



**Bauhaus
Bites**

Murska Sobota Action Plan

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Project information

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Executive Summary

This Action Plan sets out how Murska Sobota (Twin City) will implement Bauhaus Bites through place-based, education – and community-driven interventions that strengthen sustainable food environments and connect people, places, and policies. The local approach focuses especially on children and elementary schools, using hands-on learning, creative activities, and simple pilots that can be maintained beyond the project.

Murska Sobota's local implementation follows a “small but real” pathway: building awareness and skills, activating everyday spaces (schools, schoolyards, community areas), and embedding New European Bauhaus (NEB) values through practical actions and cooperation among the Municipality, CRTD, schools, NGOs, and local producers.

The Action Plan is organised around three local objectives and associated pathways:

- Promote sustainable, plant-based and locally sourced diets via Living Labs and educational workshops in collaboration with schools.
- Implement nature-based and community-driven solutions in urban planning via co-design workshops with citizens, planners, students and local organisations.
- Foster social inclusion through food-related community projects via community engagement and storytelling activities that connect cultures and generations.

Implementation will explicitly apply NEB values – sustainability, inclusion, and aesthetics/experience – and NEB principles such as participatory design of spaces, low-impact solutions, and cultural sustainability rooted in Pomurje identity.

1. Introduction

Food environments are the everyday places where people access, choose, and experience food: shops, markets, canteens, public spaces, events, and informal community settings. In Murska Sobota, these environments are shaped by a strong agricultural hinterland, local market traditions, cross-border cultural influences, and changing lifestyles. At the same time, like many small regional centres, Murska Sobota faces practical challenges related to affordability, habits, time constraints, and unequal access to healthy and sustainable choices.

The Bauhaus Bites project supports cities in co-creating positive food environments that are healthier, more sustainable and more inclusive, guided by the NEB values of sustainability, inclusion and aesthetics and NEB principles. For Murska Sobota, this means connecting local producers and residents, strengthening community-based food spaces, and improving food literacy – while ensuring that solutions are accessible for diverse groups and neighbourhoods. The local approach builds especially on school and community settings as realistic entry points for long-term change, combining hands-on learning with small but visible place-based pilots.

This document presents the Murska Sobota Action Plan. It describes the local vision, the community of practice and governance approach, the local objectives and actions, and how impacts, ethics and risks will be addressed. The plan is designed as a living document and will be refined through implementation, feedback and learning, with knowledge and results disseminated through local communication and engagement activities.

2. Objectives

The purpose of the Murska Sobota Action Plan is to support sustainable urban food system transformation through small, educational and community-based steps that connect sustainability, health and inclusion. Locally, this is delivered by strengthening collaboration between schools, local producers, community organisations and municipal actors, and by using everyday spaces (schools, community centres, public spaces) as practical entry points for change.

Murska Sobota localized impact pathway is structured around three objectives, each with a clear engagement pathway and a place-based intervention logic.

Objective 1: Promote sustainable, plant-based and locally sourced diets

Pathway: Living Labs with educational workshops

Place-based intervention: Bauhaus Bites Murska Sobota will collaborate with local schools and community partners to establish small Living Labs as spaces for learning and experimentation around sustainable, plant-based and locally sourced food. Through educational workshops, local examples and participatory classroom activities, participants will explore how everyday food choices influence the environment, health and local identity. The focus is on learning, sharing good practices and inspiring small, achievable steps toward more sustainable diets.

Objective 2: Designing nature-based and community-driven solutions in urban planning

Pathway: Co-design workshops

Place-based intervention: Bauhaus Bites Murska Sobota will establish a platform where citizens, planners, students and local organisations co-create ideas for greener, more inclusive public spaces. Through co-design workshops, participants explore how nature-based and community-driven solutions can improve everyday life-making it more resilient, beautiful and connected to local identity.

Objective 3: Foster social inclusion through food-related community projects

Pathway: Community engagement and storytelling activities

Place-based intervention: Bauhaus Bites Murska Sobota will connect people through simple, creative and inclusive food-related activities carried out in schools, local organisations and community centres. Through collecting local food stories, preparing small exhibitions and documenting community practices, participants reflect on how food connects cultures, generations and everyday life – promoting understanding, empathy and pride in local traditions, and strengthening the social fabric through shared narratives around food.

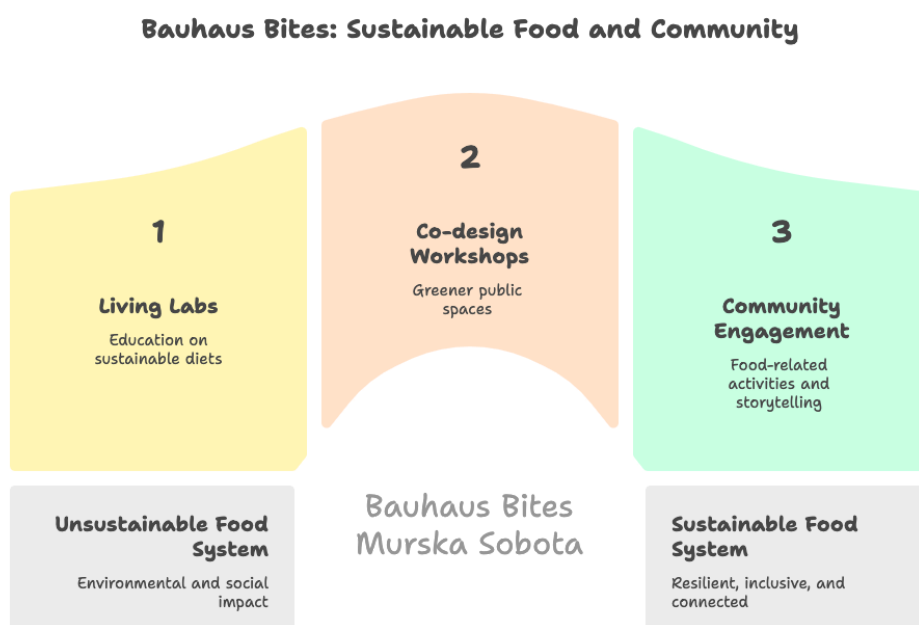


Figure 1: Objectives Pathway

Cross-cutting application of NEB values and principles

Across all objectives, implementation will apply the New European Bauhaus values and principles in practical ways:

- Sustainability: low-impact, circular and educational interventions (e.g., school Living Labs, seasonal awareness, collaboration with local producers).
- Aesthetics/Experience: highlighting the beauty of everyday food culture through creative storytelling, student work and small visual interventions that connect learning and community life.
- Inclusion: low-threshold participation with special attention to youth and other groups, using familiar and accessible spaces (where relevant also bilingual-friendly formats).
- Nature-based solutions in delivery: regenerative gardening practices, climate-resilient growing approaches, and linking edible/pollinator-friendly planting with learning spaces.

Primary local target groups (for delivery of the objectives)

The objectives are designed to engage and benefit elementary school students, teachers and school staff, parents, as well as local stakeholders that enable longer-term uptake (municipal departments, NGOs, local media and education networks).

3. Local approach and implementation setup

This Chapter explains how the Murska Sobota Action Plan will be implemented, coordinated, monitored and refined over time. While the previous chapters describe what the Action Plan aims to achieve (objectives and pilot activities), this Chapter focuses on how delivery will work in practice – who coordinates, how partners stay aligned, how learning is captured, and how the plan is kept realistic and actionable in local conditions.

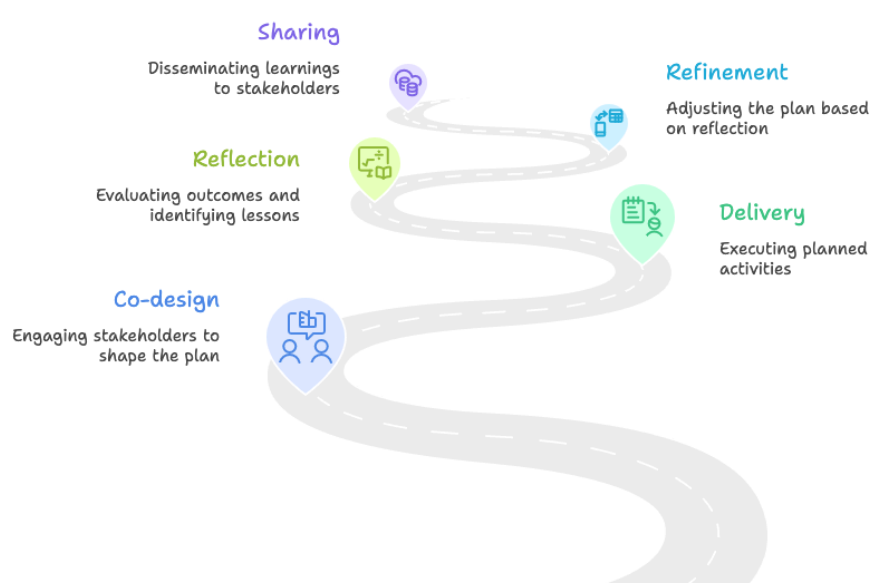


Figure 2: Implementation cycle

Implementation follows a simple learning cycle: co-design → delivery → reflection → refinement → sharing. This approach helps ensure that activities are not treated as one-off events, but as a coherent local pathway in which each step strengthens the next and contributes to longer-term ownership.

The overall delivery timeline and sequencing of pilot activities is presented in Figure 3 (Delivery Plan Summary – Murska Sobota Bauhaus Bites Action Plan) and in Annex 1 (Table Delivery Plan Murska Sobota). Figure 3 provides a shared overview of when actions are expected to take place, how they overlap, and when consolidation and legacy-building activities are planned. In this chapter, Figure 1 is used as a practical reference point for coordination, monitoring and decision-making: it supports planning of stakeholder engagement, resource allocation, communication moments and evidence collection throughout implementation.

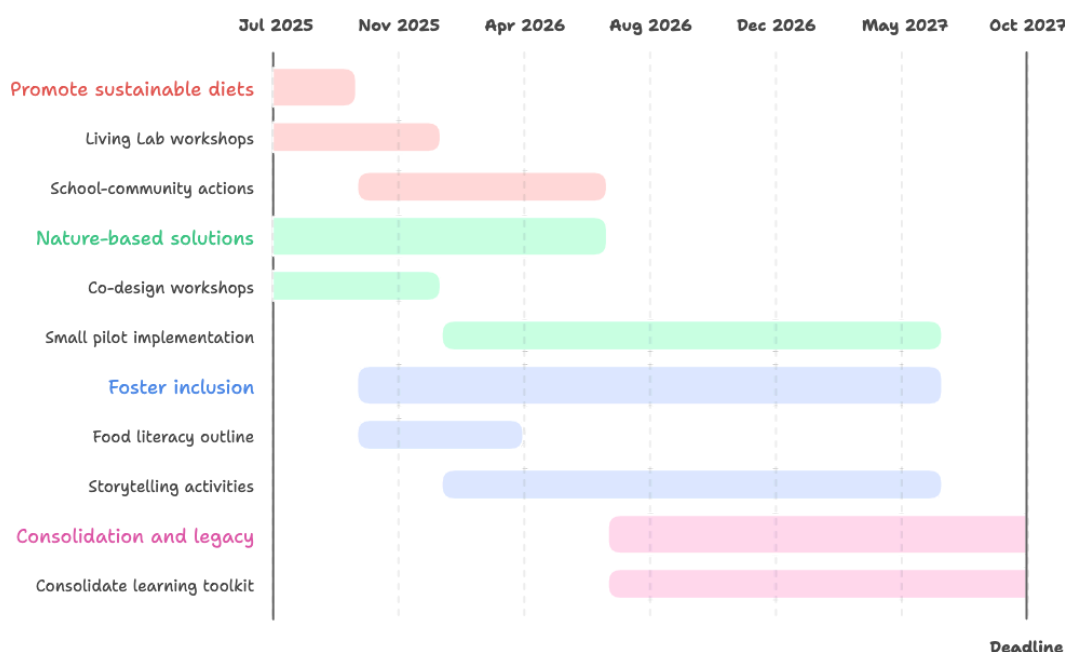


Figure 3: Delivery Plan Summary

This Action Plan has been developed in three phases:

Phase 1 – Evidence and local grounding: reviewing what already exists locally (initiatives, spaces, stakeholders) and identifying where Bauhaus Bites can add value through feasible steps, especially in education – and community-based settings.

Phase 2 – Co-design and planning: designing the local activities with key actors (notably schools and municipal stakeholders), shaping a coherent action portfolio linked to the three objectives and defining how engagement and learning will be documented and shared.

Phase 3 – Delivery and refinement: implementing pilots (e.g., workshops and a practical place-based element such as an outdoor learning space), gathering feedback, and refining the Action Plan as a “living” document based on what works in practice.

This approach ensures that the Action Plan remains locally grounded, doable, and capable of generating learning and momentum for follow-up cooperation and longer-term integration into everyday practice.

3.1 Local delivery logic and learning approach

Murska Sobota applies a simple local delivery logic that keeps implementation practical and outcome-oriented. The learning cycle described above is operationalised through three principles:

1) Small pilots with visible value

Activities are designed as low-threshold pilots that can be delivered with local capacity and maintained beyond the project. The focus is on realistic entry points (schools and community settings), where small changes can have a strong multiplier effect through children, teachers, families and local networks.

2) Lightweight monitoring and evidence capture

Progress is tracked through simple, workable tools rather than heavy reporting. This includes: brief activity documentation (what happened, who participated, outputs), basic participation records, a short note on lessons learned (what worked/what to adjust), and communication tracking (what was shared, through which channels, and reach where available).

3) Continuous improvement

After key activities (workshops, co-design sessions, pilot steps), feedback is collected and used to refine subsequent steps. This keeps the Action Plan as a living document, improved through implementation rather than finalised once at the start.

3.2 Community of practice and governance

The Murska Sobota approach is based on the idea that stakeholders are not separate from “target groups”. In practice, the community of practice is strongest when the people involved in delivery are also the people who benefit from it-because this increases relevance, feasibility, and long-term ownership.

The community of practice therefore intentionally overlaps:

- schools (teachers, students, parents),
- municipal staff (relevant departments and local decision-makers),
- community organisations and local initiatives,
- local food actors (producers, markets, food-related initiatives),
- cultural and social actors who can support inclusion and local storytelling.

To keep implementation workable while maintaining shared ownership, governance combines clear coordination with participatory steering. CRTD coordinates delivery (planning, facilitation, sequencing, documentation and follow-up) and ensures coherence with NEB values and the delivery plan. Decisions that require formal authority-especially those linked to school operations or municipal procedures and public space-remain with the relevant school leadership and municipal decision-makers. Priorities and refinements are shaped through the community of practice via structured feedback moments, with a transparent “you said/we did” approach and inclusion safeguards to avoid dominance by the most powerful voices.

Stakeholder engagement method

Stakeholder engagement is organized around a practical and transparent method:

Step 1 – Scoping and mapping

A thematic stakeholder scoping exercise identifies who is most relevant for the Action Plan, using simple criteria:

- local relevance (connection to Murska Sobota and everyday food environments),
- relevance to actions (ability to contribute to workshops, co-design, pilots, inclusion/storytelling),
- role clarity (strategic support, operational delivery, knowledge/practice contribution).
- representation and power dynamics (who is usually heard vs. missing voices; risk of domination by institutional actors),
- ethical sensitivity (especially where children/youth participate, or where personal stories/data may be shared).

All activities involving schools are implemented in full compliance with the strict state and Ministry of Education rules and guidelines that govern school operations, participation, safeguarding and data protection.

Step 2 – Targeted outreach and onboarding

Engagement starts from existing networks (municipality–school–CRTD cooperation) and expands through targeted invitations to local actors who can contribute to delivery. To keep involvement clear, each partner is engaged with a simple “what we ask/what we offer” logic (time, role, expected contribution, benefits).

Step 3 – Coordination tools to maintain momentum

To avoid fragmentation, coordination is supported by lightweight shared tools, such as:

- a contact list of key stakeholders and responsible persons gathered by CRTD,
- an activity calendar (workshops, sessions, events),
- a simple tracking sheet for participation and outputs,
- regular short check-ins during active delivery phases.

3.3 Governance structure for Murska Sobota

Governance is designed to be light, clear and workable, while ensuring both strategic anchoring and practical coordination. It follows a simple rule: decisions are taken as close as possible to delivery, but topics that require formal authority or long-term commitments are escalated early and documented transparently.

a) Local Action Group (operational coordination)

A small operational group composed of:

- CRTD (local coordination, facilitation, documentation),
- school representatives (teachers/coordinators),
- designated municipal contact person(s).

Role: coordinate delivery, align timing, support problem-solving, and ensure actions remain consistent with the plan and timeline.

How decisions are made (day-to-day): the Local Action Group works with a “consent” approach-moving forward unless there is a reasoned objection linked to feasibility, inclusion/accessibility, safety/legal constraints, maintainability, or NEB alignment. Key choices and changes are captured in a short decision log (what/why/next review point).

b) Local Advisory Circle (strategic anchoring)

A broader but still compact forum bringing together:

- relevant municipal departments (education, environment, public space, social inclusion where relevant),
- school leadership,
- selected local organisations and food actors with scaling potential.

Role: provide strategic support, remove barriers, help embed results into longer-term practice, and steer continuation beyond the pilot phase.

What it decides/approves: items that require institutional authority or commitments, such as use of public space, school operational decisions, cross-department coordination, larger resource or maintenance questions, and decisions affecting longer-term uptake beyond the pilot phase.

c) Link to the wider Bauhaus Bites project network

Local governance is connected to the wider project through knowledge sharing, dissemination and coordination moments with project partners. This ensures local learning contributes to wider programme objectives and that Murska Sobota can benefit from tested approaches and peer exchange.

Managing disagreement and risks (light but explicit). If stakeholders disagree, the process follows three steps:

1. facilitated resolution in the Local Action Group using agreed criteria (NEB values + feasibility/resources + equity/access + maintenance),
2. where possible, a time-boxed trial/pilot to generate evidence before deciding,
3. escalation to the Local Advisory Circle (or relevant school/municipal authority) when formal approval or institutional commitments are required.

Risk management is handled through a simple risk & issue log maintained by CRTD (owner, mitigation, trigger), reviewed in coordination meetings. Delayed approvals, low participation, capacity gaps, or unresolved conflict trigger escalation and-if needed-adjustments to scope, sequencing or timing.

Indicative meeting rhythm (adjustable)

- Local Action Group: during active periods, approx. every 6-8 weeks
- Local Advisory Circle: 1-2 milestone meetings per year (planning and consolidation; mid-course if needed)



Figure 4: Murska Sobota Primary School

3.4 Embedding NEB values and principles in delivery

NEB values and principles are not treated as abstract concepts, but as practical criteria for how actions are designed and delivered:

Sustainability

- preference for low-impact, reusable and maintainable solutions,
- emphasis on seasonal/local food awareness and responsible consumption,
- nature-based elements where feasible (school/community spaces).

Inclusion

- low-threshold participation formats in familiar settings (schools/community),
- attention to different groups and barriers to participation (e.g., youth, parents/caregivers, older residents, people with disabilities, low-income households; barriers like time/care duties, mobility/transport, cost, language, accessibility),
- co-creation that includes those affected by the challenges.

Aesthetics and experience

- small improvements that make spaces more welcoming and meaningful,
- creative outputs (stories, displays, exhibitions, student work) that celebrate local identity,
- visibility of positive change in everyday environments, defined and validated with users through simple co-design criteria (e.g., more welcoming, easier to use, inclusive/accessible, locally rooted, low-impact) and checked through quick feedback (students/teachers/community) rather than only reported on paper.

This makes the Action Plan implementable, locally owned, and easier to sustain after the project period.

3.5 From the Murska Sobota Vision to the Pilot

The Action Plan is implemented through three connected pilot streams that translate the objectives into practice. Rather than developing a large portfolio of separate actions, Murska Sobota focuses on a small number of high-impact and feasible interventions delivered in everyday settings (especially schools and community spaces). This keeps delivery realistic for a twin-city context and supports continuation beyond the project period.

The pilots are delivered as one coordinated pathway, where learning from one stream informs the next:

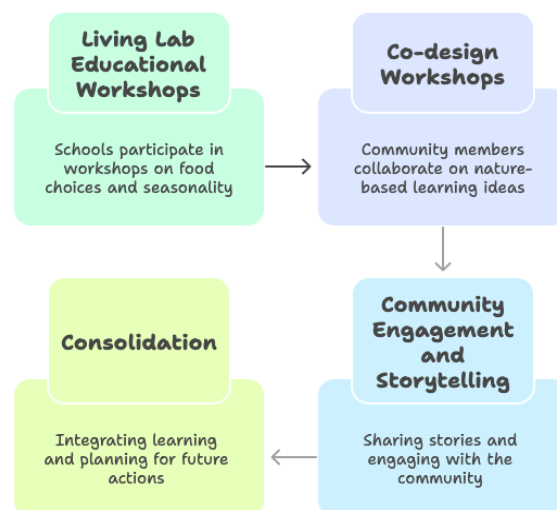


Figure 5: Coordinated Pathway for pilots

The section below explains how the pilots function together as one coherent delivery pathway. By linking workshops, co-design and community engagement (pilots) implementation avoids fragmented one-off activities and instead builds momentum through connected steps, each producing outputs that support the next phase. Together, the pilot interventions function as a connected pathway and a Continuity Strategy – designed to build ownership, routines and practical capacity that can continue after the pilot phase.

Pilot intervention: Establishing Living Labs in school (education-based pilots)

Role in the delivery objective

The educational workshops function as the primary entry point for mobilising participation and generating local learning. They are designed to produce practical insights (what resonates, what is feasible, what motivates participation) and simple outputs that can be carried forward into later steps.

Typical delivery activities:

- interactive sessions with students (and where relevant teachers/parents) on locally relevant food themes
- small “learning-by-doing” tasks (e.g., tastings, seasonal challenges, simple observation or reflection activities)
- visible outputs that can be displayed or shared (school displays, short stories/posters, short communication pieces)

Handover to the next intervention

Key takeaways from the workshops are captured in a short format (what worked/what to adjust/ideas for spaces), and used as input for the co-design workshops.

Pilot intervention: Creating NbS Platform (turning learning into feasible place-based improvements)

Role in the delivery objective

The co-design workshops convert learning and needs into feasible proposals for small, place-based improvements in everyday spaces (e.g., school/community setting). The emphasis is on doable solutions with clear maintenance logic, roles and responsibilities.

Typical delivery activities

- co-design sessions involving the users of the space and enabling actors (school, municipality, local contributors as relevant)
- development of a feasible concept (what, where, why, how it will be maintained)
- selection of one small pilot element that can realistically be implemented within local capacity

Handover to the next intervention

The co-designed pilot element becomes a “tangible anchor” for community engagement: it provides something concrete to show, discuss, celebrate and build further participation around.

Pilot intervention: Innovative community engagement (building ownership and visibility)

Role in the delivery objective

Community engagement activities ensure that implementation is not limited to internal project delivery. This stream strengthens ownership, connects participants across groups and generations, and makes progress visible in a positive and locally meaningful way.

Typical delivery activities:

- collecting local food stories, recipes, seasonal traditions or everyday practices (in school/community-friendly formats)
- a public-facing output (mini exhibition, showcase moment, community school event, or a simple digital story collection)

- moments that connect the pilot work with wider local audiences and local identity

Practical contribution to continuity

Storytelling outputs and engagement moments support continuation by creating community recognition and a shared narrative of change that can be picked up by schools and local partners.

Continuity Strategy

Across all pilots, implementation follows the learning cycle described earlier in this chapter. Evidence and learning are captured through lightweight documentation (activity notes, participation counts, outputs, and short lessons learned). Toward the end of delivery, these will be consolidated into:

- a short local “how-to” summary (what was delivered, what worked, what should be repeated), and
- practical recommendations for continuation in school/community settings.

This ensures that the Action Plan remains a living document and that results are usable beyond the pilot period.



Figure 6: Interactive sessions with students

3.6 Long-Term continuity and strategic anchoring in Murska Sobota

Murska Sobota’s approach to Bauhaus Bites is rooted in long-term thinking and practical continuation. The Action Plan is designed not only to deliver pilots during the project period, but also to ensure that the methods, partnerships and results can be maintained and reused in school and community settings. The

focus is on embedding what is learned into everyday practice through lightweight governance, co-creation, and reusable outputs. Where feasible, lessons from pilots will be translated into short recommendations for municipal practice (e.g., use of school/community spaces, maintenance roles, inclusion measures).

To support continuity beyond the project, Murska Sobota takes the following strategic steps:

1) Anchoring the Action Plan in local coordination and decision-making

As described in section 3.3, the Bauhaus Bites implementation is coordinated through a light but clear governance structure (the Local Action Group and the Local Advisory Circle). This provides continuity, supports local ownership, and helps align pilot delivery with municipal priorities and practical constraints (e.g., permissions, maintenance responsibilities, school calendars). It also creates a stable coordination space where follow-up opportunities can be identified and supported.

2) Co-creation as a delivery principle (not a one-off consultation)

The Action Plan is implemented through co-creation with the actors who will use and maintain the results, especially schools and local stakeholders. This is reflected in the delivery logic described in sections 3.1 and 3.5, where activities are designed as an iterative cycle and refined through feedback. This approach strengthens relationships and increases the likelihood that activities will continue after the initial pilot phase.

3) Practical continuation through everyday spaces

Long-term impact is pursued through entry points that can realistically be sustained: school and community environments. By linking educational delivery, co-designed space improvements, and community engagement outputs, the plan strengthens local capacity and creates tangible, reusable reference points (e.g., workshop formats, co-designed elements, local engagement materials).

4) Reusable resources and “living outputs”

Where possible, outputs are designed to remain usable after the project period and to be easy to update. This includes simple workshop elements and templates, short “how-to” notes, and communication-ready materials that schools and partners can reuse. Outputs are treated as living resources – refined through implementation and shared within local networks.

5) Monitoring that supports learning and accountability

Rather than heavy evaluation structures, Murska Sobota applies lightweight monitoring (section 3.1) to ensure accountability and to support improvement. Basic documentation of activities, participation and outputs provides a practical evidence base for local decision-making, communication, and follow-up project development.

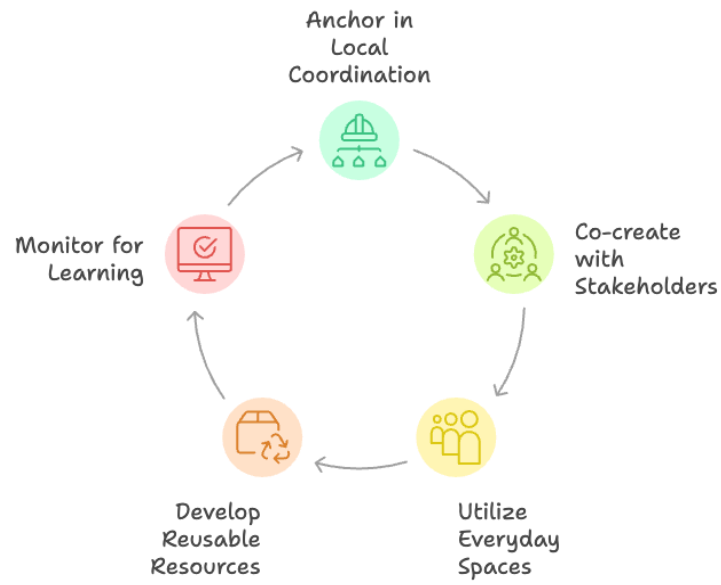


Figure 7: Continuity Strategy

4. Murska Sobota innovations and exploitable results

Murska Sobota's Bauhaus Bites Action Plan delivers practical, education – and community-based innovations that improve food environments through feasible pilots and reusable methods. The focus is on interventions that can be implemented with local capacity, embedded in everyday settings (especially schools and community spaces), and sustained beyond the project period. Results are designed to be transferable through the Bauhaus Bites knowledge-sharing mechanisms and the Playbook, allowing other cities to adapt the Murska Sobota approach to their own context. To ensure results are accessible not only through project channels but also to the local community, Murska Sobota will apply a community-first sharing approach. Each pilot stream will produce at least one local-facing output in plain language (Slovene), shared through schools and community venues (noticeboards, parent channels, local events).

The innovations and exploitable results below are structured around the three pilot streams described in Chapter 3.5.

Pilot intervention: Establishing Living Labs in school (education-based pilots)

Innovation

A school-anchored Living Labs workshop format that combines learning-by-doing, locally relevant food themes (e.g., seasonal/local sourcing, sustainable diets, everyday choices) and light-touch evidence capture (what worked, what changed, what can be repeated).

Exploitable result

A reusable Living Labs workshop package, consisting of:

- a simple session structure (agenda + facilitation prompts),
- adaptable learning activities (micro-experiments, reflections, small challenges),
- ready-to-use materials/templates (handouts, checklists, short feedback forms),
- a short "implementation note" documenting what worked in Murska Sobota and how to adapt it to other schools/cities.

This package is transferable because it does not depend on special infrastructure – only basic coordination with a school and local partners.

Pilot intervention: Creating NbS Platform (turning learning into feasible place-based improvements)

Innovation

A lightweight co-design process that helps school/community stakeholders turn workshop learning and local needs into feasible place-based improvements (e.g.,

outdoor learning element, edible/pollinator-friendly planting, micro-improvements in a school/community space) with clear maintenance responsibilities.

Exploitable result

A replicable co-design-to-implementation toolkit, including:

- a simple co-design workshop method (steps, roles, outputs),
- criteria for selecting feasible pilot elements (maintenance, cost, inclusion, usability),
- an “implementation & upkeep” one-pager (who does what, minimum maintenance plan),
- a short case description of the pilot element(s) implemented in Murska Sobota.

This result is exploitable because it provides a practical method for moving from ideas to implementable, maintainable solutions – suitable for other small cities and school-led contexts.

Pilot intervention: Innovative community engagement (building ownership and visibility)

Innovation

A community engagement format that uses food narratives (local food memories, traditions, everyday practices) to strengthen inclusion and ownership, and to make pilot activities visible through creative, low-threshold outputs.

Exploitable result

A set of community storytelling and showcase formats, such as:

- a simple method for collecting stories/inputs (in schools and community settings),
- templates for small public-facing outputs (mini exhibition/showcase, community moment, digital story wall),
- guidance on participation and ethics (consent, safeguarding for minors, respectful representation),
- a documented example of how Murska Sobota used storytelling to connect participants and communicate results.

This result is transferable because it can be adapted to many contexts and does not require extensive resources – only a clear method and facilitation.

Cross-cutting exploitable results: documentation, learning and continuation

Beyond the three pilots, Murska Sobota will produce reusable “how-to” outputs that support continuation and replication:

Innovation

A lightweight learning-and-improvement system that captures outcomes without heavy reporting burden.

Exploitable result

A simple replication and continuity pack, including:

- short activity documentation templates (what/when/who/outputs),
- participation and communication tracking templates,
- a concise “lessons learned” format (what worked/what to adjust/risks & mitigations),
- a final local how-to summary with practical recommendations for continuation in school/community settings.

Bauhaus Bites Playbook contribution

Murska Sobota will contribute to the Bauhaus Bites Playbook with transferable methods rather than large-scale infrastructure: school-based Living Labs delivery, a light co-design pathway to implementable nature-based improvements, and community storytelling formats that build ownership and visibility. Together with short case documentation and reusable templates, these results provide other cities with practical approaches that can be adapted to different contexts, capacities and local food environments.

5. Impact monitoring, evaluation and learning

Baseline information will be collected at the start of each pilot/intervention using short pre-check questions and basic context notes (e.g., current practices, existing use of spaces). Murska Sobota applies a practical and proportionate approach to monitoring, evaluation and impact measurement. The aim is to demonstrate progress and outcomes while keeping data collection realistic for a twin-city pilot and for delivery in school/community settings.

Monitoring is guided by the NEB values and principles as cross-cutting criteria (sustainability, inclusion, aesthetics/experience), and is designed to capture both:

- process evidence (what was delivered, who participated, what outputs were produced), and
- outcome signals (what changed in awareness, skills, collaboration, and use of spaces), using short feedback and observation methods.

In line with the project-wide monitoring set-up (Work Package 6), Murska Sobota will use harmonised templates and periodic reflection moments to support comparability across cities while keeping local monitoring feasible. The monitoring approach supports continuous improvement by feeding learning back into delivery (see Chapter 3).

Monitoring logic and tools

Monitoring is organised around four elements:

1. Delivery tracking: number of sessions, participants, outputs produced, and implementation milestones.
2. Inclusion checks: basic breakdowns of participation (target groups, stakeholder types) and barrier notes (what limited participation and how it was addressed).
3. Short outcome checks: brief pre/post questions (where appropriate), satisfaction/utility feedback, and simple observation or usage logs for place-based elements.
4. Learning documentation: short “what worked/what to adjust” notes after key activities, used to refine the next delivery cycle.

Key indicators and KPIs by pilot stream (indicative)

Pilot intervention: Establishing Living Labs in school

Delivery and reach

- Number of Living Labs workshop sessions delivered
- Number of participants reached (students; teachers/school staff; parents where relevant)

- Number of partner inputs to workshops (e.g., local producer/NGO/municipal contribution sessions)

Inclusion and participation quality

- Participation spread across groups/settings (e.g., class groups, school activities; stakeholder involvement where relevant)
- Barriers and enablers noted through a light monitoring routine: a short post-activity reflection (facilitator + school contact), basic attendance/profile notes, and one quick participant feedback prompt (e.g., “what made it easy/hard to join?”), logged in a simple template (“worked/didn’t/why/next time”)

Outcome signals (light-touch)

- Short pre/post check (3–5 questions) showing change in awareness/knowledge (e.g., seasonality, local sourcing, waste reduction, sustainable choices)
- Participant feedback on usefulness and relevance (simple 1–5 scale + one open comment)

Outputs and reuse

- Number of reusable learning outputs produced (student work displays, workshop materials, simple templates)
- Number of communication items produced based on workshops (posts, short articles, school notice items)

Pilot intervention: Creating NbS Platform

Co-design process

- Number of co-design sessions delivered
- Number of participants by stakeholder type (students/teachers; municipality; other local actors)
- Co-design concept produced (yes/no) with clear scope (what/where/why)

Implementation readiness

- Implementation plan agreed (yes/no) including roles and minimum maintenance logic
- Pilot element implemented (yes/no) and date of completion (milestone)

Outcome signals

- User feedback on the place-based element (teachers/students): usability, perceived value, and experience (short form)
- Simple usage evidence after implementation (teacher log or short observation notes: how the space/element is used, and how often)

Learning

- What worked/what to improve documented after co-design and after implementation (two short reflection notes)

Pilot intervention: Innovative community engagement

Participation and diversity

- Number of community engagement activities organized (collection activities, events, showcase moments)
- Number of contributors (students/families/community participants)
- Diversity notes (diversity of stakeholders involved, age groups involved; representation across groups/settings as feasible to record)

Outputs

- Number of stories/inputs collected (stories/recipes/memories or other agreed formats)
- Number of public-events (mini exhibition, school/community showcase, digital collection, etc.)

Engagement and visibility

- Attendance numbers at showcase events (where relevant)
- Basic communication reach indicators (posts published; local media mentions where applicable; engagement metrics if available)

Outcome signals

Short feedback from participants on inclusion and connection (e.g., “I felt represented/I learned something new/I feel more connected to local food culture” – simple tick + comment)

Cross-cutting monitoring across the Action Plan

Coordination and governance

- Local Action Group meetings held (count; key decisions captured)
- Advisory Circle milestone meetings held (count; key guidance captured)

Continuous improvement

- Number of reflection notes completed (after major activities)
- RAG-style status updates used during delivery phases (Green/Amber/Red with short reason and mitigation)

Legacy and continuation

- Local “how-to” summary produced (yes/no)
- Practical continuation recommendations produced (yes/no)
- Reusable materials packaged for transfer (templates, workshop structure, co-design steps, engagement format)

Roles, timing and data management

Monitoring responsibilities are shared in a simple way:

- CRTD coordinates documentation, templates, learning notes and consolidation.
- School focal points support participation records, feedback collection and basic usage logging.
- Municipal contact(s) support coordination evidence, permissions/milestones for place-based elements, and dissemination through local channels where relevant.

Data collection is timed to reduce burden:

- short documentation after each activity,
- consolidation at key milestones (mid-course and end-of-cycle),
- final synthesis toward the end of implementation to support continuity and replication.

All data collection follows basic ethical principles (consent for photos/stories, safeguarding for minors, and respectful representation), and prioritises the minimal necessary data for accountability and learning.

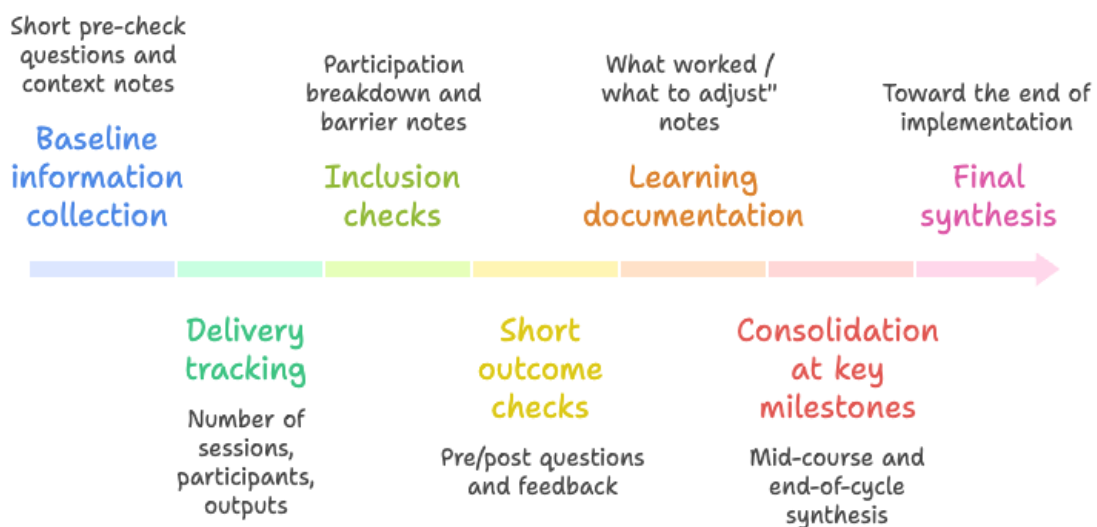


Figure 8: Monitoring and Evaluation

6. Inclusivity, diversity and ethics considerations

Murska Sobota's food environments are shaped by strong local traditions, an urban-rural hinterland, and wider regional and cross-border influences. Inclusivity is therefore a core design requirement for Bauhaus Bites: activities must be accessible for different ages, backgrounds and levels of access, and workable in familiar, low-threshold settings (especially schools and community spaces).

All local activities follow practical ethical principles aligned with NEB values and standard EU good practice:

- Respect and cultural sensitivity: participants and communities are treated with dignity, acknowledging different food traditions and lived experiences.
- Informed consent: whenever participation is requested or content is collected (e.g., photos, stories, quotes), participants receive clear information on purpose and use and can freely opt in or opt out.
- Do no harm: activities are designed to avoid physical, psychological, social or reputational harm; participation is voluntary and non-pressured.
- Fairness and accessibility: formats, timing and locations are chosen to reduce barriers (time, transport, cost, confidence, language or digital access) and to support participation across groups.
- Transparency and accountability: roles, decision steps, and selection criteria (e.g., for pilot elements) are clearly communicated to partners and participants.
- Privacy and data protection: documentation follows GDPR principles (data minimisation, secure storage, and anonymisation where appropriate).

Because delivery is anchored in school settings, safeguarding is treated as central. Activities follow school rules and procedures (supervision, permissions and photo policies). Where public-facing outputs are created (e.g., storytelling or showcases), consent is managed through established school/community procedures, and participation is designed to be age-appropriate and supportive. Consent forms and any media permissions are managed through school procedures, with CRTD storing only what is required for reporting and dissemination.

Ethical data practice is intentionally lightweight: the project prioritises aggregated participation numbers, short feedback and non-identifying learning notes rather than personal data. Where examples, stories or quotes are shared publicly, they are anonymised unless explicit permission is given for attribution. If external evaluation support is involved, data-handling responsibilities and GDPR compliance are clarified in advance.

By treating inclusivity and ethics as part of delivery quality, not only as safeguards-Murska Sobota strengthens trust, improves participation, and

increases the transferability of pilot results for wider Bauhaus Bites learning and replication.

7. Risk and mitigation measures

CRTD and the City Municipality of Murska Sobota are committed to maintaining a practical risk and mitigation log for the Bauhaus Bites Action Plan. Risks are reviewed regularly through the local coordination structure described in Chapter 3 (Local Action Group and milestone check-ins with the Local Advisory Circle). This ensures that issues are identified early and addressed in a timely way, especially given the school-based delivery context and the need to align with project reporting requirements.

Risk monitoring is embedded into routine communication and coordination:

- short coordination check-ins during active delivery periods (e.g., before/after workshops and co-design sessions),
- milestone reviews linked to Figure 1 delivery plan,
- ongoing communication between CRTD, the school focal point(s) and the municipal contact person(s),
- periodic review of risks alongside monitoring updates (including simple RAG status: Green/Amber/Red).

Critical Risks for Implementation as identified in the project preparation phase:



Figure 9: Risk Management Strategy

This risk approach supports proactive delivery: risks are treated as manageable implementation issues, addressed through early identification, clear responsibilities, and flexible adaptation while keeping the overall delivery pathway intact.

8. Conclusion

The Murska Sobota Bauhaus Bites Action Plan presents a locally grounded approach to strengthening everyday food environments through the New European Bauhaus values of sustainability, inclusion and experience/beauty. The plan translates these values into practical, feasible steps that connect learning, place-based improvement and community engagement – using familiar entry points such as schools and community settings to support longer-term change.

The Action Plan has been shaped through a co-creative process and structured in phases that supported local grounding, planning and refinement. This has helped clarify what Bauhaus Bites means in the Murska Sobota context and ensured that activities remain realistic, relevant and aligned with local capacity. The governance and coordination set-up described in the plan supports transparency, shared ownership and continuous adjustment through a simple learning cycle (co-design → delivery → reflection → refinement → sharing), keeping the Action Plan as a living document rather than a fixed report.

Implementation is organised through three connected pilot streams: Living Labs educational workshops, co-design workshops that translate learning into feasible place-based improvements, and community engagement and storytelling that strengthens ownership and visibility. Together, these pilots generate practical outputs—workshop materials and formats, co-design methods and maintenance logic for a small place-based element, and engagement outputs that celebrate local identity and shared food culture. These results are designed to be reusable and transferable through Bauhaus Bites learning and the Playbook, enabling adaptation by other small cities and school-led contexts.

By combining practical delivery with lightweight monitoring, ethics and risk management, Murska Sobota's Action Plan offers a clear pathway for embedding NEB values into everyday food environments. It demonstrates how food can act as a connector between sustainability, health and social cohesion, while creating tangible, locally meaningful change and a foundation for continued cooperation beyond the project period.



Figure 9: Preliminary Concept for an Outdoor Classroom

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List of Abbreviations

BB	Bauhaus Bites
CRTD	Centre for Development and Sustainable Society
D	Deliverable
GDPR	General Data Protection Regulation
KPI	Key Performance Indicators
NbS	Nature-Based Solutions
NEB	New European Bauhaus
NGO	Non-Governmental Organization
NTNU	Norwegian University of Science and Technology
PU	Public (Dissemination Level)
RAG	Red, Amber, Green (Status tracking system)
REA	European Research Executive Agency
T	Task
WP	Work Package
WWF	World Wide Fund for Nature



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