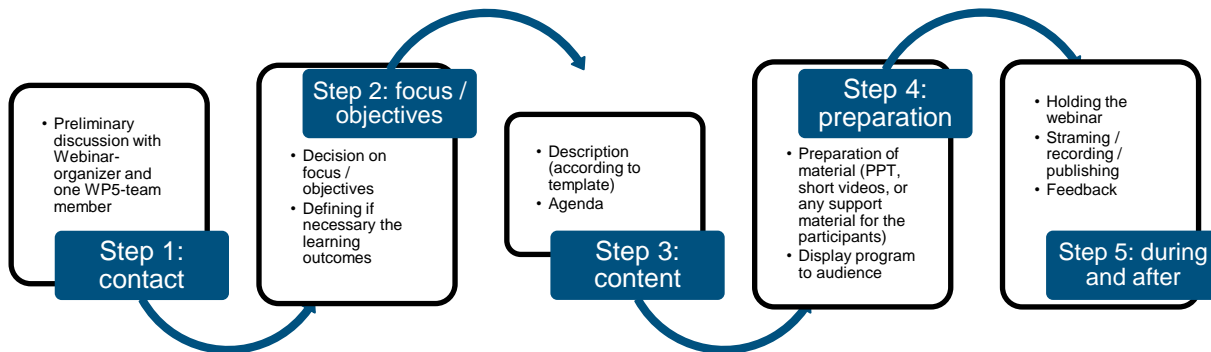
It should help all members of the consortium to understand well the framework conditions to define and set-up the content of any online seminar.

Type	Learning approach / Content to share and discuss	Material	Recommendations	Number of participants	Duration	Most recommended tool
1. Informative	Display very general information about the project, the timing, the administrative part, with Q&A session e.g., the general assembly	Visual presentation (PPT or similar).	Keep it short and simple. Q&A mix chat/mentimeter and at the end, open a living questions short session. Close with a wrap-up PPT (made by a minute taker different from the speaker)	150	30-40'	Zoom with recorded videos put on YouTube before the Q&A session
2. Content with feedbacks	Show results of work, surveys, or specific technical information	Visual presentation (PPT or similar), with living Q&A in the chat or with raising hands	Keep all questions in the chat. Moderation of the questions should be made by a facilitator, different from the speaker.	150	60 to 90' (with break if possible)	Zoom
3. Planning	Organize work for the forthcoming period, with interactive Q&A session	PPT or Word-doc (preferably sent in advance to the participants)	This is the most difficult type of session. Interactions should occur directly between the speaker and the participants, preferably orally with raising hands to be sure to answer the person addressing the question directly One can make use of a virtual whiteboard. Share screen and work directly in the ppt/word document may as well be useful to explain more actively some aspects.	150	60'	Zoom (raising hand or nominative written questions in the chat)
4. Parallel participatory workshops	Introduce and then get participants working in separated working	PPT or Word-doc (preferably sent in advance to the participants)	Prepare allocation into groups and sub-rooms preferably before the session. Need a facilitator.	150 // groups of 10-12	120' with break	Zoom (allows splitting in separated

Type	Learning approach / Content to share and discuss	Material	Recommendations	Number of participants	Duration	Most recommended tool
	groups in participatory manner					break-out sessions)
5. Training with parallel sessions	Would like to give trainings with interactive plenary talks alternating with work in smaller groups	Visual presentation (PPT or similar).	Prepare allocation into groups and sub-rooms preferably before the session. Need a facilitator.	150 // groups of 10-12	120' with break	Zoom (allows splitting in separated break-out sessions)
6. Experience sharing	Would like to have a slot of sharing of experiences	Recorded videos put online before the on-line seminar	Keep the size of the group small to allow direct discussions. Need a facilitator	Groups of 10-12	60'	Zoom with recorded videos

Online Seminar's Workflow

WP5 Team supports the process to develop any online seminar for RT2, on demand from the consortium Partners as follow.



	Online seminar-organizer	Support by WP5 team
Step 1: Contact		
Preliminary discussion with Online seminar-organizer and one WP5 team-member	initiates	participates
Step 2: Focus / objectives		
Decision on focus / objectives	Takes decision	supports
Defining if necessary the learning outcomes	Takes decision	supports
Defining the group of participants	Takes decision	supports
Step 3: Content		
Description (according to template)		supplies a template, proposes a draft
Agenda	Sets	supports
Step 4: Preparation		

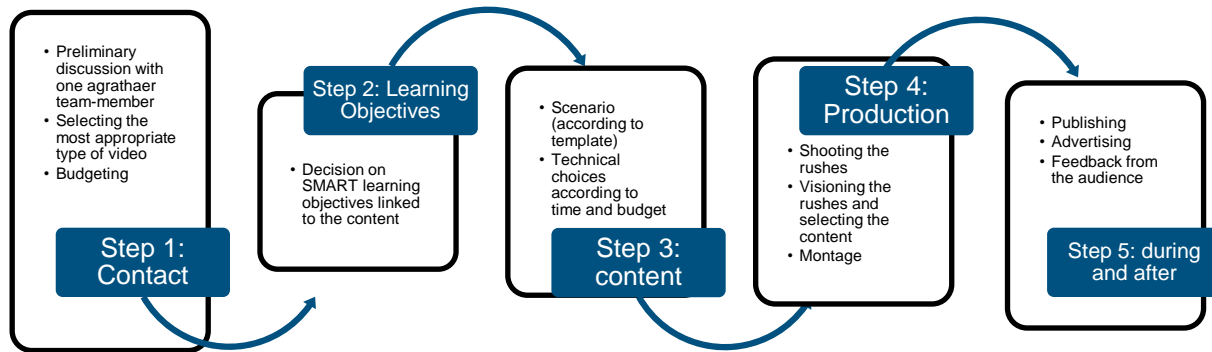
Preparation of material (PPT, short videos, or any support material for the participants)	Prepares with speakers and participants	supports with technical tools and advise. May subtitle if the translation is already done from native language to English
Display program to audience and ask for consent with publishing records, contact info, etc. Register the participants.	Displays, collects	
Step 5: During and after		
Holding the online seminar	Leads and moderates	supports with technical help with the practical use of the tool
Streaming / recording / publishing		in charge of all technical aspects, with support from WP7 and coordinator technical support
Feedback	Supplies feedback to participants	organizes feedback by participants on demand of the organizer

Videos

Different types of videos

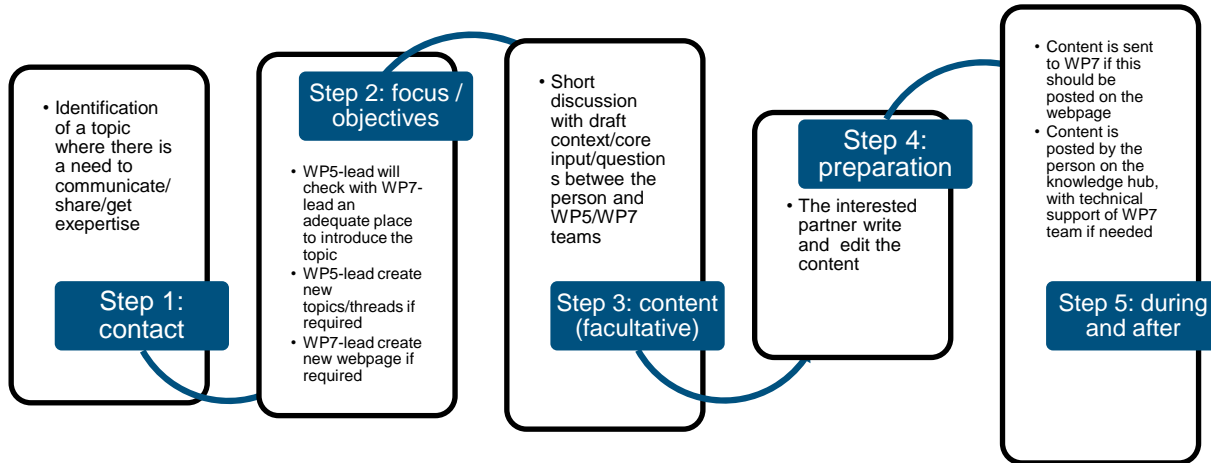
	Duration	Objective	Content	Modalities
Live Drawing	30" to 2'	Informative and explanatory	Animation movie	Professionals
Live Writing	30" to 2'	Informative and explanatory	Boards/slides and pictures/simple Drawings	Professionals
Participatory video	Variable	Make a group reflecting on a certain collective content and message	Self-record of rushes, about diverse subjects	Amateurs (montage: professionals)
Communication video	2 to 3'	Raise awareness and inform on a company, a business model, an innovation or an project	Scenario about the vision, the mission, and activities of a company or a project	Amateurs (montage: professionals)
Discovering video	3-10'	Discovering an innovation through an interview of the project/company holder or an inspiring leader	List of questions targeted to certain topics	Amateurs (montage: professionals)
Explanatory video	3 to 5'	Explain a topic, with related knowledge and competence building	Logical scenario about a problem/possible solutions with working methods and/or approaches	Professionals
Short film	>5'	Presenting a project, people, places, innovations, and making people "dreaming" and thinking	Scenario with "soft" content, appealing views and inspiring talks from people directly involved in the project or the place	Professionals

Workflow for videos



Webpage

Workflow for webpage and knowledge hub

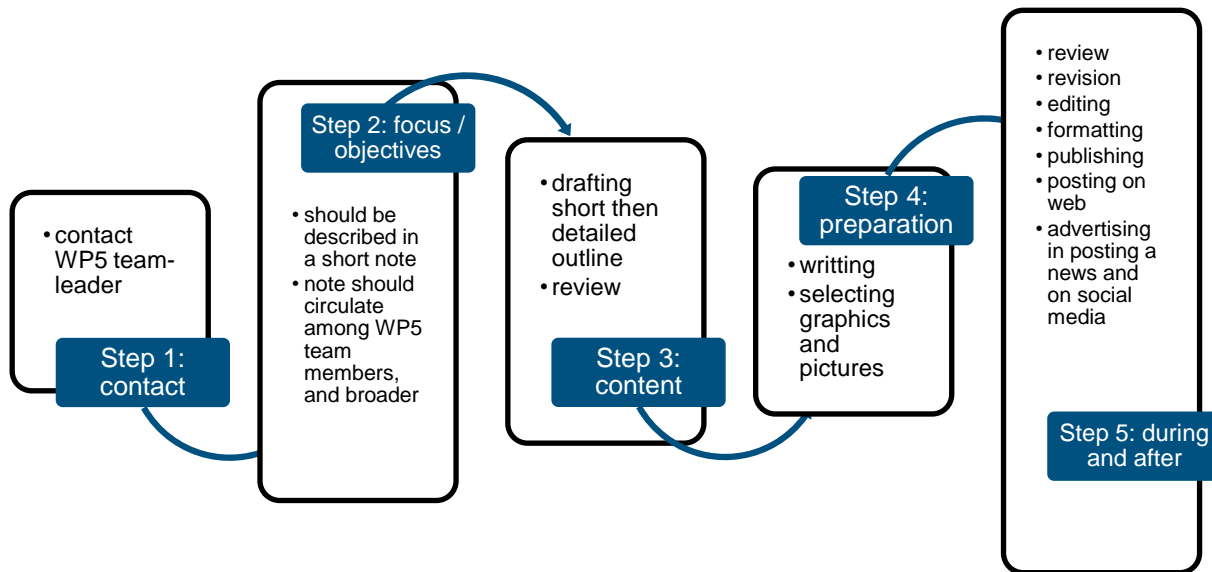


Paper-based Outputs

Types of paper-based outputs

	Purpose	Audience	Content
Slides in support to a presentation	Support an oral presentation	Participants to the event	Slides Key-words Graphics Illustrations Pictures
Reports	Report on the tasks, on the project results or impacts	Participants of the consortium European Commission	Text with some graphics Executive summary
Knowledge Brokerage Fact sheets	Short presentation of key elements in a concise way, with visual illustrations	Networks and broader audience	Graphics Figures Pictures
Handbooks	Explain an approach or a method, with concrete inspiring examples	Teachers and trainers	Text Graphics Figures Pictures Text-Boxes with case studies

Workflow for paper-based outputs

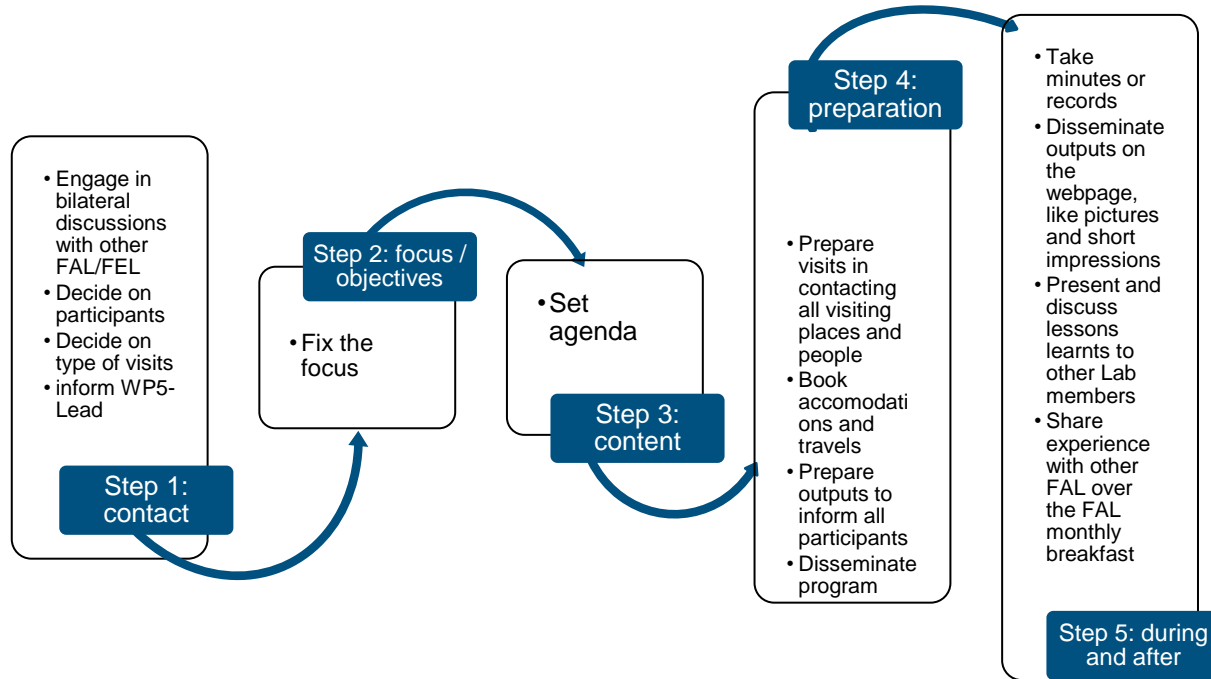


Visits

Different types of visits

	Objective	Participants	Content
Road-shows	Peer-learning through discover and discussing a lot of same range of initiatives along a "route" from point A to point B (the route may be within a city)	Organisers from the FS2030 project a group of peers mostly "professionals" (like "chefs" or "farmers")	Different short visits from places to places, around 1 topic, with peers
Learning events during RT	Learning from discovering new businesses and projects	All participants to the RT meeting (group of 80 to 120 people)	Short visits in groups of 30 to 40 people
Knowledge exchange visits	Peer learning through knowledge sharing Knowing each other	Max. 20 participants altogether (hosts and visitors)	Different visits from places to places, around 1 topic, with peers Time for discussion should be part of the programme as well, for capitalizing the new knowledge and reflecting about the lessons learnt, and possible future use of the knowledge
Towns-twinning partnerships	to establish a formal partnership to engage closer their elected councils with a long-term perspective	FAL or FEL decide on who is participating Public authorities are paying after the project finishes Usually a small group	Official welcome and reception from the public authorities Visits with official speeches Informal meetings

Workflow for physical meetings



Annex 2: Templates for implementing the tools

Online seminar template

Webinar <Nr>

<TITLE>

Context

Objectives

<put 2 to 3 objectives>

Learning outcomes

- At the end of this webinar, participants should <describe the new competencies after the webinar>

Participants (<put a number> expected participants)

- <describe the type of participants you wish>

Duration <put duration in mn>

Agenda

9:30	Welcome by <name> Agenda
9:32	
9:40	
9:45	
10:15	
10:20	
10:50	
10:57	Closing by <name>
11:00	End of the Webinar



Annex 3: Planning from Dec 1 2020 onwards

This board gives an updated version of the planning.

https://miro.com/app/board/o9J_kh7hMg4=/?invite_link_id=210464817859

Annex 4: List of events and outputs

FOODSHIFT2030 PUBLIC WEBINARS SERIES (90' duration)

Our concept is to make the city-regions involved in FoodSHIFT presenting, but as well, we invite almost always external speakers, to broaden the perspective and learn from them. Audience may ask questions in written form, and some questions are responded in written form, but many are for the speakers in a Q&A live session. Then, the recordings are put on-line on the FoodSHIFT Knowledge Hub part of our internet webpage. Duration is 90'. We have an pro-active communication policy, where we do post on the social media the announcements.

We reach so far excellent international networks, thank our partners in the projects: EAT, SUSTAIN, IFOAM, and thank the partners we have invited like C40.

Public_WEB-#1 - City Region perspectives on providing food for the vulnerable during the COVID-19 Pandemic, 23 June 2020

Oostende (Ewoud Dutellie, Municipality of Oostende)

Avignon (Hugues Fortuna, Elsa Chiffard, Municipality of Avignon)

Stefania Amato, C40 (Network manager, Food systems)

Kemi Akinola, Be Enriched and Brixton People's Kitchen (CEO/MD, Labour & Co-operative Councillor in Wandsworth)

Ana Moragues-Faus, University of Barcelona (Senior Research Fellow, visiting fellow at the Sustainable Places Institute at Cardiff University. Author of the just released paper: "Distributive food systems to build just and liveable futures"

Public_WEB-#2 - Shaking up the food system, 17 Novembre 2020

What does citizen-driven innovation look like? Dirk Wascher, SUSMETRO (FoodSHIFT2030 Innovation Manager)

Berlin (Christine Pohl - Coordinator of the Berlin Food Policy Council)

Bari (Maria Selenia and Roberto Paladini, COMPOSTIERA DI COMUNITA)

Copenhagen (Emily Norford: EAT Policy Manager, Urban Food Systems EAT)

Public_WEB-#3 - Urban and peri-urban agriculture, 21 January 2021

Ben Reynolds - Sustain, FoodSHIFT2030 Network Partner

Avignon - Elsa Chiffard-Carricaburu & Hugues Fortuna, Ville d'Avignon

Barcelona - Sally Bourdon, FabLab, IAAC & Rasmus Bjerngaard, Nextfood

The Singapore Experience, Guest speaker Bjorn Low, Executive Director at Edible Gar

Public_WEB-#4 - Education for new generation of Food Citizens, 25 February 2021

Emily Norford - EAT, FoodSHIFT2030 Network Partner

Athens - Katerina Riviou (Ellinogermaniki Agogi), and Ioannis Ioakeimidis (Associate Professor, Karolinska Institute)

Copenhagen - Emil Kiær Lund (Food School Coordinator) and Christian Bugge Henriksen

The London Experience, Guest speaker Rachel Copus (School Food Matters) and students from Northolt High School, London

Public_WEB-#5 - Getting Food on the Climate Agenda. June, 15, 2021

Ben Reynolds, Sustain, FoodSHIFT2030 Network Partner

The Glasgow Food and Climate Declaration: Working towards COP26 , Sofie Quist , Nourish Scotland

Riikka Gonzalez, Glasgow Food Policy Partnership

Catalysing food-climate action in Barcelona , Amaranta Herrero, Pla Estratègic Metropolità de Barcelona (PEMB)

Alessandra Schmidt, Fab Lab Barcelona (FoodSHIFT 2020 Lab)

Here, as illustration, the applicants registration profile from WEB#5 (371 registrations)

Category	media	Investors	Civil Society	Policy Maker	Industry	Other	General Public	Scientific Community (Higher Education)
Number of registrations	6	2	75	23	40	90	26	114
%	2%	1%	20%	6%	11%	24%	7%	30%

We have as well always participants from many countries, for WEB#5, It was from 31 different countries: Australia, Austria, Belgium, Bolivia, Bulgaria, Croatia, Denmark, Finland, France, Germany, Greece, Hungary, India, Ireland, Italy, Netherlands, Norway, Philippines, Poland, Portugal, Romania, Serbia, Spain, Sweden, Switzerland, Thailand, Turkey, United Arab Emirates, United Kingdom, Uruguay, Zambia

We have implemented simultaneous translation (Greek/English, Spanish/English, German/English) and the 2 online version are available, in order to increase the local audience in the countries were the LAB are located.

FAL2FAL WEBINAR SERIES (120' duration)

Web#1 about "Citizen empowerment", with active sharing of knowledge from AVG, BCN, COP, BAR, BER and OST. 2021, March 5. Around 25 participants.

Web#2 about "Local food procurement", with active sharing of knowledge from of ATH, AVG and BCN. 2021, April 21. Around 20 participants.

Web#3 about "Raising awareness among politicians", with active sharing of knowledge from BCN, BER, COP and OST. Mai 28, 2021. Around 15 participants. Co-organized with WP4-lead.

Web#4 about “Innovation building”, with active sharing of knowledge from ATH, AVG, BCN, BER, BRA, OST and WRO. Sept 10, 2021. Around 25 participants. Co-organized with WP2-lead.

Web#5 about “Innovation ecosystem building”, with active sharing of knowledge from ATH, BCN, BAR, BER, BRA, COP, WRO. Around 25 participants. Co-organized with WP2-lead and Task 2.2-Lead.

All webinars has been recorded. The idea is not to put the whole discussion available publicly online, but we will work on making short videos highlighting some key-experience sharing. Additionnally, it is expected to produce some factsheets small reports, to be put online, based on the most interesting experiences presented in the webinars.

SHOWCASES (1-day physical event in a front-runner city)

The concept of SHOWCASE is to share experience from innovators in the front-runner cities, and to organize peer-learning discussions along the day. The Showcase is a day may occur together with an other event (in Berlin, it was 1 day before the kick-off meeting of the Berlin LAN; In Barcelona, it was the day after the stakeholders’ conference and during the Food Week of Barcelona, where members of the FoodSHIFT2030 project were invited to other public events.

There were so far 2 Showcases.

Showcase#1: Berlin, Sept 1, 2021, with highlight on Community gardening, migrants inclusion around education on food and nutrition. Food City council and Berlin Food Hubs were presented along the Kick-off event of Berlin LAB. Around 20 participants.

Showcase#2: Barcelona, Oct 18, 2021, with highlight on Foodtech 3.0 acceleration programm of the IAAC Barcelona. Pitches of 10 innovators were held at the stakeholders conference, as part of the Showcase. 2 visits were organized: the first in one community garden with strong social component, and the second to a food-tech innovator active in producing ferments in the city. Around 40 participants.

Annex 5: Survey on topics and tools

Objectives

Small Survey on the preferred tools and modalities of knowledge transfer and experience sharing should support WP5-Team to set-up the best offer in the peer-exchanges processes all along the project.

Content

Qualitative part (ZOOM face-to-face 1-hour interview)

This survey has been done by visio by AGRA, with 1-2 representatives of each FAL.

Questions has been the following:

1. Tell me about you and your role in the FAL of your city-region (this can be one person or a small group)
2. What are now the main expected benefits from taking part to the FoodSHIFT2030 project? (keep it short in 3-4 words)
3. What would be a good example of “peer learning” from the first six months of the project?
4. What are successes or failures you would feel comfortable to share with other LABs?
5. Which are the governance/management problems that hinder your vision to be implemented so far?
6. Which are the COVID-19 problems that hinder your vision to be implemented so far?
7. Could you tell me the main gaps at technical operational levels that you already have found to reach your goals? (for example: public procurement)
8. From which LABs do you expect to learn useful insights? (open question)
9. To which extend do you think you will be able and available in the coming months and years to share your experience with other FALs?
10. Open round for remarks

Quantitative part (online survey)

Access to the questionnaire:

<https://forms.office.com/Pages/ShareFormPage.aspx?id=VaCiE02ViEWX7LVNYjj9XqfJN0tc4yFAu7YPCPu5cs1UNEpOWDVJSE9HWldGSDRCN0tLNkk3MEIGNi4u&sharetoken=W2UTKOYE2bJmdAU2ZJJu0>

Results of the quantitative small survey

Results are available here:

<https://forms.office.com/Pages/AnalysisPage.aspx?id=VaCiE02ViEWX7LVNYjj9XqfJN0tc4yFAu7YPCPu5cs1UNEp0WDVJSE9HWldGSDRCN0tLNkk3MEIGNi4u&AnalyzerToken=PXa80t1loP1MgZ8NtXonl0uJ3qs0JodC>

Annex 6: Financial resources allocated for peer learning and knowledge transfer

https://alumni.sharepoint.com/:x:/r/sites/UserGeneratedFoodSHIFT2030Consortium/_layouts/15/Doc.aspx?sourcedoc=%7BDD6CEC5D-2151-418D-AA07-7B2D67CCE51B%7D&file=WP5_Financial_resources_LDoc-MSTeam.xlsx&action=default&mobileredirect=true

(this link is for partners in the consortium, raw data will be updated in the annex in the next iteration of this deliverable)