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## **A cross European perspective on Healthy Eating at School - results and guidelines from a Council of Europe project**

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# **A cross European perspective on Healthy Eating at School**

**- results and guidelines from a  
Council of Europe project**

**Bent Egberg Mikkelsen**

**Danish Institute for Food and Veterinary Research/Council of Europe**

**EU PLATFORM ON DIET, PHYSICAL ACTIVITY AND HEALTH**

**Life Skills Workshop**

**Friday, 17 February 2006**

**Brussels**

### CYKELPUMPE

Piccolo mini. Længde: 18 cm.  
Med reversibel tilslutning til alle ventiltyper.

1 STK. **30<sup>00</sup>**

### VERKTØJSSÆT

Everybody  
grab your  
bikes!



### CYKELHOLDER TIL 3 CYKLER

Satex - Easyfit Lux.  
Mulighed for at transportere  
3 cykler ad gangen. Rustfrit stål  
med gummibelægning på  
"armene". Med krog til montering  
på bilens kofanger.

1 STK.

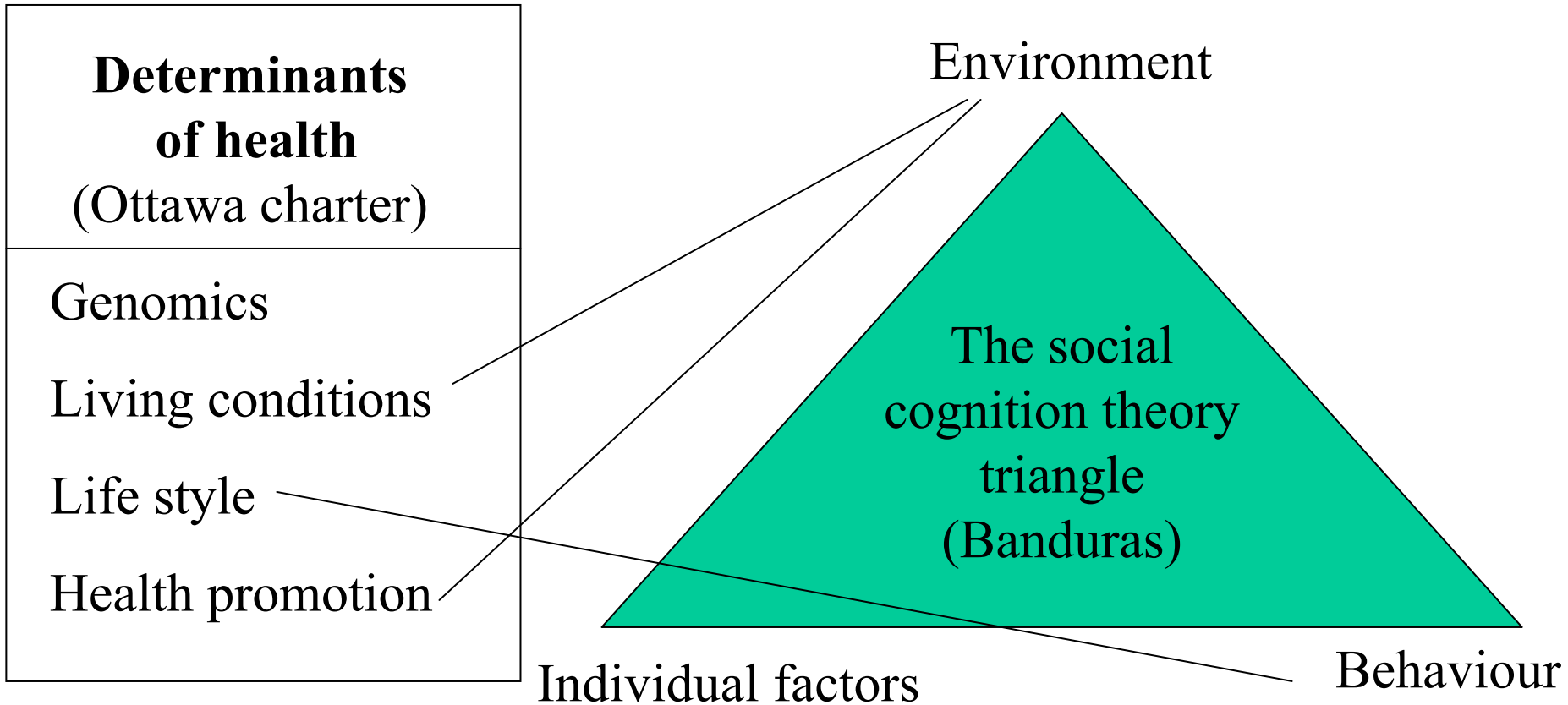
**179<sup>00</sup>**

**SÅ TA'R VI  
CYKKLERNE  
FREM ...**

på cykel.  
de 1/2 liter.

R  
er: Aktual hastighed,  
gennemsnitshastig-  
retid, autostart/stop,  
atisk mellem funktio-  
ning, beslag og holder.

# Why health promotion at school?



# Why health promotion at school

- Children spend a substantial amount of time there
  - 6-8 hours (up to 50% of time a wake)
  - for approx. 10 years
- School is both a learning environment and food provision environment (in most cases)
- School has the potential to reach a large proportion of the population through a mass strategy (the “settings” approach)
- Healthy eating habits seems to track into adulthood
- Eating habits are probably easiest (and cheapest) to change early in life

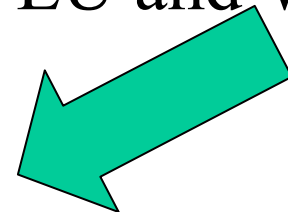
# Why nutrition at school?

Contribution of food consumed at school to daily energy intake

<b>Country</b>	<b>% of daily energy taken at school</b>	<b>Reference</b>
AUS	37	Bell & Swinburn EJCN2004 58 258-263
AUS	38	Sanigorski et.al. EJCN2005 59 1310-16
DK	<50	Proposal for Guidelines for healthy lunch in schools institutions. <a href="http://www.DFVF.dk">www.DFVF.dk</a> 2005

# The Council of Europe

- Build on the European Human Rights Convention
- Council of Europe (COE) 45 member states
- Partial agreement in the Social and Public Health field, 20 member states
- Reports to Expert Committee on Nutrition, Food and Consumer health
- Operates a Tri Partite agreement with EU and WHO
- Ad hoc group on Nutrition at schools



# **Aim of Nutrition at schools**

- establish and develop the school as an arena for promotion of healthier dietary habits and lifestyles of children and adolescents in Europe







# Objectives of Nutrition at schools

- study the current practices of the provision of food (PF) at primary and secondary schools in Europe
- study how provision of food is linked to nutrition education (NE) within the curriculum
- study the regulatory framework for both
- develop policy measures and practical guidelines
- identify research needs

# Framework for Nutrition at schools



Food  
provision  
(PF)

Nutrition education (NE)  
within curriculum

Food provision and curriculum  
as a part of a whole  
healthy school

# Rationale for Nutrition at schools

<b>Issue</b>	<b>Outcome</b>	<b>Effect when</b>
Eating at all	Cognitive ability	Immediate
Eating healthy	Health	Long term



# **Nutrition at schools**

## **milestones 1**

- Inventory of the main topics to be researched in survey
- Developing and field testing a questionnaire
- Questionnaire based European survey carried out
- Questionnaire sent to ENHPS coordinators

Europe



# Countries involved in survey



Responded



Did not respond

# **Nutrition at schools milestones 2**

- Exploratory analyses of the data
- COE/WHO forum November 2003 – 178 participants – 27 countries
- Report discussed with invited experts June 2004
- Guidelines, resolution and dissemination, summer 2005

# Results





# Food provision 1

## European diversity



Option	Explanation
<b>Outside</b>	
Eating at home	Kids go to eat at home
Eating outside school	Kids eat at a "out of school" catering outlet
<b>Lunch box</b>	
Home made lunch box/bag	A box brought from home with cold food, sandwiches, fruit, etc.
Public Lunch box/bag/ Oslo frøkost	A programme in which lunch bags are distributed to kids. May be subsidized.
Commercial Lunch box/bag	Business based delivery
<b>Facility based</b>	
Canteen with seating and serving	A facility in which normally hot food is served from a canteen at the table. Seating available. Sometimes referred to as a cafeteria
Canteen/cafeteria – selfserve	A facility in which hot or cold food and snacks are sold.
Tuck shop	A "kiosk" style outlet in which food is sold. Food can be hot or cold. No seating available.
Vending machine	An automated device in which drink and sometimes food (normally cold) can be purchased.
<b>Special programmes</b>	
School fruit programme	A programme in which fruit is distributed to kids. May be subsidized.
School milk programme	A programme in which milk is distributed to kids. May be subsidized.



# Food provision 2

## Different levels of public involvement

Free hot meals to all

Public involvement

Free hot meals to all subject to local government decision

Free hot meals to the socially disadvantaged

Packed commercial made lunchboxes

Tuck shops/kiosks

Eating outside school

Packed homemade lunchbox eating at school with facilities

Eating home

Packed homemade lunchbox eating at school with no facilities



Need for policies

# Food provision 3

## Different national approaches (primary schools)

### Free hot meals (canteen) to all

- Sweden
- Finland

### Hot meals (canteen) in most cases

- Scotland
- England
- Scotland
- France
- Luxembourg
- Czech republic
- Croatia
- Moldova
- Slovenia
- Slovakia

### Hot meals (canteen) in some cases, otherwise lunchboxes, tuck shops

- Netherlands
- Belgium
- Germany
- Denmark
- Italy
- Portugal
- Lithuania
- Turkey
- Poland
- Spain

### Food provision primarily through tuck shops, lunch boxes, programmes or other

- Norway
- Iceland
- Denmark
- Albania
- Cyprus
- Switzerland
- Austria
- Ireland



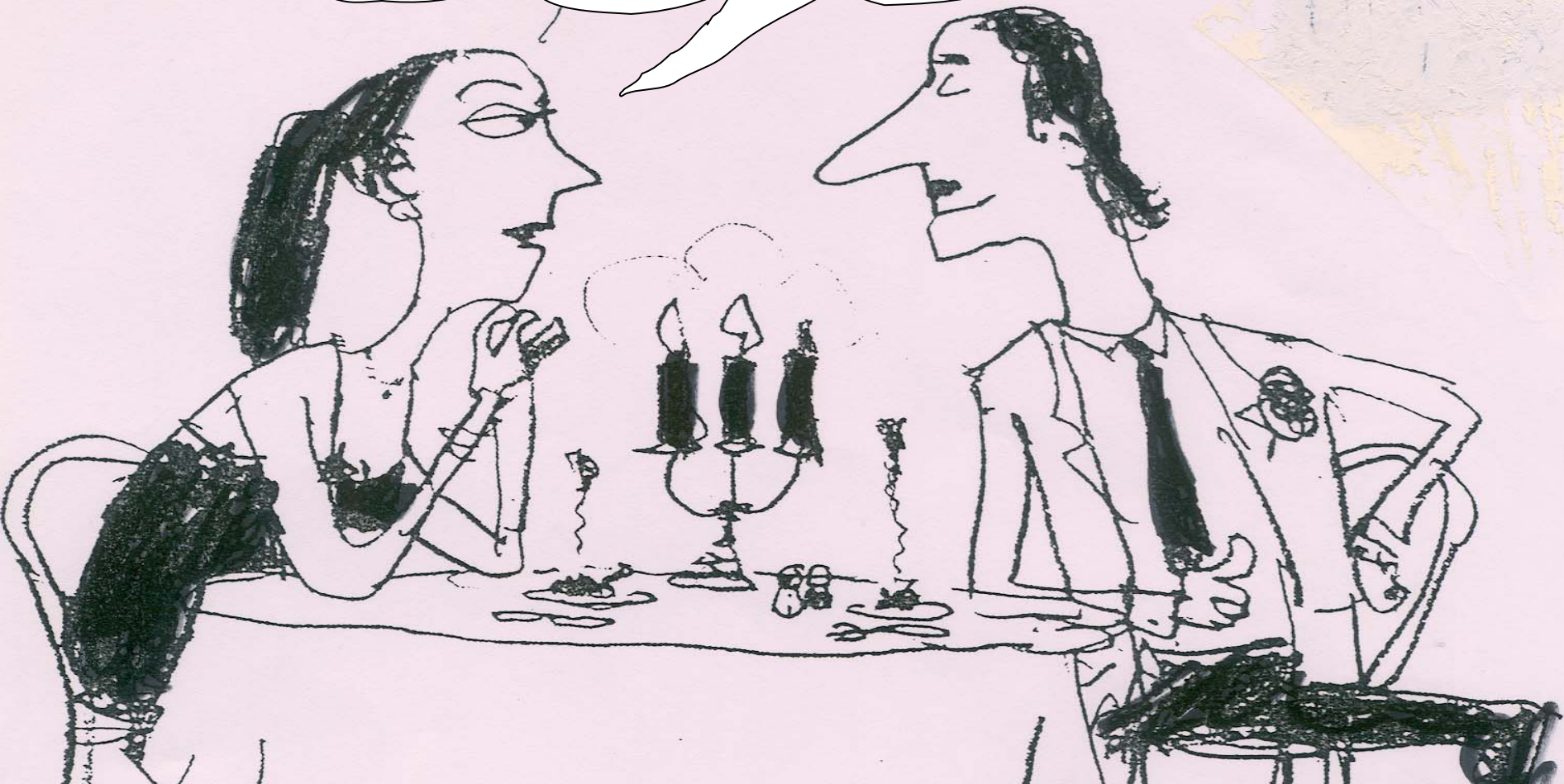
# Food provision 4

## How to involve students – selected Young mind visions

- *Lunch at school should be served in one big dining room with music played.*
- *We think that students should 'work' as canteen helpers, and they should be educated in healthiness.*
- *Pupils should be learning about the importance of food choice as well as putting the methods into practice, hopefully encouraging pupils to take healthy eating beyond the school walls and into the world, teaching others, and most importantly bringing up their children to do the same.*

# Food provision 5 eating environment counts!

What a delicious chicken!!



# **Food provision 6**

## **Eating environment counts**

- Standing in line is a waste of time
- Speed of service - pay smart
- Pay in advance – subscribe
- Get overview of options is difficult
- To cater for different age groups
- Design is important– from low touch to high touch
- Social lunches are popular

# Healthy/unhealthy 1

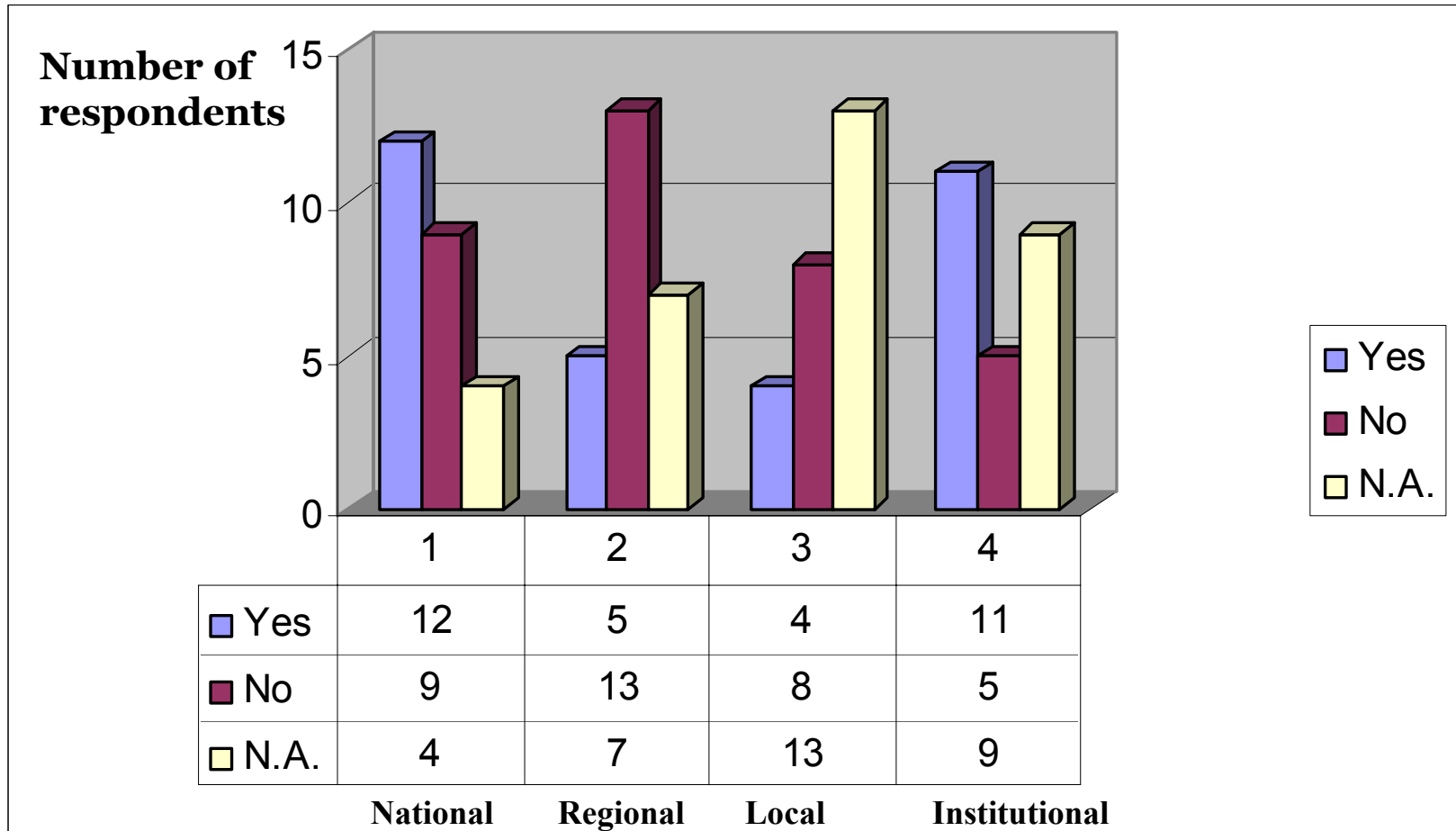
## Fruit and vegetables

- 13 countries reported fruit and vegetables programmes in primary schools
  - 7 countries in < 25% of schools
  - 6 countries in >75% of schools
- 10 countries for secondary schools
  - 5 countries in < 25%
  - 4 countries in > 75%

Compared with '97 survey is this an important development

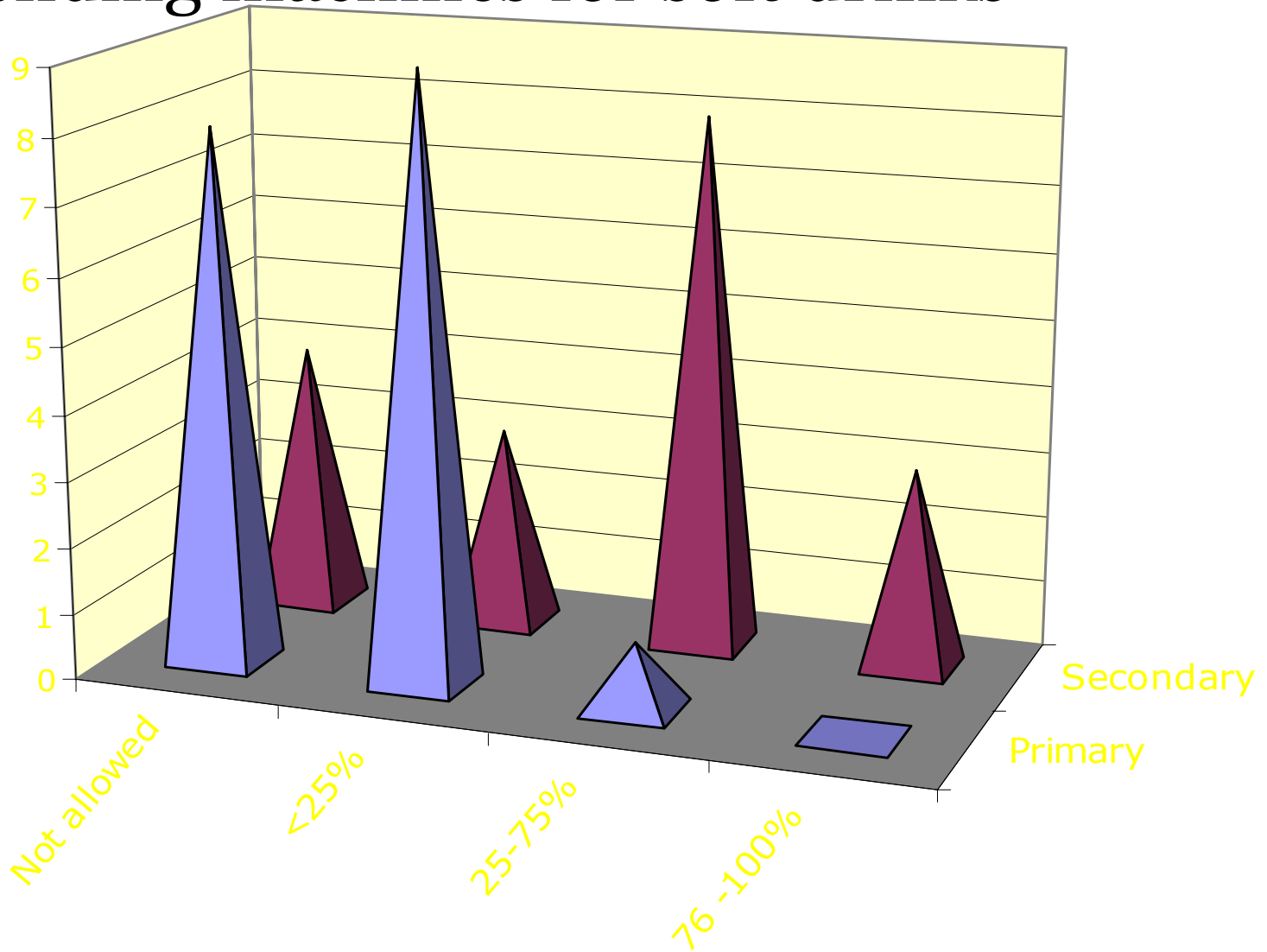
# Healthy/unhealthy 2

Regulations banning certain types of food/drinks



# Healthy/unhealthy 3

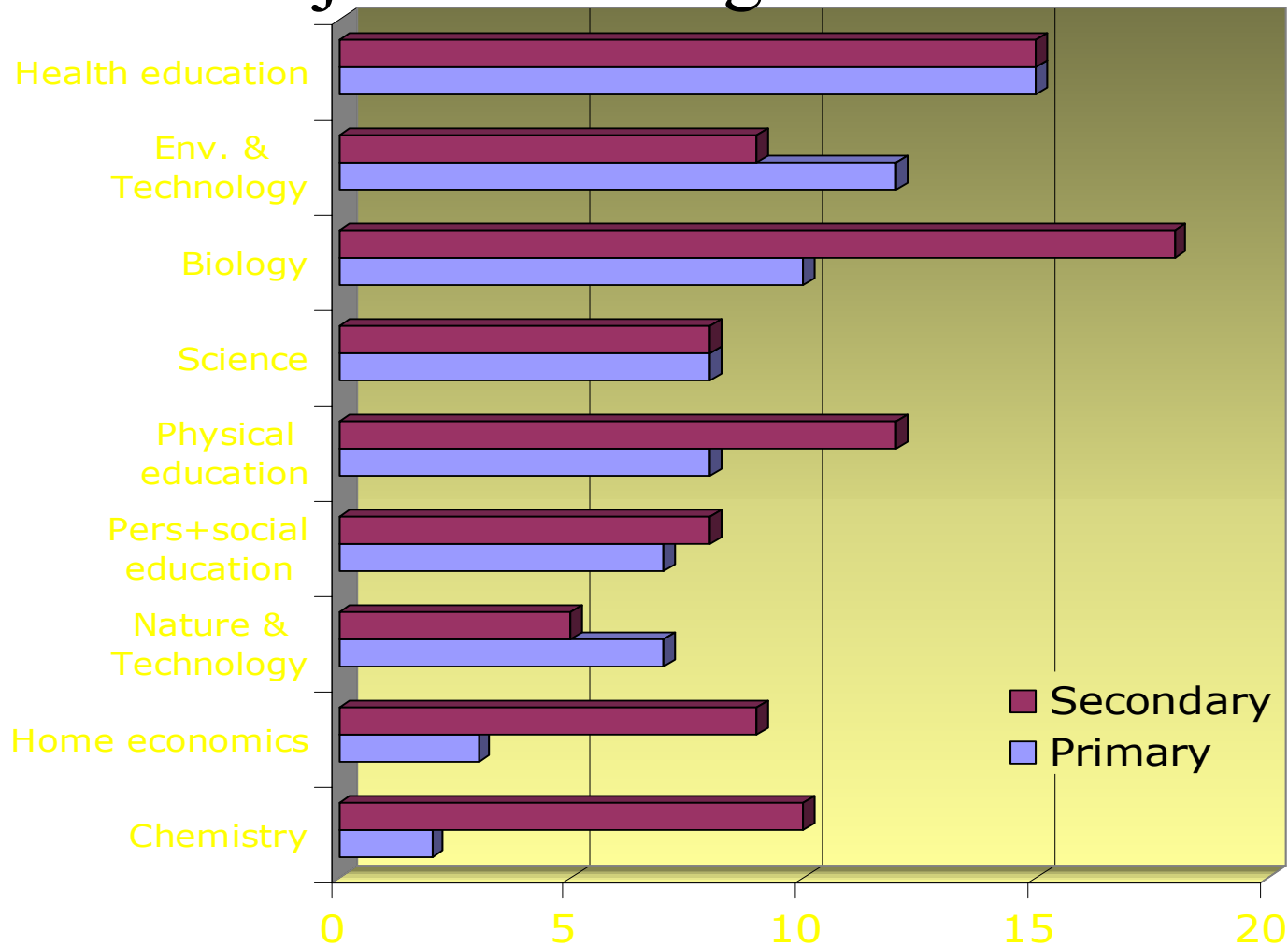
## Vending machines for soft drinks





# Nutrition education 1

## Subjects covering nutrition and food



# Nutrition education 1

What teachers learn about nutrition

For primary school teachers

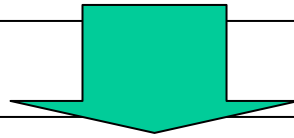
- Nutrition in *initial training* 10 countries
- Nutrition in *in-service training* 17 countries

For secondary school teachers

- Nutrition in *initial training* 10 countries
- Nutrition in *in-service training* 14 countries

# School food in transition

**Then:** school food have been seen as a convenience or just a tradition



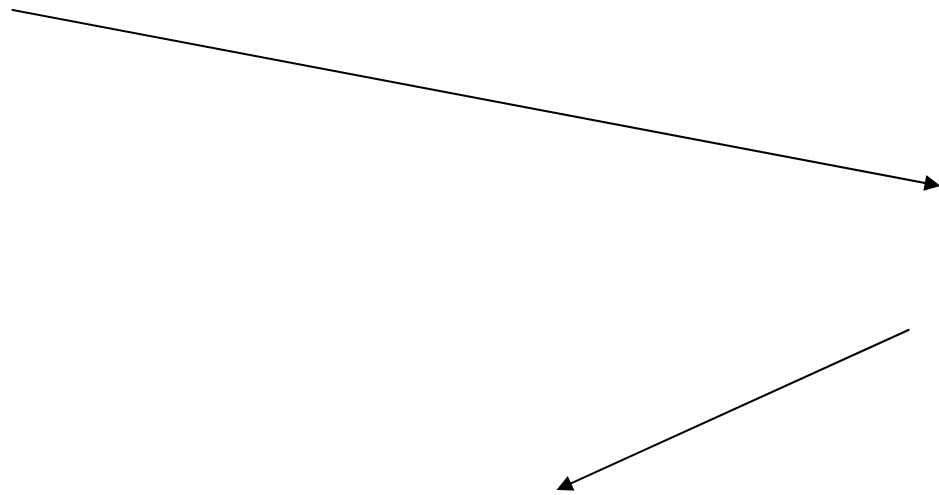
**Now:** an arena where food provision and nutrition education is seen as an integrated whole school approach to healthier lifestyle and thus a as part of a preventive O+O strategy

# School food in transition

7 cases

**From school  
food as  
service  
provision**

**To school  
food with  
more  
ambitions**



1. Programmes & initiatives

2. Intervention studies & evaluations

3. Guidelines & policies

# 1. Food & Climate Malmö, Sweden

- Based on free meals (as usual in Sweden)
- Linking with curriculum
- Aiming at 75% organic
- Linking with climate effects of food consumption and sustainability
- Based on local school food preparation



## 2. Healthy & organic school food Copenhagen, Denmark

- Based on student empowerment
- Linked with class room curriculum intervention
- Introducing school meals
- Introducing organic foods
- Linking food provision with curriculum
- Based on central food production

<http://www.skolemad.kk.dk/>

### 3. Hungry for succes - Scotland



- **positive school/whole child ethos**
- **partnership working**
- **importance of pupil consultation**
- **eliminating stigma**
- **managing the process**
- **incentives to improve uptake of school lunches**
- **influencing choice.**

## 4. Feed me better - England



- The meal is the deal
- Ban the junk
- Big love to the dinner ladies
- Teach kids about food – use whole school approach
- Double the money



# 5. Education Nationale Fleurbaix Lavantie



- Action in canteens
- Healthy menu planning
- Hands on: visits, tours
- Curriculum: thematic courses on food groups and meals
- Involves pedagogic committee cooperation
- Monitoring by Education Nationale

# 6. Sustainable school food system

## Rome

- Healthy eating skills of school staff
- Delivery of fresh and nutritious food
- Sees healthy eating as part of a “whole school” approach
- Include learning about production and where its food comes from



# 7. Schule+Essen=Note1

## Case of SHS School Wiesbaden

- Part of ELV ministry initiative
- Part of development programme
- Linked to curriculum
- Linked to the "Esswerkstatt" concept
- Linked to organic supply
- Linked to fair trade and local food

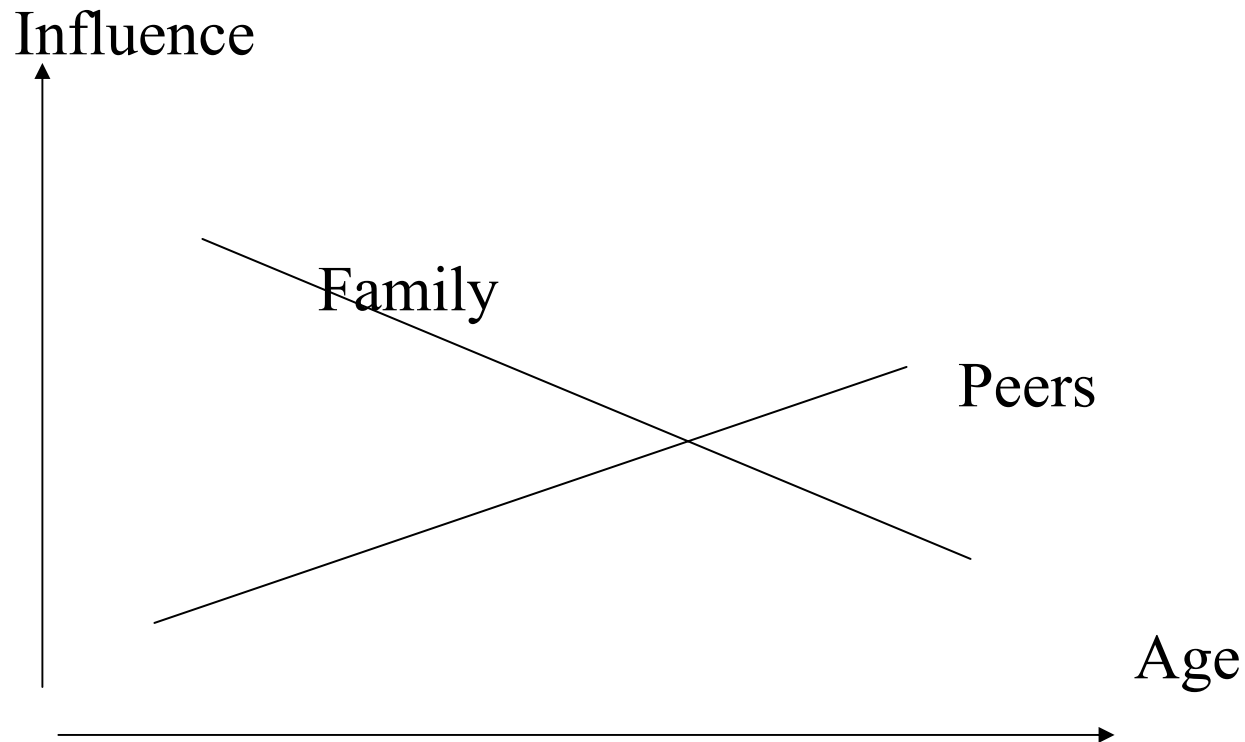
<http://www.schuleplussessen.de>

# In conclusion

More intervention studies research needed

- Involve a sustainability component
- Involve the local community & local partnerships
- Involve families
- Use a whole school approach
- Address to different social groups
- Involve curriculum
- Involve a empowerment and ownership component (young minds approach)
- Involve School food policy

# Necessary to address different age groups



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- Story, Mary - Lytle, Leslie A - Birnbaum, Amanda S - Perry, Cheryl L Peer-Led, School-Based Nutrition Education for Young Adolescents: Feasibility and Process Evaluation of the TEENS Study, 2002 - 72 - 3 - 121
- Hursti, Ulla-Kaisa Koivisto Factors influencing children's food choice [Annals of Medicine - Supplement](#) 1999 - 31 - 1 - 26

# Psychosocial characteristics in adolescence

- **Early adolescence:** respect for adult authority, discomfort with the physical changes of puberty, lack of future time perspective and "black and white" reasoning skills.
- **Middle adolescence:** recurrent challenges to family or parental authority and belief systems, reliance on peers for standards in behaviour and appearance, and increasing capacity for abstract reasoning.
- **Late adolescence:** greater reliance on internalised values, fewer challenges to adult authority, less reliance on peer standards and increased capacity to solve complex life problems.

Sturdevandt & Speer (2002).

# Acknowledgements

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- **The invited experts**

Carmen Perez Rodrigo

Stephanie Valentine

Ines Heindl

Stefka Petrova

- **Responsible for survey**

Fanny de Boer

**Slide show:**

- Volodoja Epremian

# Read more 1

## Publications

- Proceedings published
- Policy statement/package
  - Guidelines
  - Scientific review papers
  - Report at [www.coe.int](http://www.coe.int)
  - 4 expert papers on Ideas for change



# Read more 2

## Resolution on Healthy eating at school

- Adopted by Council of Ministers 14th sept 2005
- Review the practices of food provision in school
- Consider the development of national guidelines and nutritional standards for the provision of food in schools
- Consider the development of facilitating measures at national and regional level

**This paper was produced for a meeting organized by Health & Consumer Protection DG and represents the views of its author on the subject. These views have not been adopted or in any way approved by the Commission and should not be relied upon as a statement of the Commission's or Health & Consumer Protection DG's views. The European Commission does not guarantee the accuracy of the data included in this paper, nor does it accept responsibility for any use made thereof.**