

**STRATEGY FOR THE IMPLEMENTATION OF THE SCHOOL SCHEME IN GERMANY<sup>1</sup>  
FROM 2017/2018 TO 2022/2023 SCHOOL YEAR  
REGION: RHINELAND-PALATINATE**

**DATE: 30.06.2017 – CLARIFIED/AMENDED ON 20.12.2017, 21.02.2018, 04.04.2018 AND  
27.09.2021**



---

<sup>1</sup> Please indicate the Member State or, if Regional Strategy, the Member State and the Region concerned.

**State:**

**RHINELAND-PALATINATE**

**Change of strategy from:**

**27.09.2021**

**Essential content and justification of changes:**

**Adjustment to the new designation of ministries after the state elections in Rhineland-Palatinate in 2021. Adjustment of minimum portion quantities per school year (Output indicator). Addition of defined quality criteria for the deliveries based on the performance specifications. Adaptation of the data for the amount of national aid and Union aid for both programme components due to programme progression. Other editorial changes**

**Involvement of authorities and stakeholders in this change (See paragraph 7.7 of the initial strategy):**

No

## Contents

1.	ADMINISTRATIVE LEVEL .....	5
2.	NEEDS AND RESULTS TO BE ACHIEVED .....	6
2.1.	Identified needs .....	6
2.2.	Objectives and indicators .....	6
2.3.	Baseline .....	8
3.	BUDGET .....	12
3.1.	Union aid for the school scheme .....	12
3.2.	National aid granted, in addition to Union aid, to finance the school scheme .....	13
3.3.	Existing national schemes .....	14
4.	TARGET GROUP/S .....	15
5.	LIST OF PRODUCTS DISTRIBUTED UNDER THE SCHOOL SCHEME.....	16
5.1.	Fruit and vegetables.....	16
5.1.1.	Fresh fruit and vegetables - Article 23(3)a of Regulation (EU) No 1308/2013 .....	16
5.1.2.	Processed fruit and vegetables – Article 23(4)a of Regulation (EU) No 1308/2013 .....	17
5.2.	Milk and milk products .....	18
5.2.1.	Milk - Article 23(3)b of Regulation (EU) No 1308/2013 .....	18
5.2.2.	Milk products - Article 23(4)b of Regulation (EU) No 1308/2013 .....	18
5.2.3.	Milk products - Annex V to Regulation (EU) No 1308/2013 .....	19
5.2.4.	Prioritisation of fresh fruit and vegetables and drinking milk.....	19
5.3.	Other agricultural products in the educational measures .....	19
5.4.	Criteria for the choice of products distributed under the school scheme and any priorities for the choice of those products.....	20
6.	ACCOMPANYING EDUCATIONAL MEASURES .....	20
7.	ARRANGEMENTS FOR IMPLEMENTATION.....	26
7.1.	Price of school fruit and vegetables/milk .....	26
7.2.	Frequency and duration of distribution of school fruit and vegetables/milk and of accompanying educational measures .....	27
7.3.	Timing of distribution of school fruit and vegetables/milk.....	28
7.4.	Distribution of milk products in Annex V to Regulation (EU) No 1308/2013 .....	29
7.5.	Selection of suppliers .....	30
7.6.	Eligible costs .....	30
7.6.1.	Reimbursement rules .....	30

7.6.2. Eligibility of certain costs.....	31
7.7. Involvement of authorities and stakeholders.....	31
7.8. Information and publicity.....	32
7.9. Administrative and on-the-spot checks.....	33
7.10. Monitoring and evaluation.....	33

## 1. ADMINISTRATIVE LEVEL

Article 23(8) of Regulation (EU) No 1308/2013 as amended by Regulation (EU) 2016/791 (hereafter, the basic act) and Article 2(1)a of the Commission Implementing Regulation (EU) 2017/39 (hereafter, implementing regulation)

National	<input type="checkbox"/>	
Regional	<input checked="" type="checkbox"/>	<p>1) In Germany, 15 of the 16 Federal States are participating in either one or both components of the EU school scheme from the 2017/2018 school year onwards.</p> <p>In addition to the provisions of European law, the German Act for the Implementation of Provisions of Union Law on the School Fruit, Vegetables and Milk Scheme (Agricultural products - School Scheme Act - LwErzgSchulproG) and the Regulation Implementing Participation by the Federal States in the School Agricultural Product Scheme (Agricultural products - School scheme - Participation Regulation - LwErzgSchulpro - TeilnV) have been adopted as a legal basis for the participation of Federal States and coordination of the EU school scheme in Germany.</p> <p>Regular meetings of experts are also held at Federal and State level under the chairmanship of the Federal Ministry of Food and Agriculture to clarify issues over the implementation and performance of the EU school scheme and ensure that information is shared between Federal States</p> <p>The Federal States submit their regional strategies to the EU Commission via the Federal Ministry of Food and Agriculture.</p> <p>2) Central contact for relations with the Commission:          Federal Ministry of Food and Agriculture          Department 212          Rochusstraße 1          53123 Bonn          Tel.: +49 228 / 99 529 4543          Fax: +49 228 / 99 529-55 4543          E-mail: <a href="mailto:212@bmel.bund.de">212@bmel.bund.de</a></p>

## **2. NEEDS AND RESULTS TO BE ACHIEVED**

### **2.1. Identified needs**

Article 23(8) of the basic act and Article 2(1)b of the implementing regulation

The evaluation of the EU school fruit and vegetable scheme run in Rhineland-Palatinate since 2010 demonstrated a need for action.

Only a fifth of the families questioned had perfectly good diets (with daily consumption of sugar-free, fat-free or low-fat drinks; daily fruit, vegetables and salad; sufficient intake of animal proteins; no daily consumption of sugary drinks and sugary and fatty meals). For around 40 per cent of the families questioned, fruit and vegetables were not part of their daily diet.

- 1) Raising awareness of a healthy and balanced diet: fruit, vegetables and milk are regular parts of a nutritious diet.
- 2) Ensuring that the experience of being offered a variety of types of fruit and vegetables gained through the scheme has a lasting effect.
- 3) The provision of fruit, vegetables and milk can have a positive effect on children's tastes because these develop at that age and are shaped by children's time at nursery and school.
- 4) Children are to have the subject of agriculture and the production and preparation of fruit, vegetables and milk as a constant part of their learning both in theory and in practice because this is often inadequate or completely lacking.

An improvement in the health of the population is to be achieved in the long term.

### **2.2. Objectives and indicators**

Article 23(8) of the basic act and Article 2(1)c of the implementing regulation

The objective of the future Rhineland-Palatinate EU school scheme is to motivate children who attend day care centres, primary schools or special schools to eat more fruit and vegetables and drink more milk on a permanent basis by regularly offering them fruit, vegetables and milk in addition to what they are offered at lunchtime. This particularly applies to children having special developmental needs.

Participating children are to get to know and to value the different kinds of vegetables and fruit by being offered the widest possible variety. They are to take this appreciation back to their families. Children are also to get to know seasonal and regional products and practice handling fresh vegetables and fruit so that they can make good use of the varied choice of products in the future.

Milk is regarded as an important part of children's diets. It makes for a good start to the day. Unfortunately, take-up of the school milk offered hitherto has declined in Rhineland-Palatinate. The new EU school scheme is to change this so that the value of milk becomes firmly re-established. Milk is one of the main sources of calcium. A 250-ml portion of milk

provides about 300 mg of calcium. Childhood and adolescence is a time when bones are growing at their fastest and a sufficient supply of calcium is important.

By offering drinking milk, children should also get to know the natural taste of cows' milk.

In the long term, the provision of fruit, vegetables and milk should make a protective contribution to the health of nursery children and school children. At the same time, a push is to be made to refine and increase the number of nutritional education measures in schools and day care centres in order to teach children about the production and preparation of fruit, vegetables and milk. Day care centres and schools are places in which the course towards long-lasting nutritional awareness can be set.

<b>General objective(s)</b>	<b>Impact indicator(s)</b>	<b>Specific objective(s)</b>	<b>Result Indicator(s)</b>	<b>Output Indicator(s)</b>
Increasing children's awareness of what constitute healthy eating habits	<p>Ensuring and increasing the proportion of children who eat fruit and vegetables/drink drinking milk a number of times a week/day</p> <p>Increasing the participation of nursery children and nurseries by 10 % for the fruit/vegetables component of the scheme</p> <p>Increasing the participation of nurseries fourfold and of schools to twice as much for the milk component of the scheme</p>	<p>Increasing the proportion of children at day care centres who participate in the EU school scheme</p> <p>Stabilising the participation of school children</p>	<p>Fruit/vegetables component of the scheme: Ensuring the participation of 90% of children at primary and special schools and increasing the participation of nursery children from the previous level of around 80% to 90%</p>	280 000 children (fruit/vegetables component of the scheme)
			<p>Fruit/vegetables component of the scheme: Ensuring the participation of 90% of primary and special schools and increasing the participation of day care centres from the previous level of around 75% to 85%</p>	1 000 schools and 2 100 nurseries (fruit/vegetables component of the scheme)
			<p>Milk component of the scheme: Increasing the participation of nurseries from 11% to 40% and</p>	1 000 establishments (milk component of the scheme)

Organization of events once a school year for the increase in children's knowledge of the variety of products and of healthy eating habits		of schools from 8% to 10 to 15%	
			60 000 children (milk component of the scheme)
			At least 30 portions of fruit/vegetables/ milk per school year
	Increasing children's knowledge of where agricultural products come from and of a balanced diet	25% activities in nursery and school gardens  50% lessons on a healthy diet and the preparation of fruit/vegetables  25% visits to agricultural businesses	70 000 children in schools and 60 000 children in nurseries

### 2.3. Baseline

Article 23(8) of the basic act and Article 2(1)d of the implementing regulation

The previous EU school fruit and vegetable scheme was first introduced as a compulsory scheme for all primary and special schools in the Federal State in 2010. Participation has been optional for schools since the 2012/2013 school year. At the same time, the scheme has also been extended to include nurseries. 1 025 primary and special schools and 1 937 nurseries/day care centres throughout the Federal State have participated in the school fruit and vegetable scheme in the 2016/2017 school year. This corresponds to a proportion of over 90 per cent of primary and special schools and over 75 per cent of nurseries in Rhineland-Palatinate.

The school milk scheme has been in place since 1977. The Federal State has been participating in this scheme for years, but to regionally differing degrees. 127 schools, including one boarding school, that is to say about 73 primary and special schools with about 10 000 children and 290 nurseries / day care centres and 2 children's homes participated in the school milk scheme in the current 2016/2017 school year. This corresponds to a proportion of just over 8 per cent of schools and 11% of nurseries in Rhineland-Palatinate.

980 schools with about 140 000 children and 1 967 nurseries and day care centres with about 128 000 children have currently applied to participate in the fruit/vegetables component of the new EU school scheme. Since the application process for the milk component of the scheme has not yet been completed, the total number of nurseries and



primary and special schools is not yet known. There is expected to be an increase in the number of participating establishments, particularly nurseries.

Fruit and vegetables component of the scheme:

The school fruit and vegetable scheme in Rhineland-Palatinate was evaluated by an independent institute<sup>2</sup> in the 2010/11 school year and again in the 2013/14 school year. A key element of the evaluation was a survey of school children from 13 primary schools in which around 1 500 school children took part. Schools in rural areas and urban schools in socially deprived areas and in more privileged parts of town were included in the survey. The survey of school children carried out at the beginning of the 2010/11 school year (zero measurement) found as follows:

- Knowledge of fruit and vegetables and frequency of consumption are lower in socially deprived areas, but they are no less popular.
- The consumption of fruit and vegetables can generally be increased (only a third of all school children eat fruit or vegetables every day).

A survey carried out again at the end of the 2010/11 school year found that:

- the reported consumption had generally slightly improved,
- consumption among girls was still higher than among boys,
- the consumption of fruit and vegetables in more privileged areas rose slightly and that in socially deprived areas rose markedly.

At the end of the 2012/13 school year, school children in Year 3 at the same schools were given the same questionnaire as was used in the survey in the 2010/11 school year. After participating in the school fruit and vegetable scheme for three years, the following was found in this group of school children:

- The children from socially deprived areas said significantly more frequently compared to the zero measurement that they ate fruit and vegetables every day. As a result, in 2013, there were no longer any significant differences in the frequency of consumption of fruit and vegetables depending on socio-spatial background. Similarly, compared to 2010, more boys said that they ate fruit and vegetables every day, so the previous differences in the frequency of consumption compared to girls had also disappeared.
- Compared to 2010, there was a marked increase in knowledge of the different kinds of fruit and vegetables. In 2010, the children said that they knew 25.9 of 33 types of fruit and vegetables presented to them. In 2013 they could name on average 3.3 types more. The increase in knowledge among boys and children from rural schools was above average here.

A survey of parents was carried out in 2013 and 2014 as part of the school enrolment examination within the jurisdiction of the Trier Health Authority (City of Trier and District of Trier-Saarburg) and, based on the data collected, a Regional Child Nutrition Study looking at the nutritional status of children enrolling in the 2014/15 school year<sup>3</sup> was carried out.

Around 80 per cent of the target group<sup>4</sup> took part in the survey. The study found that only a fifth of the families questioned had a good diet (with daily consumption of sugar-free, fat-free or low-fat drinks; daily fruit, vegetables and salad; sufficient intake of animal

---

<sup>2</sup> Trias research institute at the University of Trier, Research, advice and development in health and social affairs, amongst other things commissioned to evaluate the activities of the School Catering Networking Agency and to evaluate school enrolment examinations.

<sup>3</sup> Prof. Hans Braun, Prof. Rüdiger Jacob, Regional Child Nutrition Study as part of the 2013/2014 school enrolment examination – Result report, Trier, 2015.

<sup>4</sup> The target group for the survey consisted of the parents of all children who were presented for the enrolment examination.

proteins; no daily consumption of sugary drinks and sugary and fatty meals). For around 40 per cent of the families questioned, fruit and vegetables were not part of their daily diet, this proportion rising in lower-status families (measured on the basis of the educational achievement of the parents) to more than 50 per cent.

- A cohort study was begun in the 2013/14 school year which followed a target group of 394 children in 11 primary schools throughout their primary school lives. These are schools that can be distinguished, according to the socio-spatial background of their catchment areas, as schools in socially deprived areas, in more privileged areas or in rural areas. In the meantime, the results of surveys carried out immediately after enrolment and at the end of the first and second school years have been received.<sup>5</sup> The survey taken at the end of the second school year was supplemented here with questions about the consumption of high-calorie foods (ice cream, chocolate bars, crisps, hamburgers, chips, pizzas and the like). It has been found that, as far as the popularity of fruit and vegetables is concerned, there are no differences between school children from the different socio-spatial backgrounds, but there are differences in the variety of fruit and vegetables actually eaten. Schoolchildren from deprived areas ate a much smaller variety of fruit and vegetables than children from comparison groups. There was a relatively high consumption of high-calorie foods in all comparison groups, the daily consumption of these being disproportionately high among children from socially deprived areas.

Overall, the following can be concluded based on the results of evaluations carried out in Rhineland-Palatinate hitherto:

- School children know more fruit and vegetables overall as a result of the school fruit and vegetable scheme carried out hitherto.
- School children eat fruit and vegetables more frequently. This is particularly the case for children from socially deprived areas. However, there remains a particular need for action in those areas (continuation of positive eating habits, talking to families).
- Nutritional education activities in schools and day care centres are to be continued in order to help achieve a further improvement in eating habits by constantly looking at healthy diet issues.

Milk component of the scheme:

No provision has yet been made to evaluate the school milk scheme hitherto. As a result, no surveys have therefore been carried out.

Based on experience, the milk consumption in the context of the past EU-school milk program has been steadily reducing in Rhineland-Palatinate as well as nationwide. Reasons were: weak image of milk and lack of health awareness among the children and parents.

According to the KiGGS Study<sup>6</sup> about half of German children in all ages consume less milk and dairy products as recommended.

The Max Rubner Institute carried out studies as accompanying research for the pilot project “School Milk in the Focus” of the Federal Ministry of Food, Agriculture and Consumer

---

<sup>5</sup> Prof. Hans Braun, Prof. Rüdiger Jacob, Survey of school children in their 2nd school year as part of the Rhineland-Palatinate school fruit scheme cohort study – Result report, Trier, 2015.

<sup>6</sup> Rober-Koch-Institute; Study on the health of children and adolescents in Germany, 2003-2006

Protection (now the BMEL). It has been examined which factors promote or inhibit the demand for school milk. The study demonstrates that pupils have a positive attitude to milk<sup>7</sup>. The proportion of pupils having a positive attitude towards milk is increasing with the age and higher class levels. However, the consumption of school milk is decreasing with age and higher grades. Pupils who receive school milk are more likely to have a positive attitude to milk than pupils do not receive school milk.

The studies highlight the following: the clear large influence of preferences on demand for school milk and milk products. Children who get a positive attitude towards milk at home are also positive towards school milk. The benefit of school milk from school management is to ensure that children receive some form of care in the school, especially when they do not have breakfast or a break time snack.

---

<sup>7</sup> Study carried out in 2011 on the ‘Factors influencing the demand for school milk in primary schools in North Rhine-Westphalia’ and 3 other sub-studies.

### 3. BUDGET

#### 3.1. Union aid for the school scheme

Article 23a of the basic act and Article 2(1)e of the implementing regulation

EU aid for the school scheme (in EUR)	Period 1/8/2017 to 31/7/2023		
	School fruit and vegetables	School milk	Common elements if applicable
Distribution of school fruit and vegetables/school milk	7.905.757	2.461.098	
Accompanying educational measures			
Monitoring, evaluation, publicity			
Total	7.905.757	2.461.098	-
Overall total	10.366.855		

<b>3.2. National aid granted, in addition to Union aid, to finance the school scheme<sup>8</sup></b>			
Article 23a(6) of the basic act and Article 2(2)d of the implementing regulation			
<b>No</b>		<input type="checkbox"/>	
<b>Yes</b>		<input checked="" type="checkbox"/>	
If yes, amount (in national currency)		<b>Milk/milk products</b>	
	<b>Fruit/vegetables</b>	Milk/milk products other than Annex V	Annex V products
Supply/distribution	8.868.424	4.180.615	
Accompanying educational measures	200.000	150 000	
Monitoring, evaluation, publicity	135.000	67.000	
Total	13.601.039		
Comment/explanatory text (e.g. name of the national aid, legal basis, duration)			

---

<sup>8</sup> *National or regional level*

<b>3.3. Existing national schemes</b>	
Article 23a(5) of the basic act and Article 2(2)e of the implementing regulation	
<b>No</b>	<input checked="" type="checkbox"/>
<b>Yes</b>	<input type="checkbox"/>
<i>If yes (=existing national schemes extended or made more effective through Union aid under the school scheme), please indicate the arrangements to ensure added value of the school scheme through<sup>9</sup>:</i>	
- Extension of the target group	<input type="checkbox"/>
- Extension of the range of products	<input type="checkbox"/>
- Increased frequency or duration of distribution of products	<input type="checkbox"/>
- Enhanced educational measures (increased number or frequency or duration or target group of those measures)	<input type="checkbox"/>
- Other: please specify (e.g. if products originally not free of charge and that are provided free of charge) ....	<input type="checkbox"/>
Comment/explanatory text	

---

<sup>9</sup> One or more

#### 4. TARGET GROUP/S

Article 23(8) of the basic act and Article 2(1)f of the implementing regulation

School level	Age range of children	School fruit and vegetables	School milk
Nurseries/Pre-schools	1 – 6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Primary	6 – 10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Secondary*	6 – 15	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: \*Special schools only

Children are indicated to be aged until 6 in nurseries. Children from 6 are eligible in primary and secondary. In Rhineland-Palatinate there are no pre-schools.

The offer to participate in the school fruit and vegetables part of the scheme is in principle to be open to all afore-mentioned establishments.

Owing to the limited budget, priority is to be given to the participation of day care centres and schools in residential areas having special developmental needs. If they so wish, these establishments may, within the budget available, receive two portions of fruit and vegetables per child per delivery week. It applies to primary and special schools.

**5. LIST OF PRODUCTS DISTRIBUTED UNDER THE SCHOOL SCHEME**

Article 23(9) of the basic act and Article 2(1)g of the implementing regulation

**5.1. Fruit and vegetables**

5.1.1. Fresh fruit and vegetables - Article 23(3)a of Regulation (EU) No 1308/2013

Apricots, cherries, peaches, nectarines, plums	<input checked="" type="checkbox"/>	Carrots, turnips, <del>salad beetroot, salsify, celeriac, radishes and other edible roots</del>	<input checked="" type="checkbox"/>
Apples, pears, quinces	<input checked="" type="checkbox"/>	<del>Cabbages, cauliflowers and other edible brassicas</del> Kohlrabi	<input checked="" type="checkbox"/>
Bananas	<input checked="" type="checkbox"/>		
Berries	<input checked="" type="checkbox"/>	Cucumbers, gherkins	<input checked="" type="checkbox"/>
Figs	<input checked="" type="checkbox"/>	Lettuces, chicory and other leaf vegetables	<input type="checkbox"/>
Grapes	<input checked="" type="checkbox"/>	Lentils, peas, other pulses	<input type="checkbox"/>
Melons, watermelons	<input checked="" type="checkbox"/>	Tomatoes	<input checked="" type="checkbox"/>
Citrus fruit	<input checked="" type="checkbox"/>	Other vegetables: Peppers, courgettes, red radishes	<input checked="" type="checkbox"/>
Tropical fruit <sup>10</sup>	<input checked="" type="checkbox"/>		
Other fruit: kiwis	<input checked="" type="checkbox"/>		

<sup>10</sup> Pineapples, Avocados, Guavas, Mangos and Mangostines



5.1.2. Processed fruit and vegetables – Article 23(4)a of Regulation (EU) No 1308/2013

Products distributed under the school scheme		Added salt			Added fat			Comments (optional)
		No	Yes		No	Yes		
Fruit juices	<input type="checkbox"/>							
Fruit purées, compotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	
Jams, marmalades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
Dried fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
Vegetable juices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
Vegetable soups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
Other: please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			
.....								

## 5.2. Milk and milk products

### 5.2.1. Milk - Article 23(3)b of Regulation (EU) No 1308/2013

Drinking milk and lactose-free versions	<input checked="" type="checkbox"/>
---	-------------------------------------

### 5.2.2. Milk products - Article 23(4)b of Regulation (EU) No 1308/2013

Products distributed under the school scheme		Added salt			Added fat			Comments (optional)
		No	Yes		No	Yes		
Cheese and curd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	
Plain yoghurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		
Fermented or acidified milk products without added sugar, flavouring, fruits, nuts or cocoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			

### 5.2.3. Milk products - Annex V to Regulation (EU) No 1308/2013

Products to be distributed under the school scheme		Added salt			Added fat			Added sugar
		No	Yes		No	Yes		
Category I (milk component $\geq 90\%$ ). Fermented milk products without fruit juice, naturally flavoured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>If yes, please indicate the limited quantity</i>	%
Category I (milk component $\geq 90\%$ ). Fermented milk products with fruit juice, naturally flavoured or non-flavoured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		%
Category I (milk component $\geq 90\%$ ). Milk-based drinks with cocoa, with fruit juice or naturally flavoured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		%
Category II (milk component $\geq 75\%$ ). Fermented or non-fermented milk products with fruit, naturally flavoured or non-flavoured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		%

#### 5.2.4. Prioritisation of fresh fruit and vegetables and drinking milk

Article 23(3) of the basic act

Since only fresh and unprocessed fruit and vegetables (Section 5.1.1 of the strategy) and heat-treated drinking milk – including lactose-free milk – (Section 5.2.1 of the strategy) are included, there is no need for any explanation of the prioritisation or preference in the strategy.

### 5.3. Other agricultural products in the educational measures

Article 23(7) of the basic act and Article 2(1)g of the implementing regulation

Yes		No
<input type="checkbox"/>	Please list the products	<input checked="" type="checkbox"/>

#### 5.4. Criteria for the choice of products distributed under the school scheme and any priorities for the choice of those products

Article 23(11) of the basic act and Article 2(2)a of the implementing regulation

Health considerations	<input checked="" type="checkbox"/>
Environmental considerations	<input checked="" type="checkbox"/>
Seasonality	<input checked="" type="checkbox"/>
Variety of products	<input checked="" type="checkbox"/>
Availability of local or regional produce	<input checked="" type="checkbox"/>
Any comments – including e.g. on the required quality of products Perfect goods have to be delivered (fresh, ready to eat in accordance with the respective degree of ripeness, clean, undamaged and free of pests).	
<b>Any priority/ies for the choice of products:</b>	
Local or regional purchasing	<input checked="" type="checkbox"/>
Organic products	<input checked="" type="checkbox"/>
Short supply chains	<input checked="" type="checkbox"/>
Environmental benefits (common delivery of fruit/vegetable and milk, bulk package of milk, avoiding long distance transport by choosing regional suppliers if available)	<input checked="" type="checkbox"/>
Products recognised under the quality schemes established by Regulation (EU) No 1151/2012	<input type="checkbox"/>
Fair-trade	<input checked="" type="checkbox"/>
Other: please specify	
Any comments An average proportion of at least 30 % regarding organic products has to be reached. Fruit- and vegetable- or milk-producers can replace this 30% quota with conventional products from their own production.	

#### 6. ACCOMPANYING EDUCATIONAL MEASURES

Article 23(10) of the basic act and Article 2(1)j of the implementing regulation

Nutritional education in Rhineland-Palatinate is already anchored, firstly, in the recommendations for the education and upbringing of children in day care centres and, secondly, in the guidelines for consumer education at general education schools.

The Federal State offers numerous projects to enable nutritional education to be structured in a more varied and practically orientated way. The ministries and other partners work in close cooperation with one another in this area.

With the “Rhineland-Palatinate is eating better” ([www.rheinland-pfalz-isst-besser.de](http://www.rheinland-pfalz-isst-besser.de)) initiative introduced in 2013, the Federal State of Rhineland-Palatinate is taking significant steps to promote healthy eating habits among children and young people, these steps being aimed specifically at schools and day care centres. The aim is to teach children about

nutrition, reinforce the link to agriculture and its products and look at subjects such as public health and environmental issues.

A key player in the initiative is the Rhineland-Palatinate Nursery and School Catering Networking Agency based in the Westerwald-Osteifel Rural Service Centre, the coordinating office of the Rhineland-Palatinate Food Advice Centre. The Networking Agency drew up recommendations and suggestions for designing accompanying educational measures for schools and day care centres under the previous school fruit and vegetable scheme. These are gradually being updated and are available as downloads: <https://mkuem.rlp.de/de/themen/ernaehrung/schule-isst-besser/eu-schulprogramm/>  
The Networking Agency supports the sponsors of schools and day care centres and the managers and teaching staff or educators in these establishments in providing health-promoting care and nutritional education measures.

Title	Objective	Content
Nursery and school gardens	The subject of environmental education: Increasing children's awareness of where food comes from and the processes used to produce it (Where does our food come from?)	Community gardens, school gardens, nursery gardens and generation school gardens in Rhineland-Palatinate:  -The "KinderGartenpaten" project for nurseries is run by NABU Rhineland-Palatinate on behalf of the Rhineland-Palatinate State Centre for Environmental Education (LZU). In addition to gardening, it looks at the utilisation and preparation of garden products with children. Link: <a href="https://kindergartenpaten.jimdo.com/">https://kindergartenpaten.jimdo.com/</a>  -The working group (AG-Schulgarten) is currently endeavouring to make school gardens an established part of life in RLP. A practical guidebook gives useful hints on preparing school garden projects. Link: <a href="https://nachhaltigkeit.bildung-rp.de/schulische-netzwerke/schulgartennetzwerk.html">https://nachhaltigkeit.bildung-rp.de/schulische-netzwerke/schulgartennetzwerk.html</a>
<i>Visits to farms/farmers' markets/dairies</i>	The aim is to increase children's understanding of the value of food and of business in and around nature and enable them to experience agriculture using all of their senses. Subjects relating to agriculture and food production, marketing and consumption are addressed, but experiences of	-Farm learning centre: A network of about 50 agricultural businesses spread throughout Rhineland-Palatinate provides school children with knowledge and experience outside school at a "farm learning centre". Link: <a href="http://www.lernort-bauernhof-rlp.de">http://www.lernort-bauernhof-rlp.de</a>  -MILAG e.V.: Children from nurseries and schools have the opportunity to visit a dairy farm as part of the "Milk and more for schools and nurseries" project. Link: <a href="http://www.milag.net/projekt-milch-an-schulen.htm">http://www.milag.net/projekt-milch-an-schulen.htm</a>  -The "Agriculture at school" project, funded by the Rheinhessen-Nahe-Hunsrück DLR (Rural Service

	nature and an awareness of the need to protect nature and the environment in an agricultural context are also provided through real examples.	Centre), offers both realistic and pupil-orientated teaching concepts, including trips to farms. Link: <a href="http://www.landwirtschaft-macht-schule.org/">http://www.landwirtschaft-macht-schule.org/</a>
<i>Tasting classes/cooking workshops...</i>	By using the mobile kitchen, subjects such as nutritional education, regional added value or sustainable agriculture are made accessible by focusing on an activity.	The Federal State Centre for Environmental Education (LZU) offers activities using the mobile kitchen as part of the “Rhineland-Palatinate is eating better” campaign. Link: <a href="https://umdenken.rlp.de/de/themen/rlp-isst-besser-ernaehrungsbildung-mit-kochbus/">https://umdenken.rlp.de/de/themen/rlp-isst-besser-ernaehrungsbildung-mit-kochbus/</a>
<i>Lessons, lectures, workshops</i>	<p>The aim is to emphasise the particular importance of a balanced breakfast for a healthy diet and to make this an established part of the day at day care centres and in the family lives of children. Parents are to be made more aware of the subject and encouraged to follow suit.</p> <p>In addition to the principles of eating the right food, school children learn about important (particularly regional) foods and use them to prepare simple meals themselves. Healthy eating, the preparation of meals and eating culture</p>	<p>The 5-star power breakfast – a breakfast project for day care centres run by the Ministry for Climate Protection, Environment, Energy and Mobility (MKUEM) in collaboration with health insurance AOK Rhineland-Palatinate / Saarland. To carry out the project, participating day care centres are provided with materials (posters, a practical guide and ideas on how to structure the project, and a flyer showing recipes for parents). Link: <a href="https://mkuem.rlp.de/de/themen/ernaehrung/kita-isst-besser/angebote-zur-ernaehrungsbildung/5-sterne-power-fruehstueck/">https://mkuem.rlp.de/de/themen/ernaehrung/kita-isst-besser/angebote-zur-ernaehrungsbildung/5-sterne-power-fruehstueck/</a></p> <p>The “ABC of food – Primary school children learn using all of their senses” series of lessons has been devised and trialled in practice by the Rhineland-Palatinate Food Advice Centre at Rural Service Centres.</p> <p>The series of lessons consists of a total of nine teaching units spread across four primary school years. Each teaching unit has a theoretical and practical part. The subject matter in the first two school years corresponds, as subjects, to the accompanying nutritional measures on the subject of school fruit and vegetables. For example, the topics of “The food circle”, “Drinking is important”, “A for apple” and “Vegetables and fruit – have you counted up to 5 yet today?” are taught. A folder and a CD contain ready-to-use materials such as letters to</p>

	<p>are therefore made a constant theme.</p> <p>Children are taught about the lives of cows, where milk comes from, the further processing of the crude product, what is in it and what effect these contents have on the human body, and are told about milk products and their production. By describing their own experiences and working in groups, children are given the opportunity to get actively involved in the teaching structure.</p> <p>The series of lessons looks at subjects such as the aid food pyramid, personal and kitchen hygiene, the different food groups, work safety and kitchen skills, but also table manners and questions relating to the right atmosphere in which to eat and how to host guests.</p> <p>It is a teaching programme that looks at key health</p>	<p>parents, scheduling plans, shopping lists, worksheets and slides. Link: <a href="http://www.ernaehrungsberatung.rlp.de">www.ernaehrungsberatung.rlp.de</a></p> <p>Ambassadors from MILAG e.V. can be booked for activities in schools and nurseries (in primary schools 1 teaching unit with a theoretical and a practical part and a healthy break-time breakfast, and in nurseries with a theoretical part and breakfast) as part of the “Milk and more for schools and nurseries” project. Link: <a href="http://www.milag.net/projekt-milch-an-schulen.htm">http://www.milag.net/projekt-milch-an-schulen.htm</a></p> <p>An additional activity offered by MILAG e.V.: The “Our milk” teaching material is in the form of a teaching brochure and worksheets based around the subject of milk (where it comes from, nutritional value, products) and is suitable for primary schools. It can be ordered from MILAG and downloaded from <a href="http://www.information.medien.agrar.e.v">information.medien.agrar.e.v</a> as a PDF file for primary schools. Link: <a href="http://www.milag.net/milchmappe.htm">http://www.milag.net/milchmappe.htm</a> and <a href="http://www.unsermilch.de">www.unsermilch.de</a></p> <p>As part of the project, MILAG e.V. also offers special events in schools, teacher training, educator workshops and workshops for nursery employees.</p> <p><u>Federal Food Programme</u> The AID Nutrition Licence is part of the “IN FORM – Germany’s initiative for healthy diets and more exercise” campaign. It is a teaching concept for Year Three. After a written and practical examination, children are given their own personal nutrition licence as confirmation of the cooking skills they have learned. Link: <a href="https://www.bzfe.de/inhalt/aidernaehrungsfuehrersch-ein-3773.html">https://www.bzfe.de/inhalt/aidernaehrungsfuehrersch-ein-3773.html</a></p> <p>With “Class 2000” and its character by the name of KLARO, children find out what they can do themselves to stay healthy and feel good. From Years 1 to 4, children continually learn the basics of healthy living by covering the following topics:</p>
--	--	--

	and life skills: promoting health and preventing addiction and violence.	Healthy eating & drinking, Exercise & relaxation, Feeling good about yourself & making friends, Solving problems and resolving conflicts, Thinking critically & being able to say no Link: <a href="http://www.klasse2000.de/">http://www.klasse2000.de/</a>
<i>Other activities (e.g. competitions, games; themed periods<sup>11</sup>.)</i>	<p>Here, children experience the variety of different foods.</p> <p>Children are taught about home-produced and exotic types of fruit and vegetables. Sportsmen and -women and actors are also invited to sporting and artistic activities.</p> <p>Educators, teachers and other teaching staff can use the box for their work on the subject of nutrition in nurseries and schools.</p> <p>There is a multimedia activity-orientated “theme park” on human</p>	<p>-Verbraucherzentrale Rheinland-Pfalz e.V.: “Crunchy, frothy, colourful – The food world of experience” is an obstacle course for the senses from the Rhineland-Palatinate Consumer Advice Centre. The Consumer Advice Centre’s hands-on exhibition is aimed at primary school children. Five sensory stations, one for each of the senses “sight”, “hearing”, “smell”, “taste” and “touch”, invite children to put their own senses to the test and get to know food through play. Link: <a href="http://www.verbraucherzentrale-rlp.de/erlebniswelt-essen">http://www.verbraucherzentrale-rlp.de/erlebniswelt-essen</a></p> <p>“Power chewers – Do puzzles, race and play based around the subject of fruit and vegetables” is a game of dice that forms part of the Consumer Advice Centre’s project looking at the subject of fruit and vegetables for school children from 8 years upwards. Link: <a href="http://www.verbraucherzentrale-rlp.de/powerkauer">http://www.verbraucherzentrale-rlp.de/powerkauer</a></p> <p>-Food experience box from the Federal State Centre for Health Promotion (LZG): Where does our food come from? What food is best? What effect does eating have on my body? To be able to look at these questions with children or young people at nursery or school, the LZG has put together an experience box based around the subject of “nutrition”. The materials inside allow nutrition to be experienced using all of the senses. Children can sing, play, read and do puzzles. Some materials provoke reflection, others invite children to try out something new. Link: <a href="https://www.lzg-rlp.de/de/erlebniskiste-ernaehrung.html">https://www.lzg-rlp.de/de/erlebniskiste-ernaehrung.html</a></p> <p>-The Rhineland-Palatinate State Centre for Environmental Education (LZU) “Food theme park”: Sections set out specifically for primary schools</p>

<sup>11</sup> E.g. Food dude programme in IE, an evidence-based incentivised behaviour changing programme.



	nutrition with lessons.	introduce the subject of nutrition through play using a CD-ROM. Link: <a href="http://www.themenpark-ernaehrung.de/">http://www.themenpark-ernaehrung.de/</a>
--	-------------------------	--

## **7. ARRANGEMENTS FOR IMPLEMENTATION**

### **7.1. Price of school fruit and vegetables/milk**

Article 24(6) of the basic act and Article 2(1)h of the implementing regulation

School fruit and vegetables and school milk are provided free of charge to nursery children and schoolchildren.

## 7.2. Frequency and duration of distribution of school fruit and vegetables/milk and of accompanying educational measures

Article 23(8) of the basic act and Article 2(2)b of the implementing regulation

Envisaged frequency of distribution:

	School fruit and vegetables	School milk
Once per week	<input type="checkbox"/>	<input type="checkbox"/>
Twice per week	<input type="checkbox"/>	<input type="checkbox"/>
Three times per week	<input type="checkbox"/>	<input type="checkbox"/>
Four times per week	<input type="checkbox"/>	<input type="checkbox"/>
Daily	<input type="checkbox"/>	<input type="checkbox"/>
Other: please specify <sup>12</sup>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Any comments: .		

Envisaged duration of distribution:

	School fruit and vegetables	School milk
≤ 2 weeks	<input type="checkbox"/>	<input type="checkbox"/>
> 2 and ≤ 4 weeks	<input type="checkbox"/>	<input type="checkbox"/>
> 4 and ≤ 12 weeks	<input type="checkbox"/>	<input type="checkbox"/>
> 12 and ≤ 24 weeks	<input type="checkbox"/>	<input type="checkbox"/>
> 24 and ≤ 36 weeks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Entire school year	<input type="checkbox"/>	<input type="checkbox"/>
Any comment:		

Envisaged duration of accompanying educational measures during the school year:

(please indicate the number of hours or shortly explain/comment)

Accompanying educational measures within the teaching framework (provided at Federal State level) usually take up to 18 hours over the course of four school years. It depends on the accompanying measure chosen by the school.

Activities organised by establishments, e.g. trips to farms, creation of gardens or a shared breakfast, may take one or more days.

### 7.3. Timing of distribution of school fruit and vegetables/milk

Article 23(8) – and 23a(8) if supply in relation to the provision of other meals – of the basic act and Article 2(2)b of the implementing regulation

Envisaged timing of distribution during the day (*please tick one or more of the checkboxes below*):

	School fruit and vegetables	School milk
Morning/morning break(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lunchtime	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon/afternoon break(s)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments:

The fruit, vegetables and milk components of the scheme are very often offered in establishments as part of a shared breakfast.

<sup>12</sup> A portion of fruit/vegetables and milk is delivered to participating schools and nurseries once a week. The extension of the scheme by increasing deliveries to two portions fruit/vegetables per child per week is being offered as a priority to in establishments that have special developmental needs. In the case of milk, the individual needs of the several facilities are requested in advance; as a rule, the facilities receive up to 1 portion per week per child.

**7.4. Distribution of milk products in Annex V to Regulation (EU)  
No 1308/2013**

Article 23(5) of the basic act, Article 5(3) of the fixing regulation (No 1370/2013),  
Article 2(2)f of the implementing regulation

**No**

**Yes**

## **7.5. Selection of suppliers**

Article 23(8) of the basic act and Article 2(1)l of the implementing regulation

The suppliers of school fruit and vegetables are identified under a public invitation to tender and award process to be carried out (a Europe-wide invitation to tender). The successful applicants are commissioned to supply fruit and vegetables in the territories to be supplied by them. When commissioned, according to Art. 6 of Regulation (EU) 2017/40, they are licensed as suppliers of school fruit and vegetables under the EU school scheme.

The previous school milk suppliers will be given the opportunity to continue to participate in the EU school scheme. The previous licence remains in place for this. New school milk suppliers are identified under a selection process or school fruit suppliers are to be given the opportunity to offer school milk too.

## **7.6. Eligible costs**

### **7.6.1. Reimbursement rules**

Article 23(8) of the basic act and Article 2(1)i of the implementing regulation

A cost-based system is used for the reimbursement of the costs of the supply of fruit and vegetables. The price per portion will be determined through an open tender, following procurement and award procedure. The evaluation of the received offers will be carried out according to predefined criteria. The contract will be awarded to the company with the best rating (best price-performance ratio) and thus the most economical offer. A supply contract is concluded between the public authorities (awarding authorities) and the supplier. The assessment of the plausibility takes place in the context of a market research process.

For the invoicing of the school milk standardized unit costs are allowed. This happens on the basis of an independent expert report by Agrarmarkt Informations-Gesellschaft mbH, Bonn. In order to set portion prices, the net production costs ex works were first of all derived. Production costs included crude product and acquisition costs, the variable and fixed costs of production in dairies (production, bottling plants, staff, energy, water, cleaning agents, etc.) and overheads (administration, margin, etc.) and packaging costs. Then logistical costs (vehicle costs, driver hire costs) for delivering school milk to participating establishments were then determined on the basis of a model as a function of the number of entitled establishments and children, the distance and the refrigeration options. A calculation was also made for combined logistics of school fruit and school milk. A final recommendation for setting portion prices for milk was made on the basis of the sum of both components, “production costs ex works” and “logistics costs”, assuming various models.

The portion prices set on the basis of RLP’s expert report are still slightly below the prices recommended by AMI since, in particular, greater synergies are expected as a result of establishments largely being supplied with school fruit and school milk together.

### 7.6.2. Eligibility of certain costs

Article 23(8) of the basic act and Article 2(2)b of the implementing regulation

No other costs are eligible for funding other than the costs of supplying fresh fruit and vegetables and drinking milk.

## 7.7. Involvement of authorities and stakeholders

Article 23(6) and (9) of the basic act and Article 2(1)k of the implementing regulation

### Authorities, ministries:

-Ministry of Education: Support for day care centres and primary and special schools

-Ministry of Science and Health: Support for day care centres and primary and special schools

### Other players:

#### a) Agriculture:

- Farmers' and Vintners' Associations: Advice, information

- Agricultural businesses: Business visits

- Chamber of Agriculture: Advice, information

#### b) Public healthcare

- Federal State Centre for Environmental Education (LZU): Advice

#### c) Nutrition

- School/Nursery Catering Networking Agency

- Rural Service Centres

- Farmers

- Verbraucherzentrale e.V.

- MILAG e.V.

Since competencies are distributed among the various ministries, close collaboration is a pre-requisite for the smooth running of the EU school scheme.

The Food Advice Centre for the six Rural Service Centres (DLR) is an establishment of the Ministry of the Economy, Transport, Agriculture and Viticulture working in close collaboration with the Ministry for Climate Protection, Environment, Energy and Mobility in Rhineland-Palatinate. The Nursery and School Catering Networking Agency (VNS) in turn works with the food advisers of the DLR. The Federal State provides for the basic work of the VNS.

The Federal State supports both smaller and larger public relations measures by agricultural organisations and other players.

## **7.8. Information and publicity**

Article 23a(8) of the basic act and Article 2(1)m of the implementing regulation

Participating establishments receive a school scheme poster which has to be displayed somewhere where it can easily be seen.

Further information on the EU school scheme is provided on the Internet:

- Homepage of the Ministry for Climate Protection, Environment, Energy and Mobility:  
<https://mkuem.rlp.de/de/themen/ernaehrung/schule-isst-besser/eu-schulprogramm//>

-Supervision and Service Authority: <https://add.rlp.de/de/themen/foerderungen/in-der-landwirtschaft-agrarfoerderungen/eu-schulprogramm/>

- Rural Service Centres and Nursery and School Catering Networking Agency:  
[www.ernaehrungsberatung.rlp.de](http://www.ernaehrungsberatung.rlp.de)

A letter to parents and a flyer on the timetable for the EU school scheme will also be made available as a download on the Ministry for the Climate Protection, Environment, Energy, and Mobility website.



## **7.9. Administrative and on-the-spot checks**

Article 2(2)g of the implementing regulation

The Rhineland-Palatinate Ministry for Climate Protection, Environment, Energy, and Mobility (MKUEM) is responsible for the conceptual development of the scheme, particularly establishing the regional strategy, and together with the Ministry of Education for the conceptual development of accompanying educational measures. The Rhineland-Palatinate Ministry of the Economy, Transport, Agriculture and Viticulture (MWVLW) coordinates and monitors the implementation of promotional measures and controls financial resources. Subordinate to the MWVLW is the Trier Supervision and Service Authority, which functions as the granting authority responsible for the “fruit and vegetables” program part. The Rhine-Hunsrück district authority is responsible for carrying out the scheme as far as the “milk” program part is concerned. Responsibilities of the granting authorities include, in particular, all administrative checks (e.g. checking and deciding on applications for aid), the granting, suspension and retraction of licences, the monitoring and assessment of the scheme and compliance with reporting duties. On-the-spot checks are carried out by the Mosel Rural Service Centre (DLR) and its Agricultural Aid Examination Service.

Prescribed application forms and checklists are to be used throughout the application and checking process. All administrative checks according to Art. 4 and 5 of Regulation (EU) 2017/39 are exhaustively carried out.

The Paying Office at the Mosel Rural Service Centre (DLR) is responsible for the payment of aid.

## **7.10. Monitoring and evaluation**

Article 2(2)g of the implementing regulation

Annual monitoring is coordinated throughout the country by the Federal Institute for Agriculture and Food (BLE).

The granting authorities collect all the data required in order to meet their reporting duties towards the EU Commission. Should beneficiaries need to be involved here, then they are under an obligation to do so. They may consult internal or external databases for specific information. They draw up annual monitoring and inspection reports according to Art 9(3) and (4) of Regulation (EU) 2017/40 and submit these to the Federal Institute for Agriculture and Food.

The EU school scheme is evaluated by an external agency, which is identified through an invitation to tender process. The evaluation extends over a number of years in order to allow a comparison.