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Joint Research Centre

Joining up tools for optimal school food provision

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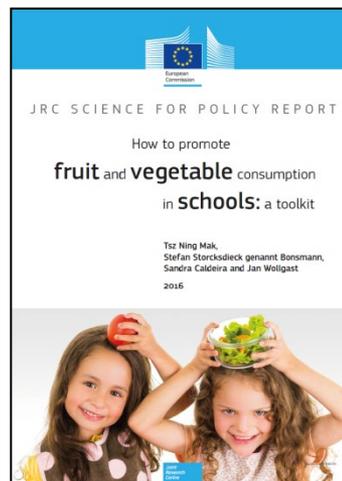
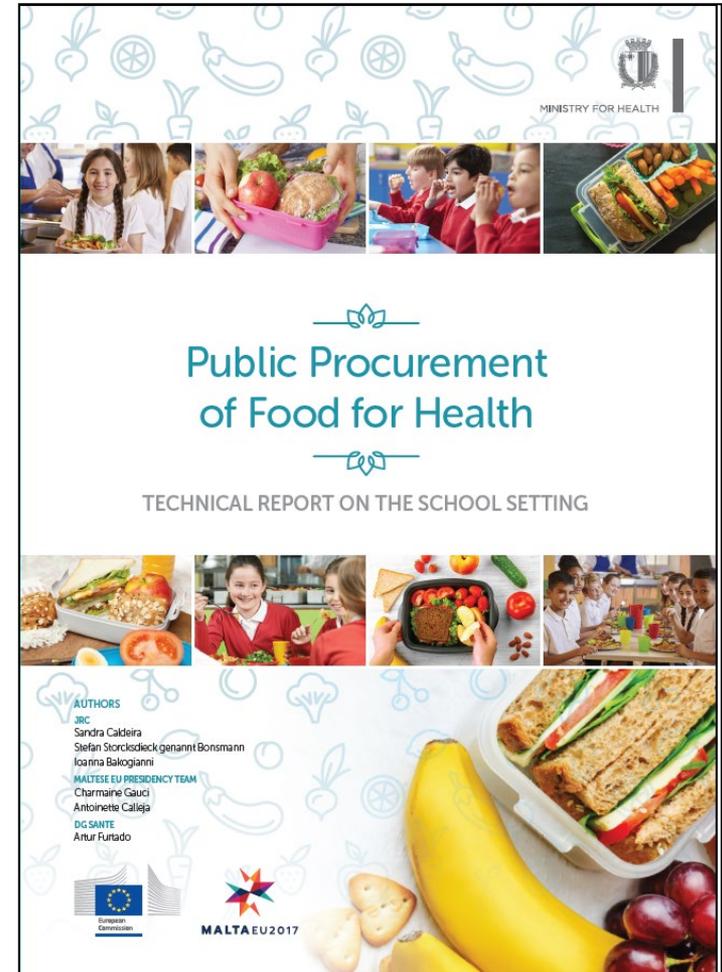
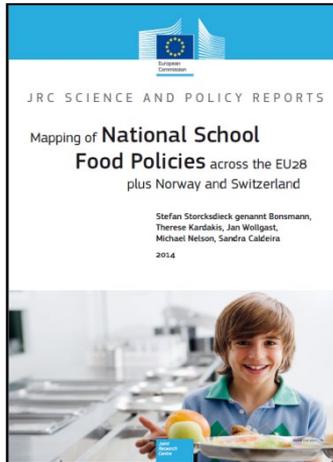




Food matters. Children matter. Schools matter.

- (Nearly) all EU children go to school (50 million 5-14yr olds in EU)
- Many school aged children eat at least one daily meal in school (lunch 35% daily energy + snack? > 50%!)
- Messages, behaviours, and preferences learnt at school can be taken home
- Schools are protected environments

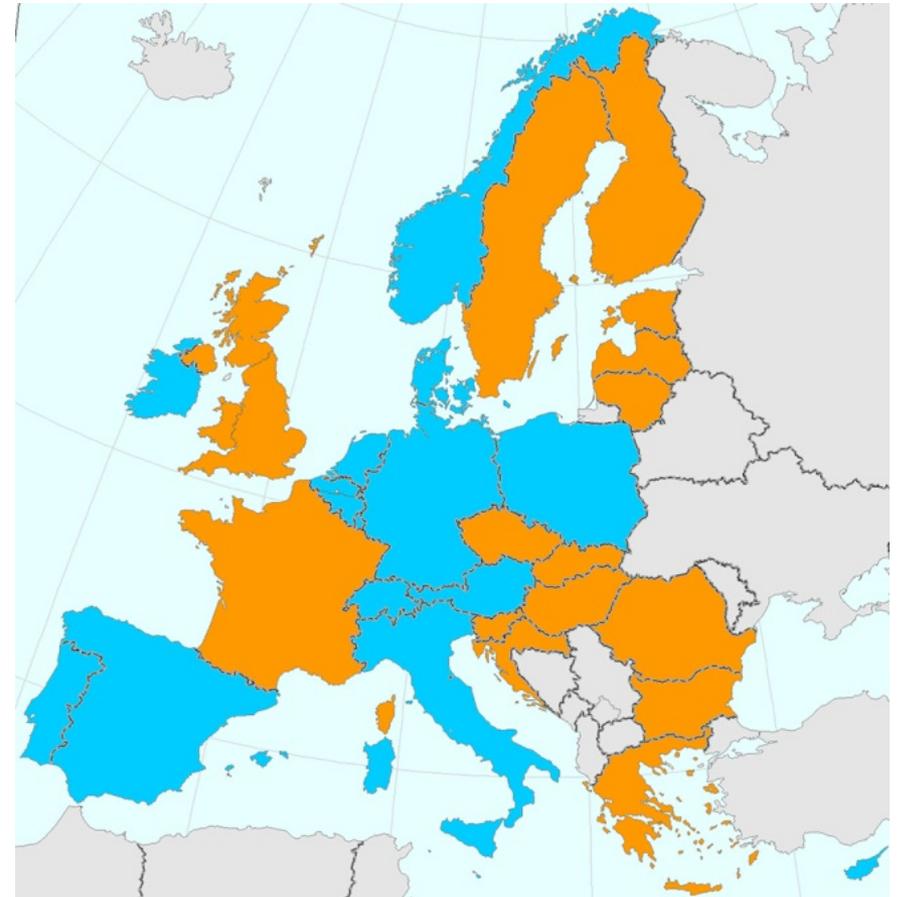
School food policies & procurement of food



School food policies across the EU

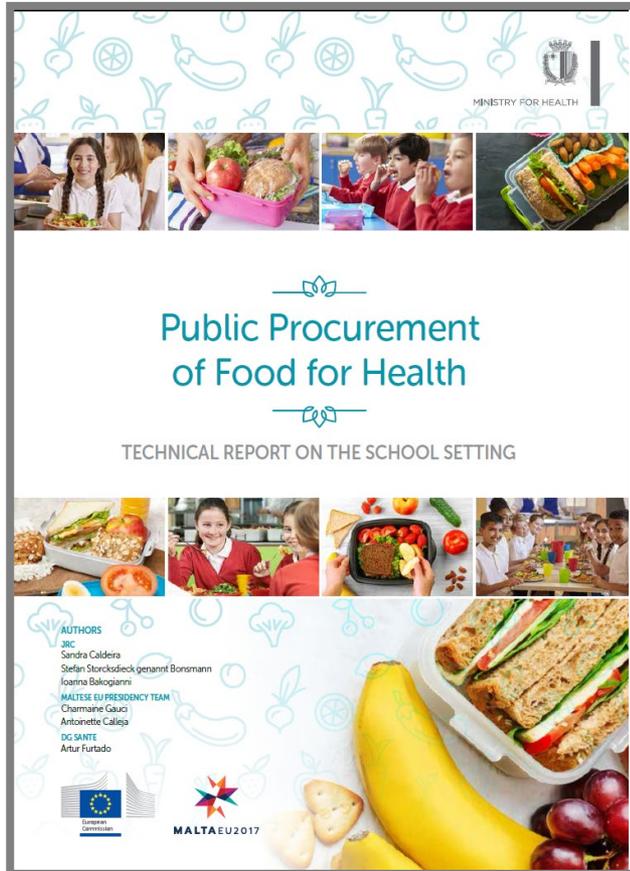
- Data from 2014 -

- All MS have school food policies / guidelines / recommendations
- Mandatory school food standards in 18 out of 34 policies



EU28 plus Norway and Switzerland

Public procurement of Food for Health: technical report on the school setting



WHY?

- To make the case for considering health aspects in food-related public procurement

HOW?

- Offer best practice and operational guidance for translating existing healthy school food standards into appropriate procurement specifications

Policy Toolkits – why and what?

Why?

- Explore schools as a protected environment
- Reach out to "all" children
- Teach healthy diet and lifestyle habits
- Promote good nutrition for optimal performance

What?

1. Key components from effective school-based interventions to promote F&V
2. Implementation issues associated with conducting such interventions
3. Evaluation considerations when designing and implementing interventions



Categorising intervention components

- Education -

Classroom-based learning	Experiential learning	Games and competitions (± rewards and incentives)	Behaviour change approaches
<p>Dedicated lessons Explicitly teaching children about nutrition, healthy eating and the importance of FV</p> <p>Cross curricular Embedding healthy eating topics when teaching other subjects</p> <p>Homework Reinforcing healthy eating messages from lessons</p> <p>Videos/movies/DVDs Delivering healthy eating messages using multimedia</p> <p>Printed materials</p>	<p>School gardens Learning about FV through planting seeds and plants, maintaining school gardens</p> <p>FV tasting sessions Encouraging children to try new FV by tasting variety of FV</p> <p>Food preparation/creating recipes Learning to prepare snacks and meals with FV</p> <p>Food shopping Learning to shop for healthy foods, including FV and reading food labels</p>	<p>Board and computer games Interactive games to learn about healthy eating</p> <p>Quizzes Testing children's knowledge on healthy eating/FV learned from lessons</p> <p>Music Singing, rapping and song writing competitions</p> <p>Shopping games</p>	<p>Role models Including peers and cartoon characters</p> <p>Goal setting Targets set by children/teachers/parents to improve FV intake</p> <p>Individual feedback Receiving feedback on FV eating behaviour using web-tools or diary</p>

Categorising intervention components

- Environment -

Availability of FV	Education of school staff	Changes at point of purchase (POP) or consumption (POC)
<p>Free distribution of FV At lunch or break</p> <p>Subscription to FV Paid for by parents</p> <p>Increase variety, choice and attractiveness of FV offered Provide wide range of options; include unusual FV to stimulate children's curiosity; FV cut up and served in age-appropriate portion sizes</p> <p>Modification of school meals Increase FV content of meals</p>	<p>Teachers Training teachers to deliver lessons on healthy eating to children through seminars, workshops (train the trainer model); encouraging teachers to promote a healthy eating environment for children beyond the lessons and continue lessons post intervention</p> <p>Catering staff Educating catering staff on the importance of healthy eating and ways to incorporate more FV into school meals and to engage children</p> 	<p>Additional information at POP and POC To raise awareness of healthfulness of meals/food products</p> <p>Audit and evaluation of food/catering services For example on nutritional quality of meals and snacks provided to children</p> <p>Content modification of vending machines and tuck shops To reduce or eliminate snacks high in fat, salt and sugar and include (more) FV or foods made thereof</p> <p>Architectural changes Modify the display of products to enforce positive behaviour</p>

Key stakeholders - Education

Stakeholders	Resistance/issues	Gaining their support
Kindergarten and school staff: including teachers and headmasters	<ul style="list-style-type: none"> • School staff role is not to teach nutrition or healthy eating habits to children and may lack basic training on nutrition • Lack of time and resources • May not see the importance of teaching kids healthy eating over e.g. maths, reading and writing • Sometimes moral dilemma of talking about healthy food and knowing children have little access to it or not being able to provide it 	<ul style="list-style-type: none"> • Provide time and competence by having externals to educate both the teachers and children, and allow them to do fun activities together. Barrier is starting such an initiative, but once over the first hurdle it will become easier • Administrative burden needs to be low • Communication strategy between project leader (e.g. nutritionist) and teachers
Ministry of Education/ School Education Board	<ul style="list-style-type: none"> • Challenge of introducing additional information in an already overcrowded curriculum 	<ul style="list-style-type: none"> • Best thing would be for national education authorities to run intervention; they have best channels and dialogue with schools • Use other subjects (e.g. languages, mathematics, etc.) to integrate FV education • Programme details need to link with school and national education priorities • Financing staff and school facilities
Health professionals: including school doctors, nurses, nutritionists and dieticians	<ul style="list-style-type: none"> • Lack of time 	<ul style="list-style-type: none"> • School nurses could deliver education sessions on healthy eating and nutrition to children (with agreement between Ministries of Health and Education).

Features of effective interventions to promote F&V consumption in children

Work at multiple levels

- Education, environment, parental

Combine multiple components

- Classroom lessons, games, experiential learning, POP/POC modifications, behavioural theory, whole family activities

Identify and engage key stakeholders

- Understanding their needs, strengths and interactions

Anticipate barriers and strategies to overcome them

- Including adverse side effects and equity issues

Monitor and evaluate processes and outcomes

- To assess impact and optimisation potential

Food-Based Dietary Guidelines

- plain-language expression of principles of nutrition education mostly as foods, intended for use by general public
- important tool for implementing nutrition policy



Nädala nähtikuid toidukogused 2000 kcal energialajajaduse korral

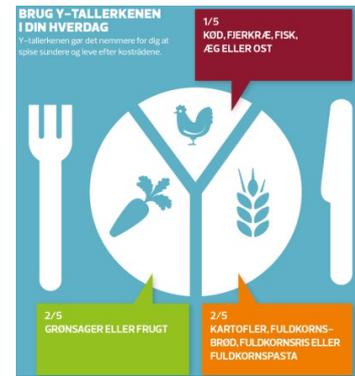
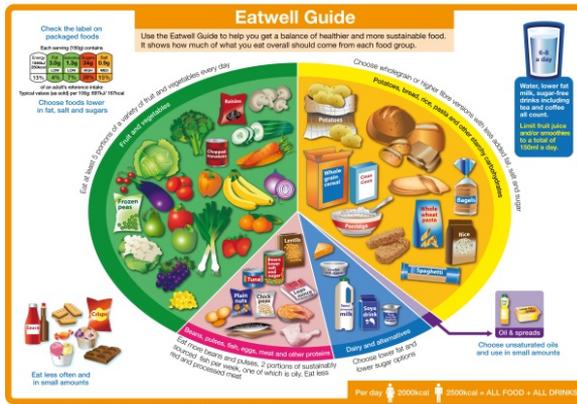
TOITU MITMEKESISELT:

- ✓ Söö iga päev mitmeid viiest põhitoidurühmit!
- ✓ Varleeri toite toidurühmit sees!

PEA MEELES!



Pirámide Naos



Food-Based Dietary Guidelines

**Validated JRC database
of recommendations from national FBDGs
in the EU-28
plus Norway, Iceland, and Switzerland**

Database to be published on the

**Health Promotion
and Disease
Prevention
Knowledge Gateway**



The illustration features a smartphone with a heart rate icon, a stack of three books, an open book with icons of a runner, a swimmer, and a bicycle, a laptop showing a website with a map of Europe and a bar chart, a document with a line graph and a Euro symbol, a magnifying glass, and a clipboard with a checklist and a pen.

<https://ec.europa.eu/jrc/en/health-knowledge-gateway>

Access database with data by country

DATABASE Food Based Dietary Guidelines



General information

General_population Children

Country **Austria**

Graphic **Food pyramid**



if there is one, add it here

Please include information for the main aspects of the guidelines. If one aspect is not covered, please type n/a

Category	Are there quantitative recommendations? If so, tick the box and then describe.	Add here the qualitative recommendations	Add here the portion sizes
Grains	<input checked="" type="checkbox"/> 4 portions per day	Prefer whole grain products	ca. 50-70 g (whole grain) bread and bakery ware, ca. 50-60 g (or
Fruit	<input checked="" type="checkbox"/> 2 portion/day	Eat partly raw and regional/seasonal	125-150g of fruit, 200ml of fruit juice
Vegetables	<input checked="" type="checkbox"/> 3 portions/day	Eat a part of the vegetables raw and consider regional/seasonal produce in your selection.	cooked (200-300g), raw (100-200g), salad (75-100g), legumes
Potatoes	<input type="checkbox"/>		ca. 200-250 g (3-4 mid-size, or 2 fists) potatoes
Legumes	<input type="checkbox"/>		legumes raw (approx. 70-100g), legumes cooked (approx. 150-
Milk and dairy products	<input checked="" type="checkbox"/> 3 portions/day. Ideally 2 servings "white" (e.g. yoghurt, cottage cheese,	Prefer low-fat products.	milk (200ml), yogurt (180-250ml), buttermilk (200g)
Meat	<input checked="" type="checkbox"/> Max 3 portions/week of lean meat or lean sausage (up to 3 palm-sized thin	Eat red meat (e.g. beef, pork, lamb) and sausages rather rarely.	100-150g, 1 palm-sized finger-thick piece of meat, up to 3
Fish	<input type="checkbox"/> 1-2 portions/week.		150 g
Eggs	<input checked="" type="checkbox"/> Up to 3/week		1 egg
Oils and fats	<input checked="" type="checkbox"/> 1-2 tablespoons/day of vegetable oils, nuts or seeds.	Prefer high-quality oils: olive, rapeseed, walnut, soybean, linseed, sesame, maize, sunflower.	1 tablespoon oil, 1 tablespoon butter, margarine, 2
Nuts and seeds	<input type="checkbox"/>	NOTES included in oils and fats	2 tablespoons
Sweets and desserts	<input checked="" type="checkbox"/> Max 1 serving/day of foods high in fat, sugar, or salt and energy-rich	Consume sparingly, but then with pleasure and without a guilty conscience.	

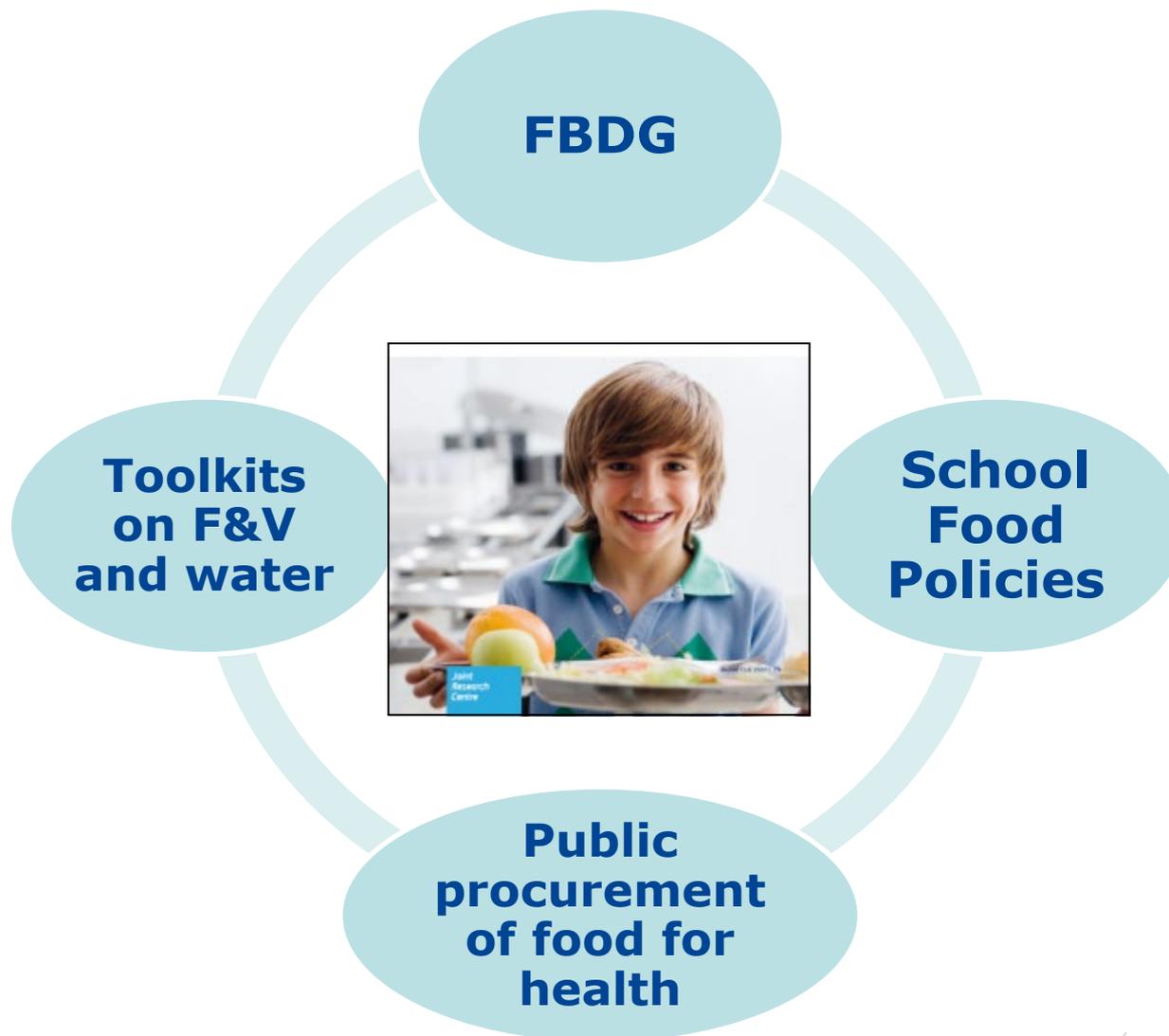
Are the following aspects included in the guidelines? If yes, describe what the recommendation is:

- Water at least 1.5L/day. Moderate consumption of coffee, tea, and other caffeinated beverages (3-4 cups/day). Prefer low-energy beverages such as (mineral) water, unsweetened fruit and herbal teas. 250ml
- Alcohol Acceptable intake according to DACH 2008: 30g/day for women, 20g/day for men. NOTES <http://www.oege.at/index.php/bildu>
- Sugars max. 50g sugar
Eat rarely. Reduce the consumption of sugar gran
- Salt max 6g/day
Limit consumption of high-salt foods. Use herbs
- Physical_activity Ca. 150 minutes per week of intermediate inten:
Move as much as possible in the course of the da
- BMI Maintain a healthy weight
- Varied_diet Balanced and varied diet.
- Lifestyle_habits Cooked particularly gently

Citation information

Reference	The Austrian food pyramid – 7 steps to health (German: Die österreichische Ernährungspyramide – 7 Stufen zur Gesundheit) - by the Ministry of Health (2016)
URL_Link	http://www.bmgf.gv.at/cms/home/attachments/7/3/0/CH1046/CMS1290513144661/folder_erpyr_web.pdf http://www.bmgf.gv.at/home/Gesundheit/Ernaehrung/Die_Ernaehrungspyramide_im_Detail_7_Stufen_zur_Gesundh

Joining up the tools



Health Promotion and Disease Prevention Knowledge Gateway



Thank you!

Acknowledgments

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- **Workshop participants**

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