

EVALUATION REPORT OOG VOOR LEKKERS PROGRAM IN FLANDERS

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GAME CHANGERS



1 CONTENT

1	CONTENT	2
2	EXECUTIVE SUMMARY	3
3	INTRODUCTION.....	5
4	METHODOLOGY	6
5	ASSESSMENT OF THE FUNCTIONING OF THE SCHOOL SCHEME	11
6	ANSWERS TO THE COMMON EVALUATION QUESTIONS.....	18
7	CONCLUSIONS AND RECOMMENDATIONS.....	34
8	ANNEXES	36

2 EXECUTIVE SUMMARY

2.1 Evaluation findings

2.1.1 Attitude of educational professionals towards the school scheme (qualitative research)

- All interviewed professionals indicate that healthy food gets more attention in school. Healthy nutrition becomes a part of the daily school operations. In most interviewed schools, healthy food was an essential element of school policy. This corresponds with recent social tendencies in parents.
- The role of the schools and the professionals has increased in the past years because of the growing importance of the healthy nutrition topic in society, but also because of the increasing needs of pupils and parents.
- Schools with a more vulnerable population (with many pupils in poverty, deprivation, difficult financial situations, less parental involvement, ...) feel the need to pay more attention on healthy food habits. Professionals observe that the differences in health habits between population segments are increasing.
- The meaning of “Oog voor Lekkers”:
 - “Oog voor Lekkers” is primarily considered as a subsidy for healthy food in school (weekly fruit and vegetables or milk).
 - Participating schools often see participation in the school scheme as a step in a broader healthy school approach.
 - Professionals are not always aware of the available accompanying educational measures. But those who are familiar with them, appreciate them.
 - The subsidy for milk seems to be less relevant mainly because a lot of schools are implementing a strict ‘water only’ policy related to drinks allowed in school, but also because recent social tendencies or practical issues like storage and preservation.
- The flow of the administration process is quite easy to follow. No important issues are put forward although some questions arise about the correct procedure for the choice of the supplier, the time needed to treat the initial participation request and the amount of the subsidy.

2.1.2 Long term effects on consumption, knowledge and attitude towards healthy food (quantitative research)

Based on research realized with parents of children attending subsidized schools vs. parents of children attending non-subsidized schools, we can conclude that the school scheme **has some (long term) positive effects on consumption, knowledge and attitude.**

- Claimed **consumption of fruit and vegetables as a snack at school is higher** at schools participating at the school scheme. There is no impact on the consumption of milk. This might be related to the water only policy implemented by many schools in Flanders.
- Claimed **consumption of fruit and vegetables as a snack at home** is higher when attending schools participating to the scheme. There is no impact on the consumption of milk at home but claimed consumption of sweetened milk at home is lower among children of higher and middle social classes attending schools participating to the scheme.
- Participating in the school scheme has a **positive impact on the knowledge of fruit with specific age groups**, i.e. children aged 7-10 year old children know more different types of fruit, children attending preschools that participate to the school scheme are more familiar with less common fruit (plum, kaki)

- Participating in the school scheme has a **positive impact on the knowledge of vegetables** with specific age groups, i.e. children aged 6-9 year old children are more familiar with different types of vegetables. Children attending schools that participate to the school scheme are more familiar with certain type of vegetables (radish and rhubarb)
- Participating in the school scheme has a positive impact on the **knowledge of which type of food one can eat a lot of or not** with children attending a school with lower social vulnerability.
- Participating in the school scheme has a positive impact on the **knowledge of the recommended daily portions of fruit and vegetables** with children attending schools of lower social vulnerability.
- **Attitude towards healthy food** is more positive among children from lower social class. They want to eat more healthy food more often compared with their counterparts who attend a school that does not participate in the school scheme.

2.2 Recommendations

Based on the research we outlined recommendations for professionals and for implementing the school scheme at schools, i.e.

2.2.1 Recommendation for professionals

- The main recommendation is to increase the awareness of the accompanying educational measures.
- In addition, we recommend communicating about “Oog voor Lekker” through more channels to reach all professionals. Communication wear out is not an issue.
- Promote the impact of school scheme with parents. Awareness about the program might lead to a shift in attitude and knowledge amongst parents, reflecting positively on the consumption behaviour of fruit & vegetables of their children as well.
- And finally, there seems to be a desire for reviewing the administrative procedure to select a supplier.

2.2.2 Recommendations for implementation of the scheme

Based on the quantitative research it is recommended

- Focus on preschools and first grades of the primary school to ensure a positive impact on knowledge of fruit and vegetables on longer term.
- Focus on schools with children of a more vulnerable social environment because the scheme has an impact on their desire to eat healthy more frequently.
- To prioritize the school scheme on fruit and vegetables. Implementation of the scheme for milk seems less effective taking into account recent social tendencies and school policy decisions related to drinks allowed in school.

3 INTRODUCTION

3.1.1 Purpose and scope of the evaluation report

The evaluation report has two important research objectives:

- 1) Gather insights about the implementation of the “Oog voor Lekkers” school scheme and identify points of improvement for future communication with schools and registration of schools.
- 2) Assess the (long term) impact of the school scheme regarding (1) consumption of fruit, vegetables and dairy and (2) knowledge about healthy nutrition.

For the first research objective a qualitative study was set-up with educational professionals. The second objective has been measured through a quantitative study.

3.1.2 Short description of the evaluation process

To gain insights about the educational measures for schools we set-up qualitative research.

More specifically we realized online individual interviews with professionals active in the educational sector. We interviewed people active in schools participating to the scheme and people active in schools that did not participating to the “Oog voor Lekkers” scheme. Topics discussed were healthy nutrition, enrolment of the program and measures taken by schools to stimulate healthy nutrition.

To gain insights about the long-term impact of the school scheme we realized a quantitative survey, i.e. 2 measurements with parents from both children from participating and non-participating schools, to measure impact of the school scheme (Oog voor Lekkers). The first measurement was realized in 2020, the second in 2022.

4 METHODOLOGY

4.1 Evaluation design and methods used

The research consisted of two parts. A quantitative part surveying parents (not children, because of COVID19 measures: see part 4.4), and a qualitative part interviewing educational professionals (teachers, principals, ...). The two parts each serve their purpose to answer a specific research objective.

- 1) Assessing the (long term) impact of the school scheme
- 2) Gathering insights about the implementation of the “Oog voor Lekkers” school scheme and identify points of improvement for future communication with schools and registration of schools.

4.1.1 Quantitative research - Parents

The **quantitative part** among parents was organized as follows:

- **Phase 1:** Survey was introduced via mail to schools participating to “Oog voor Lekkers” (the so-called test cell) and schools that do not participating to “Oog voor Lekkers” scheme (the so-called control group). A list of schools participating to the school scheme was provided by the Flemish government. The list of schools that did not participated in the school scheme was based on a database downloaded from [Onderwijsaanbod in Vlaanderen](#)).

During fieldwork we randomly sampled schools based on

- type of education (preschools, primary schools, special secondary schools)
- test vs. control group
- Regional distribution (province) and level of urbanization.

This resulted in the following sample sizes at the school level:

- In 2020 n=2789 schools could participate to the research, of which n=810 schools were contacted.
 - N=270 schools belonged to the test group, the other n=540 belonged to the control group.
 - In 2022 n=2813 schools could participate to the research, of which n=1200 schools were contacted.
 - N=400 belonged to the test group, n=800 to the control group.
- **Phase 2:** Schools were contacted by phone. An Ipsos employee provided context for the survey and asked if school was willing to forward an online survey to parents.
 - In 2020, n=810 schools were contacted and n=173 agreed to participate. Hence, participation rate was 21%
 - In 2022, n=1200 schools were contacted, n=314 agreed to participate. Hence, participation rate was 26%
 - **Phase 3:** Ipsos mailed the necessary information and links to the online questionnaires to the schools that wanted to participate to the research. Schools were asked to distribute the questionnaire links to the parents.
 - **Phase 4:** The school contacted parents to complete the online survey. They were asked to complete the survey for all children aged 2-18 years old, attending class at one of the schools eligible for this study. Parents could complete the survey for up to three children in their household attending a specific school.

- If, after two weeks, no data was collected for schools that agreed to participate to the study, a reminder was sent out to these school (to boost participation).

Fieldwork:

Two fieldwork periods were organized. The first fieldwork period was organized from the 23rd of April 2020, until the 8th of July 2020. The second assessment started on the 26th of April 2022 and concluded on the 17th of June 2022.

The following sample sizes have been acquired:

	2020 (n=)	2022 (n=)
Total # Schools willing to participate to this research	173	314
Total # Parents completing the questionnaire	1783	2980
Total number # children (2-18 y.o.) for which the questionnaire was completed	3011	4341
Children attending schools participating to the “Oog voor Lekkers” school scheme (test cell)	1113	2035
Children attending school that do not participate to the school scheme (control cell)	1998	2306
Preschool education	1121	1866
Primary education	1747	2337
Special primary education	93	67
Special secondary education	50	71

4.1.2 Qualitative research - Professionals

The qualitative part of this study consisted of n=24 (online) interviews with education professionals. The interviews had a duration of 45 minutes up to one hour.

Of these n=24 interviews:

N=9 interviews were conducted with school principals of whom n=6 managed a school participating in the “Oog voor Lekkers” school scheme, and n=3 principals whose schools are not participating in the school scheme.

- Furthermore, the interviews were distributed over different education levels:
 - N=1 in primary schools
 - N=2 in secondary schools
 - N=2 in preschools (schools for children with special needs)
 - N=2 in primary schools (schools for children with special needs)

- N=2 in secondary schools (schools for children with special needs)
- N=15 interviews were conducted with teachers and supporting professionals. All working in schools participating in the “Oog voor Lekkers” school scheme .
 - N=3 from preschools
 - N=3 from primary schools
 - N=5 from primary schools (schools for children with special needs)
 - N= from secondary schools (schools for children with special needs)

All interviewees were recruited by the Ipsos team. The recruitment was partly based upon lists provided by the Flemish government and partly upon free found internet search (without database).

The interviews were moderated by professional moderators based on an interview guide, validated by the “Oog voor Lekkers”-team of the Flemish government. Two pilot interviews were conducted, after which the method was evaluated. No noteworthy improvements or suggestions were given. Therefore, the other interviews were conducted with the same interview guide.

The interview guide had the following structure:

- 1) Introduction to the interview
- 2) Experience with “Oog voor Lekkers”
- 3) Description of the “Oog voor Lekkers” process flow, including an explanation of some potential ideas to improve this flow.
- 4) Scanning the perception of suggested ideas to improve the process flow.
- 5) Specific target group related topics.
 - a. Specific for school management: identification of strengths of “Oog voor Lekkers”
 - b. Specific for teachers: “Oog voor Lekkers” applied in the class.
- 6) Conclusions and recommendations

4.2 Evaluation questions, judgement criteria, indicators

The long-term **impact of the school scheme** was evaluated through two key indicators:

- **Knowledge** about fruit, vegetables, milk and dairy products evaluated through:
 - **Recognition** of types of fruits and vegetables
 - Knowledge about the **production of dairy products**
 - Knowledge about **the food pyramid**
 - Knowledge about **ideal consumption fruit and vegetables per day**
- **Consumption** of fruit, vegetables, milk and dairy products evaluated through:
 - **Frequency** of consumption of fruit, vegetables, milk and dairy products at school
 - **Frequency** of consumption of fruit, vegetables, milk and dairy products at home

We assume the school scheme has had a **positive impact** when:

- Knowledge is higher among schools participating in the school scheme versus schools not participating.
- OR**
- Knowledge is higher among schools that participated in “Oog voor Lekkers” in the past versus schools that only recently started participating in the school scheme.

OR

- Knowledge rises over time among participating schools (2020 vs 2022).

OR

- Consumption is more healthy/less unhealthy among participating schools versus non-participating schools.

OR

- Consumption is more healthy/less unhealthy among schools that participated in the past versus schools that only recently started participating in the school scheme.

OR

- Consumption becomes more healthy/less unhealthy within participating over time (2020 vs. 2022).

4.3 Sources of data and techniques for data collection

4.3.1 Quantitative research - Parents

A database of schools who participated in the “Oog voor Lekkers”-scheme was provided by the Flemish government (Departement Landbouw en Visserij). Schools who didn’t participate in the school scheme were extracted from a database, downloaded from the website [Onderwijsaanbod in Vlaanderen](#). The latter then got cross checked with the prior to remove doubles. Resulting in a database for non-participating schools.

First, schools were contacted through e-mail, providing them with some background about the study. After the email, schools were contacted by phone. Schools indicating they wanted to participate, received information to further distribute survey links amongst parents. Parents were able to complete the survey for each child aged 2-18 y.o. within their household, provided these children were getting an education at the school that was initially contacted.

4.3.2 Qualitative research - Professionals

All interviewees were recruited by the Ipsos team. The recruitment was partly based upon lists provided by the Flemish government and partly upon free found search (without database). The recruitment was conducted by phone and e-mail.

4.4 Limitations and solutions found (quantitative phase)

For the evaluation of this research, the following limitations should be considered:

- 1) The EU stipulated that the evaluation of the school scheme required at least 2 assessments, i.e. a 0-measurement prior to the school scheme and one at the end of the school scheme. However, a 0-measurement could not be rolled out because a lot of schools participating in the school scheme had already participated in a different subsidized project (e.g. Tutti Frutti), aiming similar goals as this school scheme. The Tutti Frutti project already had a high participation and success rate.

Therefore, it was decided to work with a **test-control cell approach**. The test cell comprised the children attending schools that enrolled into the program; the control cell those who didn’t. Nonetheless while looking at results, one should consider that schools that participated to the “Oog voor Lekkers”-school scheme have more children with a weaker socio-economic background. Schools from the control cell, that did not participate, have more children from a stronger socio-economic background.

- 2) The “Oog voor Lekkers” school scheme had already started while the 0-measurement was not rolled out yet.

- 3) Initially we planned to contact and visit schools and ask all children to complete the questionnaires (provided their parents agreed). But during the survey set-up we were confronted with the COVID-19 pandemic. Due to several Covid-measures this was no longer possible as the number of contacts people were allowed to have had been limited. Furthermore due to COVID-19 restrictions between 2020 and 2021 children spent less time at school. Sometimes schools were completely closed/ in quarantine. Sometimes, only particular classes could follow lessons physically. Some schools cancelled lunch periods at school if not enough room was available. Third party access to schools was restricted to the bare minimum.

Overview restrictions for schools during COVID-19 pandemic:

- 16th of March 2020 – 14th of May: Preschool, primary and secondary schools were closed.
- 15th of May 2020: Preschools, primary and secondary schools open on trial period.

Specific restrictions stay in place:

- Only a few number of classes can attend school on site at the same time.
- Lockdown protocol if student tested positive for COVID-19.
- Restricted access to cafeteria.
- Limited third-party access schools
- ...

It's important to realize that these restrictions could possibly lead to a lower impact of the "Oog voor Lekkers" school scheme. Third party access to schools was limited (also for volunteers helping with the distribution of fruit and vegetables of schools) making it harder for schools to implement the scheme.

Because of above, we had to **drastically change our data collection method** in order not to jeopardize the research program.

- 4) When reading the results, one should take into account that while schools were selected at random, **we asked parents to complete data** for all children attending a specific school. It means that **parents decided themselves whether they participate to the survey**. This means there can also be some **social desirability** at play when answering the questionnaire. Nonetheless, because of the unique circumstances society was confronted with, there was no other option than to roll out the survey.
- 5) One should take in account the **healthy bias**: children of parents that follow a more healthy lifestyle (food, exercise,...) tend to know more, recognize the different foodgroups better and make healthier choices themselves. The same principle goes for schools. Schools with a principal and/ or teachers that are more aware of the many advantages of a healthy lifestyle tend to have a broader health program implemented or a bigger focus on the subject at their school/ classroom. Which of course leads to more knowledge with children attending these schools. Making it harder to see direct impact from the "Oog voor Lekkers"-scheme

5 ASSESSMENT OF THE FUNCTIONING OF THE SCHOOL SCHEME

5.1 Intervention logic or links between the identified needs, the objectives set in the strategy and the activities carried out

The main focus of the scheme is to reach as many pupils as possible to stimulate learning about healthy food habits from a young age.

As figure 5.1 shows the number of participating pupils is rising each year, with an exception of the 'Covid 19-years'.

In the school year 2022-2023 we witnessed a record number of participating schools. However, with about half of the target schools participating there is still room for improvement.

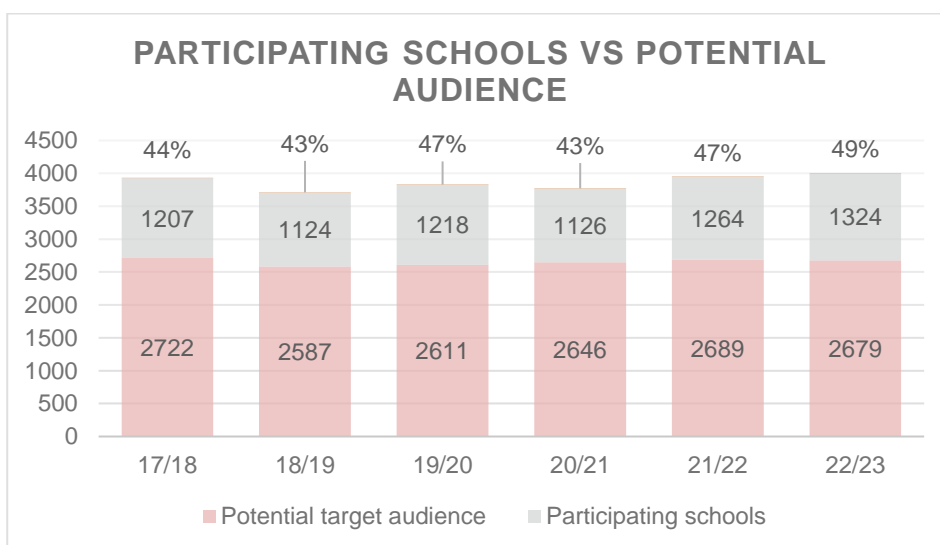


Figure 5.1. Percentage of participating schools versus potential target audience

The second focus of the school scheme “Oog voor Lekkers” is to reach vulnerable pupils that have fewer chances to learn about healthy food habits. Several studies show that children in special education programs and children of parents that receive a financial education allowance (because of a lower income) are more likely to have less knowledge of healthy food habits.

Therefore, (during the time of this assessment) the Flemish school scheme focused on reaching schools with an higher percentage of vulnerable pupils (“indicator-schools”) or schools for pupils with special needs. These schools are eligible for twenty weeks of subsidiary distribution. Regular schools with a lower percentage of vulnerable students where eligible for ten weeks of subsidiary distribution.

Figure 5.2 shows that the overall participation rate is increasing in all types of schools. Note that for the school year 2017-18 the data wasn't available to distinguish between primary and special primary schools, pre -schools and special pre-schools.

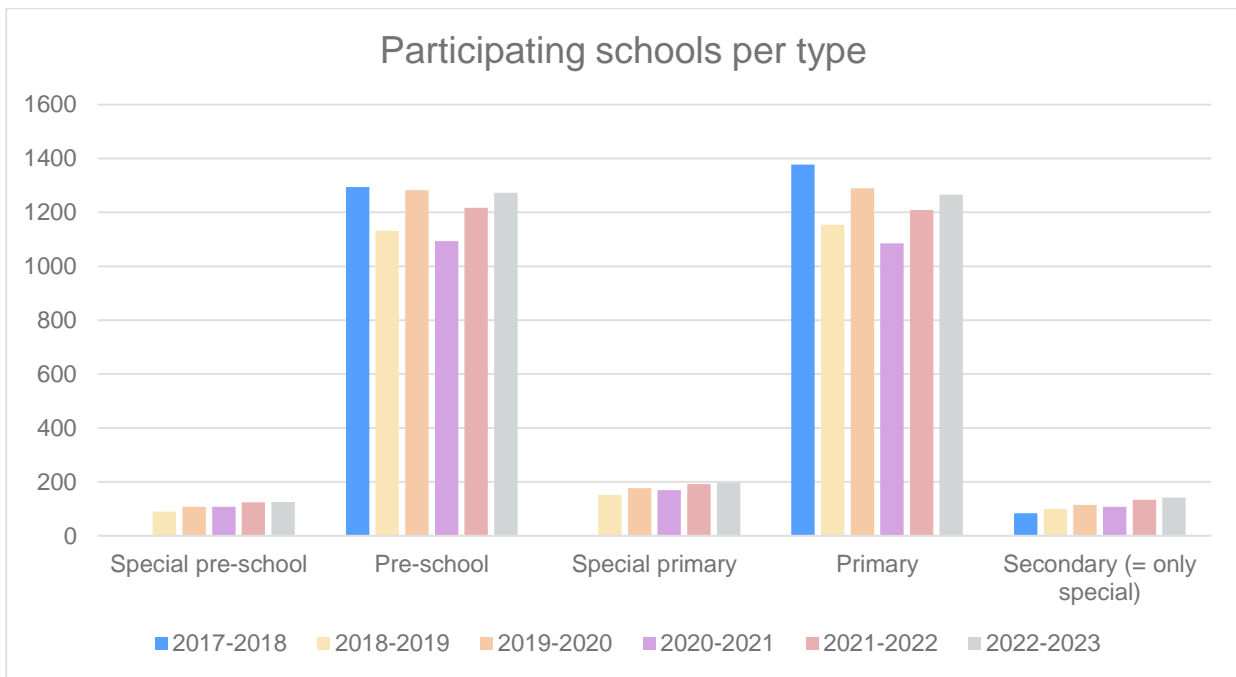


Figure 5.2. Number of participating schools per education type

The Flemish school scheme ‘Oog voor Lekkers’ reaches between 51-59% of special education schools, as shown in figure 5.3. This percentage exceeds the average school participation (figure 5.1).

	17/18	18/19	19/20	20/21	21/22
Total number of schools in yhe target audience	2.722	2.587	2.611	2.646	2.689
Number of special educations schools in the target audience	325	324	330	335	337
Participating special education schools	166	165	190	174	198
Percentage of participating special education schools	51%	51%	58%	52%	59%

Figure 5.3. Percentage of schools with special education reached each year by “Oog voor Lekkers”

As figure 5.4 shows the number of participating “indicator schools” with a high percentages of vulnerable pupils is rising during the program. The number of schools with a low percentage of vulnerable pupils is declining. We assume the underlying reason could be that schools are diversifying and thus, schools tend to have higher numbers of vulnerable pupils.

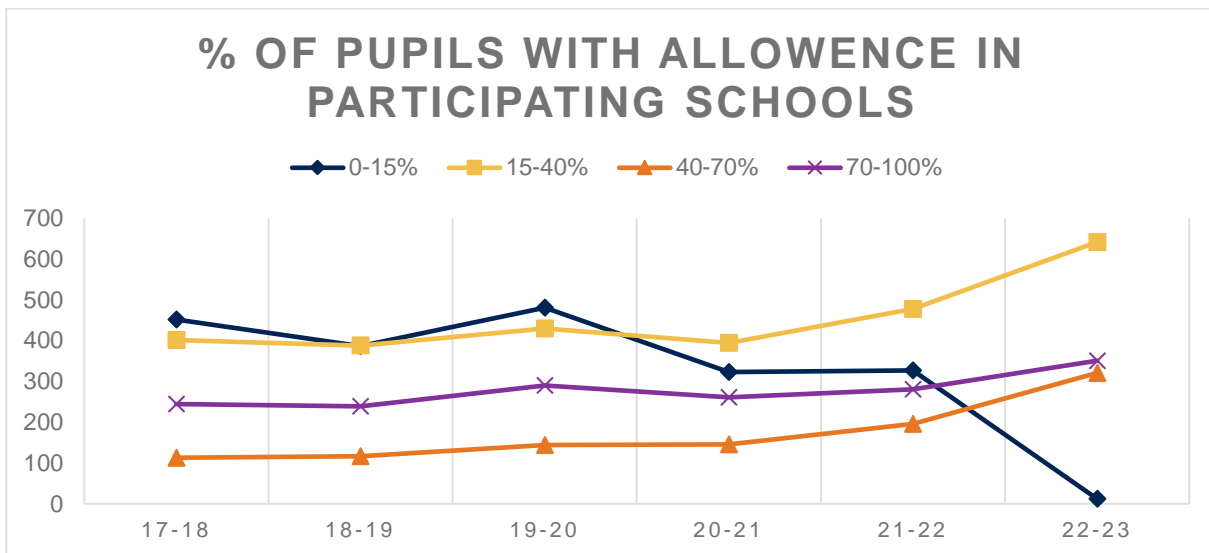


Figure 5.4. Percentage of pupils with an allowance in participating school

5.2 Main patterns or trends in participating schools/children

Participating schools often see participation to the “Oog voor Lekkers” scheme as a logical or a first step in a much broader healthy school methodology. Most schools that participate with “Oog voor Lekkers” are already integrating healthy habits in their curriculum. “Oog voor Lekkers” becomes an integral part of the school’s health policy.

Analogous to the observation that parents who already exhibit a more conscious healthy life style teach their children more healthy habits, the same principle goes for schools with a principal and/or teachers that are more aware of the advantages of a healthy lifestyle tend to have a broader health program implemented at their school/ classroom and are participating in the scheme

This healthy bias (see also section 4.4 of this report) makes it difficult to pinpoint ‘direct results’ to the scheme. Nonetheless, participating schools are very positive about the scheme. In particular schools with less financial means feel that the school scheme enables them to give all their pupils access to a healthy snack at least once a week.

As figure 5.5 shows a high percentage of participating schools tend to participate each year

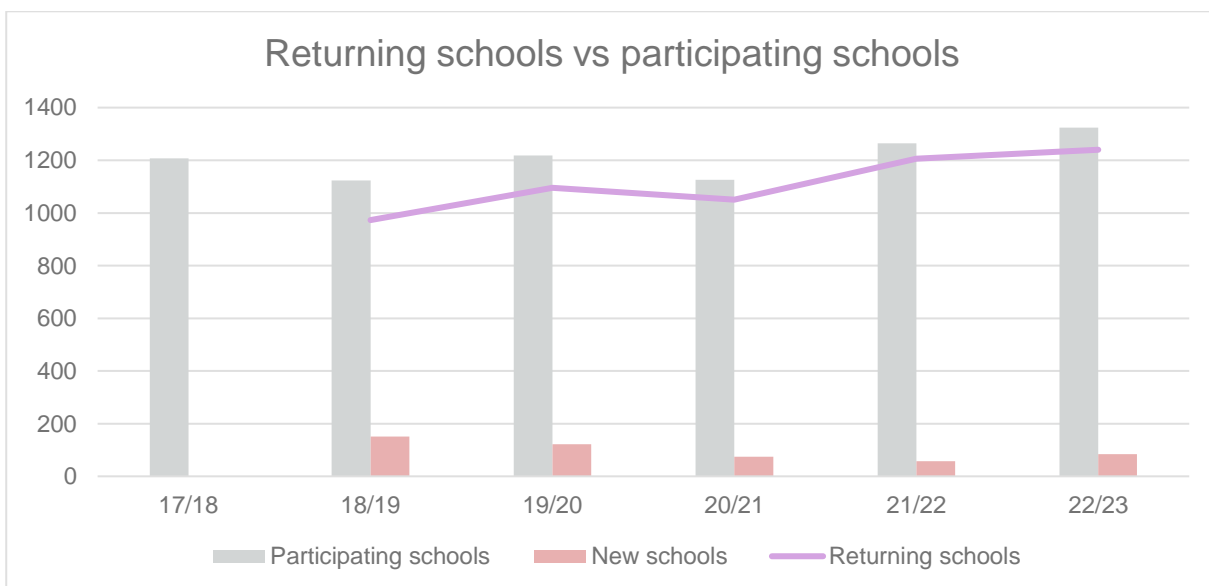


Figure 5.5. Number of new schools versus returning schools

This is also shown, in figure 5.6 below, the number of unique participating students (if a pupil receives fruit/ vegetables and/or milk, he/she is only counted once) is increasing each year.

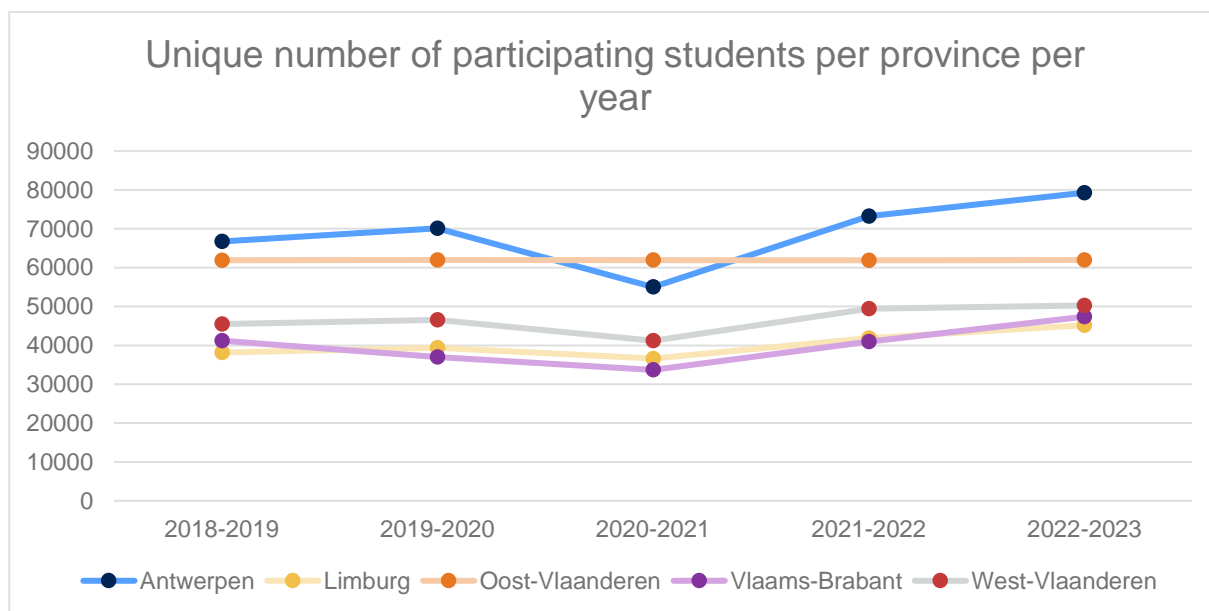


Figure 5.6. Unique students participating in the scheme per province

5.3 Distribution of school fruit, vegetables and milk

Participating schools are free to choose their own supplier. They may set their own additional criteria in their choice of products (biological, local,...) within the limits set out by the school scheme strategy.

The focus on fresh products instead of processed products, as set in the Flemish strategy, is in accordance with the health advice and follows the food pyramid. The same accounts for the focus on only white milk (and there lactose free variants).

Schools can choose to enroll for the distribution of fruit/vegetables, milk or both.

As the figure 5.7 shows most participating schools enrolls only in the fruit/vegetables part of the school scheme. Some schools participate in both parts.

Very few schools only participate in the milk part of the scheme. Reasons are various. A few examples are that schools apply a strict 'only water' beverage policy in school or that the current social trend tends to be rather negative towards milk.

Some more practical reasons could be that milk needs to be stored in cooling facilities or that small containers are easier for little children but less environmental friendly

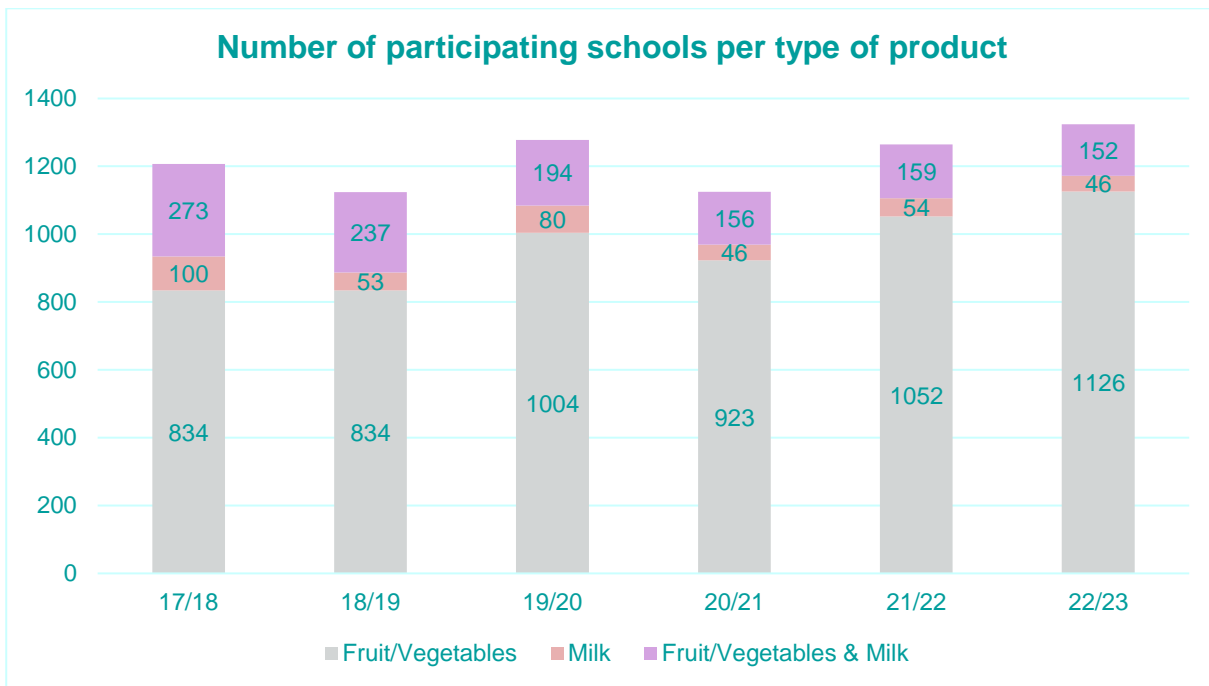


Figure 5.7. Number of participating schools per type of product

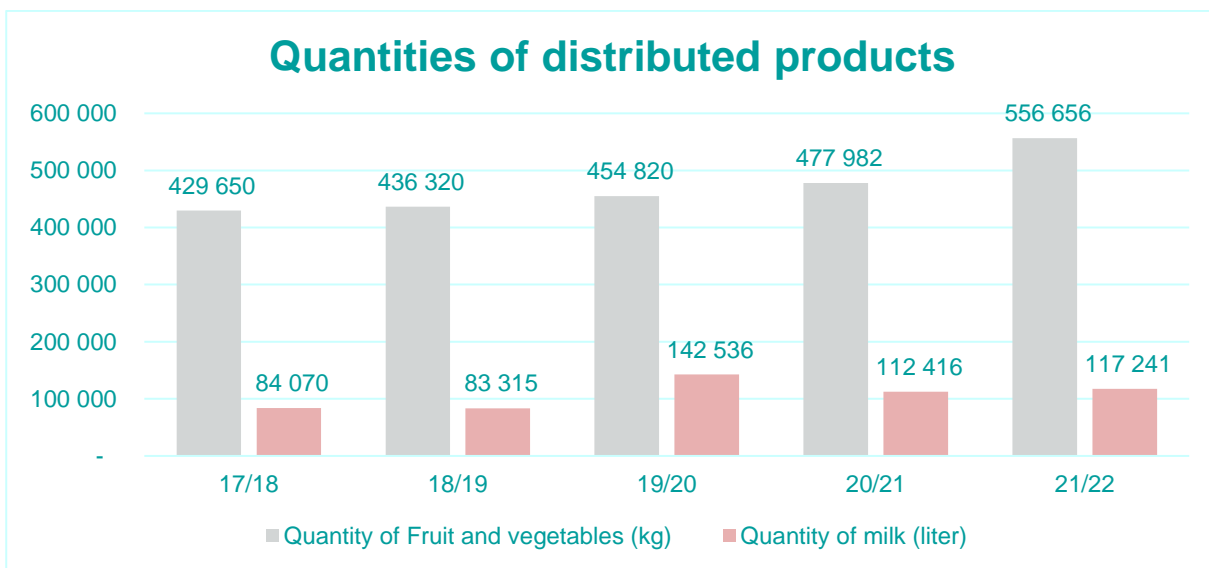


Figure 5.8. Quantities of distributed produce per type of product

5.4 Accompanying educational measures

All accompanying education measures are promoted (and available for free) on the “Oog voor Lekkers” website. These materials are available for participating and non-participating schools.

All participating schools receive a ‘welcome pack’ in the beginning of the school year that emphasizes all materials available. It contains education games, an (online) educational learning package and other useful tools for schools to be used in class.

All materials have been developed with a ‘plug and play’ mindset to enhance their usability (without too much preparation) in class. The learning principles and goals are conform the advice of education and nutrition experts.

Not all professionals are aware of the offered accompanying education measures but the study shows that schools that used the educational measures think very highly of them and intend to use them again the next year.

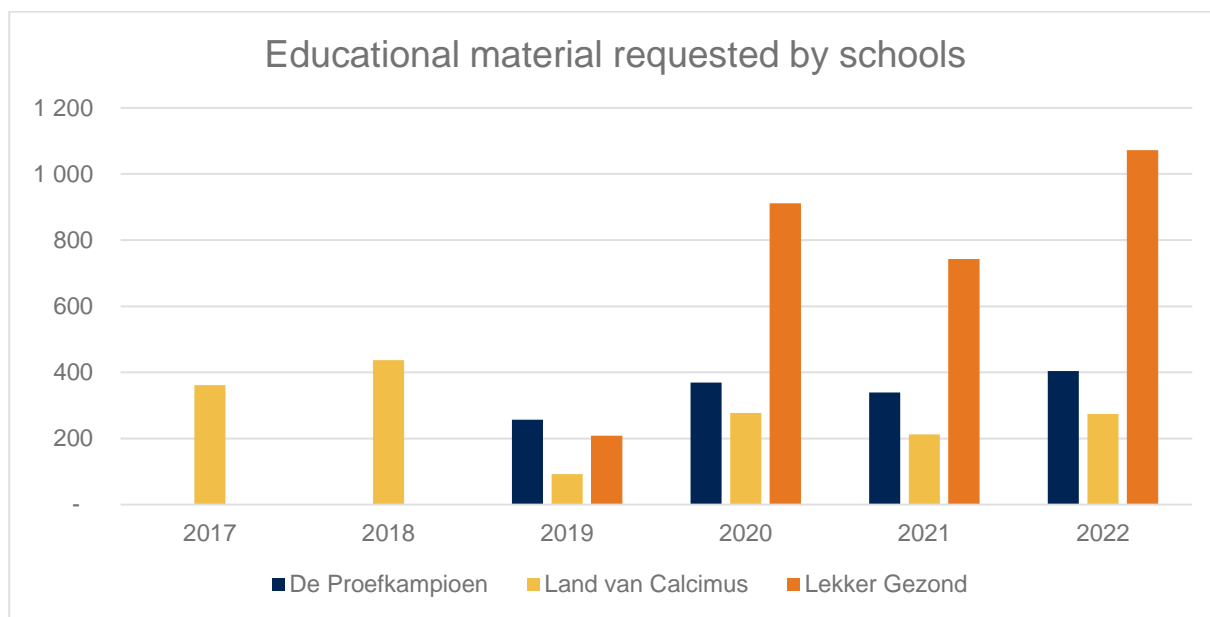


Figure 5.9. Educational material requested by schools per year.

In the course of the school scheme the range of accompanying educational measures has been extended.

Its now consists of two educational games (Land van Calcimus and Proefkampioen) who can be borrowed by schools to be used in class and one digital course module (Lekker Gezond!)

The educational game ‘Land van Calcimus’ was originally developed by one of the partner organizations of “Oog voor Lekkers”, Nutrition Information Center (NICE) and has been update at the start of “Oog voor Lekkers” (2017).

The educational game “Proefkampioen” is a sort of ‘trial box’ that is available through the website “Oog voor Lekkers” since the fall of 2019 and focuses on the tasting experience for pupils.

The digital course module “Lekker Gezond!” focuses mainly on healthy food habits and is enriched with (digital) exercises about the food pyramid and can be used in class. This module is online since June 2019

5.5 Communication and information actions

All communication starts at the website (oogvoorlekkers.be) as the website is also the access point for the accompanying educational measures. The “Oog voor Lekkers” team uses the website, social media campaigns, newsletters, focused advertisement in KLASSE (specialized magazine, website and newsletters for educational professionals) and specific social media groups for teachers as the main communication tools.

Communication in the first quarter of the school year focuses on convincing schools to participate. Later in the school year the focus shifts more on promoting the use of the education measures. Throughout the year there is a focus on healthy habits (not only eating habits but a general healthy lifestyle including exercise and mental well-being).

The average open rate of the newsletters of “Oog voor Lekkers” is 44% (benchmark: 21,33%), the average click rate is 3,14% while the benchmark is 2.62%. This tells us the schools appreciate and read these newsletters. The percentage of users reaching the site directly is almost 12%, through

Google search this is +-13%. With online Klasse advertisements this is almost 14% as well as with the “Oog voor Lekkers” newsletters (14,22%).

The main social media account on Facebook has 3.8k followers with approximately 8,63% of the users clicking through to the site from Facebook posts.

5.6 Main arrangements and provisions for implementation

In Belgium the school scheme is implemented by the regional authorities. Flanders, Wallonia and Brussel have each submitted their own regional strategy. The Flemish school scheme is implemented by the department of Agriculture and Fisheries from the Flemish government.

Since the beginning of “Oog voor Lekkers” the Flemish school scheme’s administrative procedure is completely online. Schools have to enroll in the beginning of each school year through the online platform. This platform visualizes all known information already transferred by the department of Education and therefore is very easy and intuitive to use.

Schools that want to enroll only have to specify the number of the participating pupils for each location and indicate in which part of the scheme (fruit/vegetables and/or milk) they want to participate.

After the registration period, schools can start the distribution of fruit, vegetables and/or milk during 20 weeks. There is one distribution of fruit or vegetables a week; there can be up to 3 distribution of milk a week (schools are free to choose their own frequency).

After each period of 10 weeks schools introduce a payment request with the necessary proofs through the online platform.

The support (mailbox, call centre) of “Oog voor Lekkers” is appreciated by the schools It has been labeled as highly customer friendly and quick in responding by the interviewed schools.

5.7 Involvement of the health/nutrition authorities, other public authorities and private stakeholders associated to planning, implementation, monitoring and evaluation of the scheme

In Belgium the school scheme is implemented by the regional authorities (Flanders, Wallonia and Brussel).

The Flemish school scheme is implemented by the department of Agriculture and Fisheries. Different partners within the Flemish government are involved in the management of the scheme.

A key group consisting of the financial partners: department of Agriculture, Health and Well Being, Agricultural marketing decides on the implementation of the scheme in Flanders. These partners provide in the funds for the Flemish co-financing of the scheme.

There is a also steering group consisting of representatives from the department of Agriculture, Education, Health and Well Being, Agricultural marketing, Nutrition Information Center (NICE - <http://www.nice-info.be/>) and Gezond Leven (institute for healthy living) that focusses more on the content (health, nutrition), the development of the accompanying education measures and the evaluation of the scheme.

6 ANSWERS TO THE COMMON EVALUATION QUESTIONS

6.1 To what extent has the school scheme increased the overall consumption of fruit, vegetables and milk and milk products by children, in line with national recommendations for a healthy diet of the intended age group?

6.1.1 Quantitative output on consumption – Parents

The following positive evolutions and/or impact was measured:

- Claimed **consumption of fruit and vegetables as a snack at school is higher** at schools participating at the school scheme. There is no impact on the consumption of milk. This might be related to the water only policy implemented by many schools in Flanders.
- Claimed **consumption of fruit and vegetables as a snack at home is higher** when attending schools participating to the scheme. There is no impact on the consumption of milk at home but claimed consumption of sweetened milk at home is lower among children of higher and middle social classes attending schools participating to the scheme.
- The school scheme has a **positive impact on the knowledge of fruit with specific age groups**, i.e. children aged 7-10 year old children know more different types of fruit, children attending preschools that participate to the school scheme are more familiar with less common fruit (plum, kaki)
- The school scheme has a **positive impact on the knowledge of vegetables** with specific age groups, i.e. children aged 6-9 year old children are more familiar with different types of vegetables. Children attending schools that participate to the school scheme are more familiar with certain type of vegetables (radish and rhubarb)
- The school scheme has a **positive impact on the knowledge of which type of food one can eat a lot of or not** with children attending a school with lower social vulnerability.
- The school scheme has a **positive impact on the knowledge of the recommended daily portions of fruit and vegetables** with children attending schools of higher social vulnerability.
- **Attitude towards healthy food is more positive** among children from lower social class (groups 7 & 8). They want to eat more often healthy food compared to their counterparts who do attend a school that does not participate to the school scheme.

A more detailed explanation of these findings below:

6.1.1.1 Change in direct and indirect consumption of fresh fruit and vegetables by children (quantity and/or frequency)

Impact on claimed fruit and vegetables (as a snack) consumption at school

The frequency to which students from participating schools consumed fruit at school increased compared to the 2020 assessment (figure 6.1). In 2020, we already saw 84% of students from participating schools consuming fruit at least three to four school days per week. In 2022 88% of students from participating schools ate fruit at least three to four school days per week. This is also higher than students from non-participating schools (86%). The school scheme therefore has positive impact on fruit consumption at school.

In 2020, claimed vegetable consumption at school was higher for participating schools, but only when consumed as a snack (18% vs. 13%). In 2022, a status quo has been measured, showing no positive, but also no negative evolution. Schools participating in the school scheme record a higher frequency of vegetable consumption as a snack at school, compared to non-participating schools (figure 6.1).

As figure 6.2 shows, schools that previously participated and have participated for consecutive years have an increased frequency of vegetable consumption, compared to 2020. Long term participation seems to pay off for vegetable consumption.

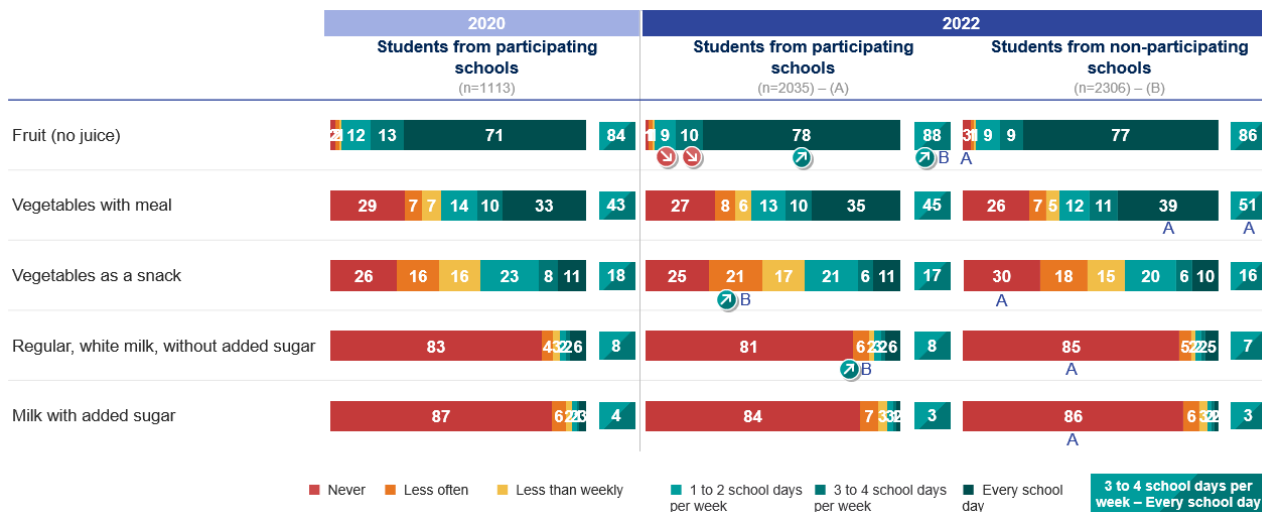


Figure 6.1. Consumption at school – evolution

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

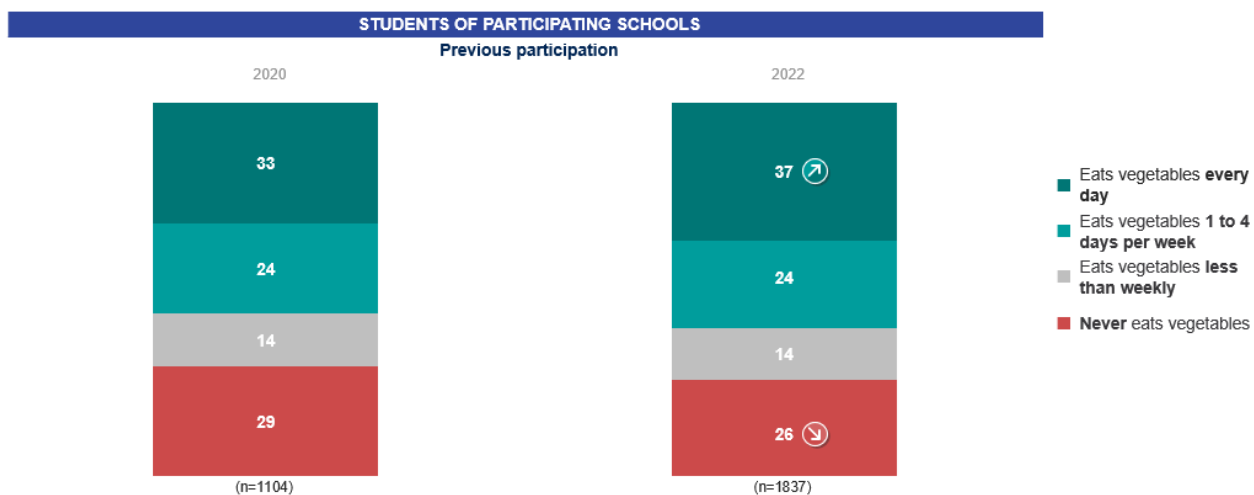


Figure 6.2. Vegetable consumption for schools that have participated before.

Note: A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools previously participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

Impact on claimed fruit and vegetables (as a snack) consumption at home

As figure 6.3 shows, fruit consumption at home is higher for children of participating schools (65% eats fruit at least 5 to 6 days per week), compared to children of non-participating schools (62% eats fruit at least 5 to 6 days per week).

Furthermore, the consumption of vegetables as a snack at home is more frequent, when attending a school participating in the school scheme. 10% never eats vegetables as a snack at home. For children of non-participating schools 16% never eats vegetables as a snack at home.

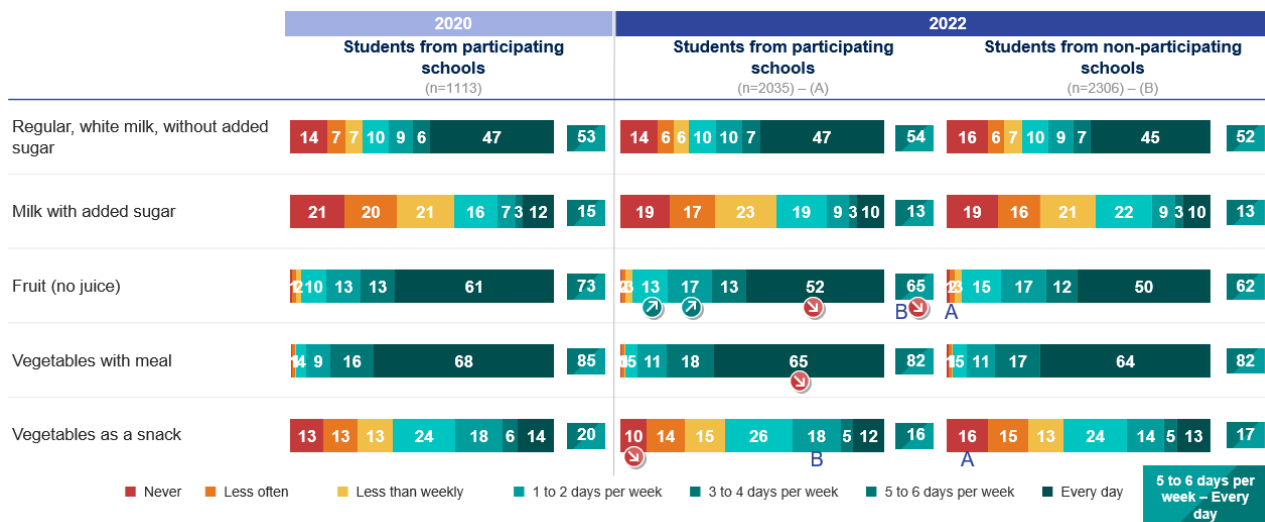


Figure 6.3. Consumption at home – evolution

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

6.1.1.2 Change in direct and indirect consumption of drinking milk by children (quantity and/or frequency)

Within children from higher social class, the frequency of drinking milk with added sugars at home is significantly lower when attending a school that participates in the school scheme. 43% of children from high social groups, who are attending a school that participates in the school scheme drink milk with added sugar at home on a weekly basis. When attending a non-participating school, this frequency increases to 50% (figure 6.4).

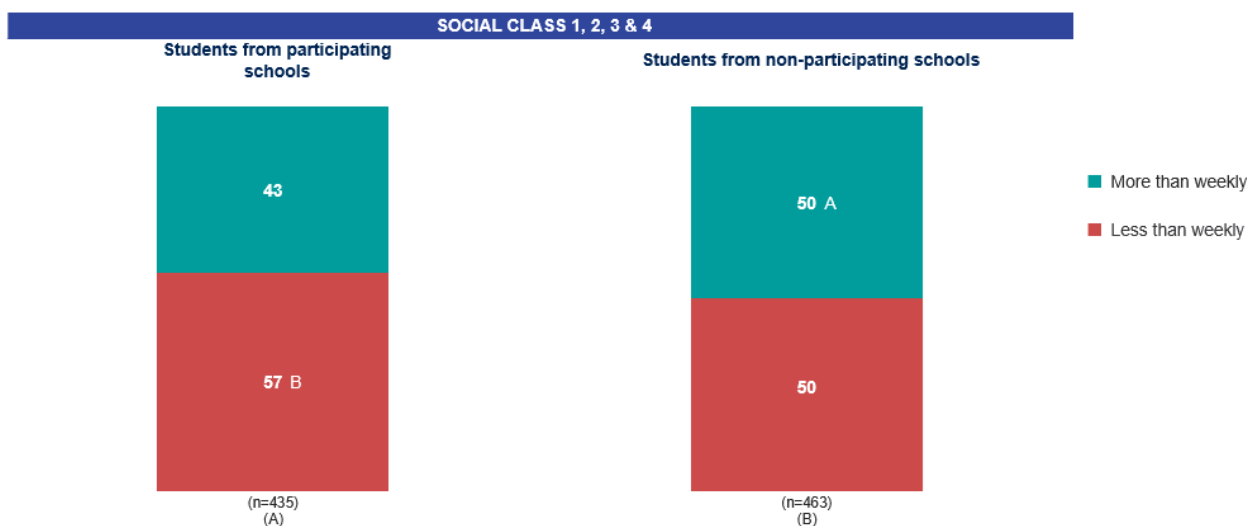


Figure 6.4. Consumption of milk with added sugars at home

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme.

For milk, no impact of the school scheme was observed at school (see figure 1) or at home. A lot of schools in Flanders implemented an 'only water'-policy, which might undermine (long term) impact of the school scheme.

6.1.1.3 Change in the percentage of children meeting the recommended daily intake of fruit and vegetables

Via our methodology we did not measure the actual daily intake of fruit and vegetables, but we did learn that children from participating schools eat fruit more often. Almost 9 out of 10 students from schools participating in the school scheme eat fruit on a (almost) daily basis at school. The frequency of eating fruit has also increased compared to 2020 (figure 6.1).

Vegetable consumption is at a status quo. 45% eats vegetables with their meals at least 3 to 4 school days per week at school within participating schools (figure 6.1).

For eating fruit at home, we have spotted a significant decrease in frequency. In 2020, 73% of children from participating schools ate fruit at least 5 to 6 days per week, in 2022, this was only 65%. Fruit consumption is still higher for participating schools (figure 6.3).

However, knowledge about of recommended daily intake improved (see section 6.2).

6.1.1.4 Change in the percentage of children meeting the recommendations by the national authorities for health and nutrition on the daily intake of drinking milk, and other milk products without added sugar, flavouring, fruit, nuts or cocoa and in line with the nationally recommended fat and sodium levels for the intended age group

The methodology used does not allow to measure the correct percentage of children meeting the recommended daily intake of milk and dairy. We did measure that 8% of students from participating schools drink milk without sugar at school. Only 3% drinks milk with sugar at school (see figure 6.1).

6.1.2 Qualitative output on consumption – Professionals

According to the professionals interviewed, consumption of healthy food is fully integrated in the daily operation of schools. Schools actively support it.

All interviewed professionals indicated that healthy food has gotten a lot more attention in the last 10 to 15 years in the school. The role of schools, teachers and educators became more and more important. This stems from of an increasing knowledge of the importance of eating healthy in general, but also more specifically from subsequent increasing needs and expectations of children and parents about healthy food.

6.1.2.1 Schools policy on consumption

All schools interviewed had implemented some rules on healthy consumption.

- School policy related to beverages allowed in school
 - Most schools are implementing a strict 'water only' policy related to drinks allowed at school.
 - Some schools choose to apply a policy in which water is allowed and milk is provided by the school.
 - Some schools provide water bottles for all students and guarantee access to water.
- School policy related to snacks allowed in school
 - Most schools have one mandatory moment to eat fruit per day.
 - Some of them make Wednesday their 'fruit day', meaning that on this day only fruit can be consumed as a snack.

- Some schools even ban chocolate, biscuits and sweet spreads on sandwiches.
- School policy on lunch (boxes)
 - All schools interviewed actively follow up what children have in their lunch boxes. They are taking action and providing solutions for empty or unhealthy lunch boxes.
 - Warm meals must apply to all criteria.
- Appointment of a health coordinator
 - A teacher or a group of teachers is appointed to secure healthy habits in the school.
 - Often it is the gymnastics teacher. In schools for children with special needs, speech therapists and physiotherapists get involved too.
- Free up budget, look for subsidy
 - The school principals and policy supporters look for funds and gifts to enable putting in practice the healthy food policy.

6.2 To what extent has the school scheme educated children about healthy eating habits?

6.2.1 Quantitative output on education and knowledge – Parents

6.2.1.1 Change in children’s consumption attitude towards fruit, vegetables, milk and milk products, in line with national recommendations for a healthy diet of the intended age group

According to figure 6.5, children from participating schools can more often indicate correctly when they should eat more or less from a certain fruit or vegetable (59%), compared to children from schools that are not participating (56%).

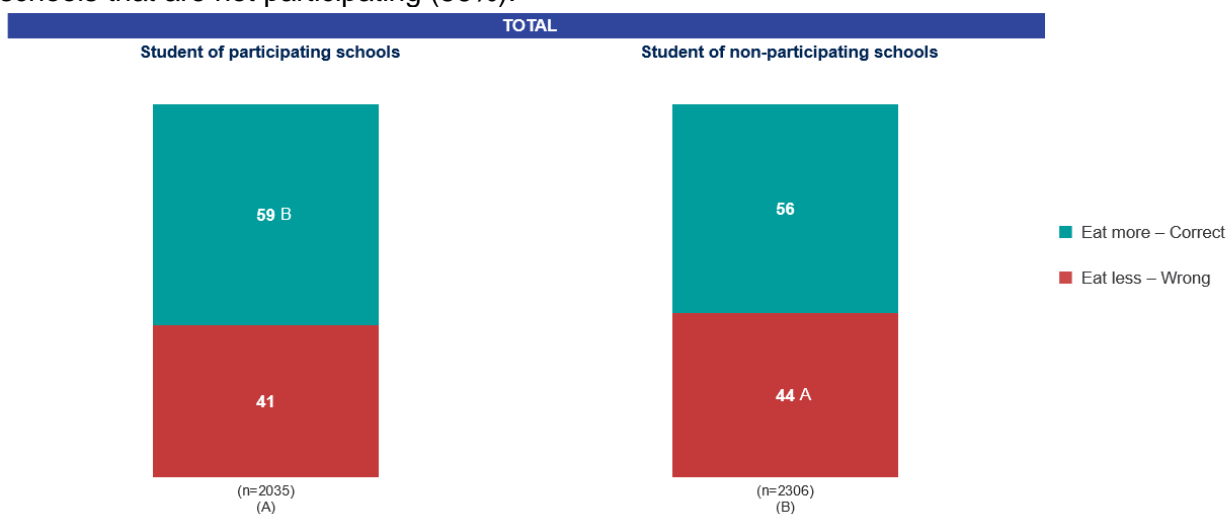


Figure 6.5. Perception of parents whether or not children are able to indicate correctly if they should eat more or less from a certain fruit or vegetable.

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme.

Figure 6.6 shows that children from participating schools with low social vulnerability can more often indicate which types of food they can eat more of correctly (86%). This is significantly higher than children attending schools with low social vulnerability that did not participate in the school scheme (83%).



Figure 6.6. Perception of parents whether or not children are able to indicate correctly if they should eat more or less from a certain fruit or vegetable.

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

Figure 6.7 shows that children from participating schools with low social vulnerability also know what the recommended daily intake is for fruit and vegetables more often.

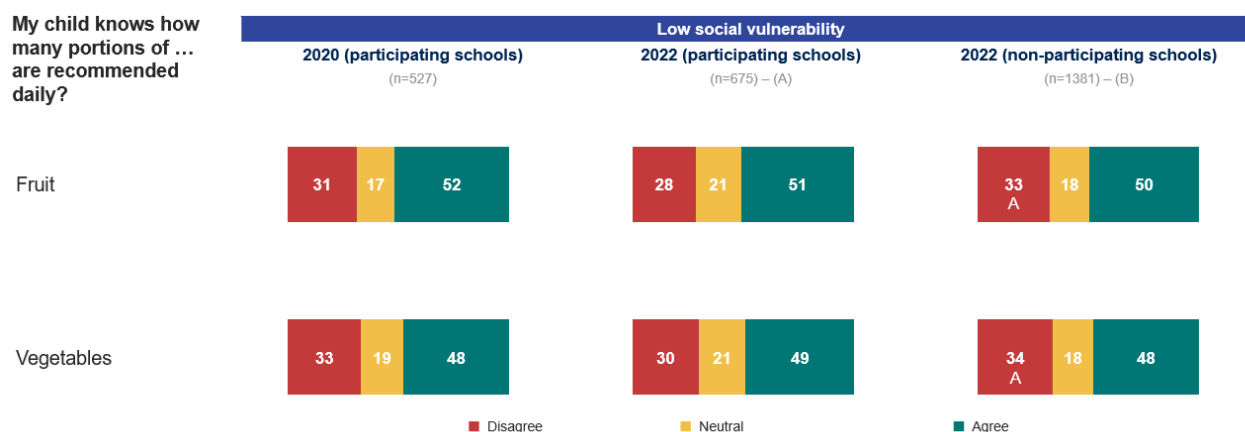


Figure 6.7. Perception of parents of the ability of their child to know the daily recommended intake.

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

The school scheme impacts especially the willingness of children from the lowest social groups (7&8) to eat healthy more often. 30% of children from participating schools indicate that they want to eat healthy, for non-participating schools this percentage drops to a worryingly 17% (figure 6.8).

SOCIAL CLASS 7 & 8

Children from participating schools

Children from non-participating schools

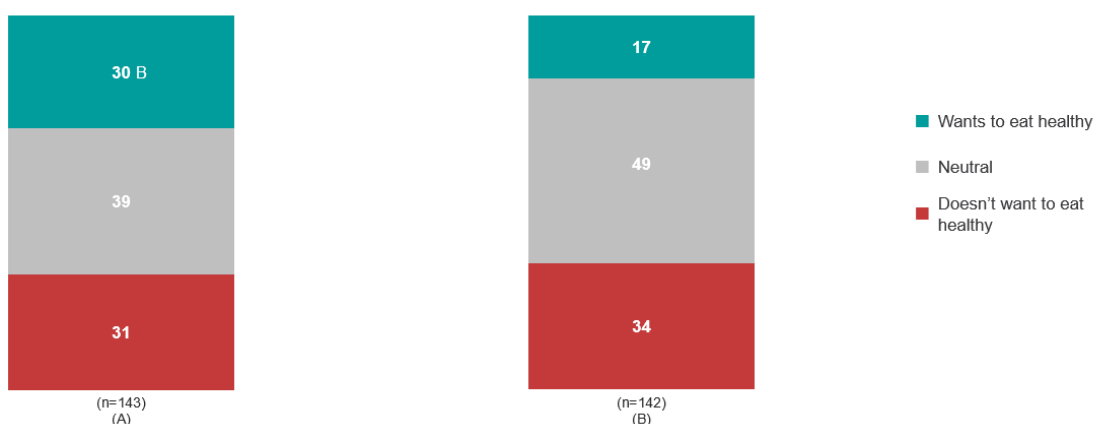


Figure 6.8. Willingness of children from the lowest social groups to eat healthy.

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme.

6.2.1.2 Change in children’s knowledge of the health benefits of the consumption of fresh fruit and vegetables, drinking milk and milk products without added sugar, flavouring, fruit, nuts or cocoa and in line with the nationally recommended fat and sodium levels for the intended age group

Impact on knowledge of fruit

The school scheme did lead to some positive trends over time, i.e. it leads to a higher knowledge of different types of fruit within 7 until 10 year old children. 45% of 7-10 y.o. children in participating schools knew every type of fruit questioned in the survey, compared to 36% in non-participating schools (figure 6.9).

7-10 Y.O. CHILDREN

Students from participating schools

Students from non-participating schools

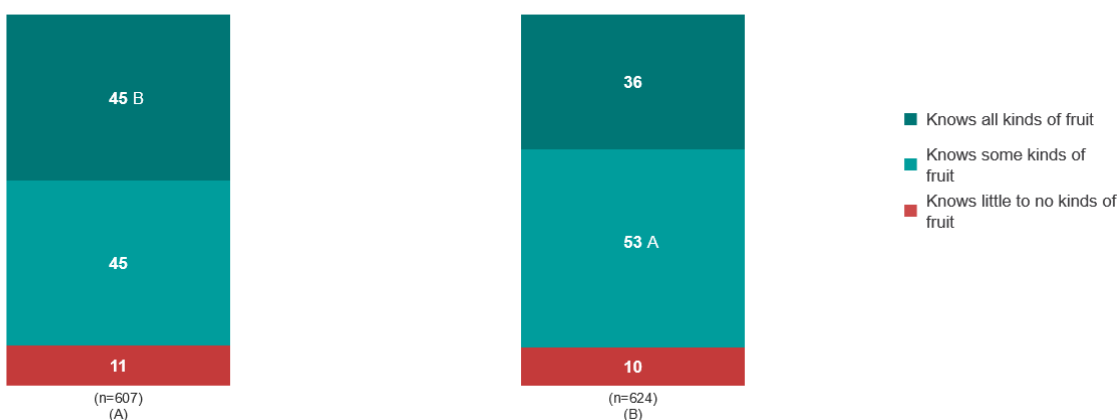


Figure 6.9. Knowledge of different kinds of fruit within 7-10 y.o. children

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme.

Furthermore, children attending school at schools participating in the school scheme are more often familiar with more peculiar types of fruit like the kaki and the plum. 71% of children from participating schools know what a plum is and know the name. Only 67% of children from non-participating schools know it and know the name. Persimmon or kaki is known by 34% of children

attending a participating school and by 25% of children from non-participating schools (figure 6.10).

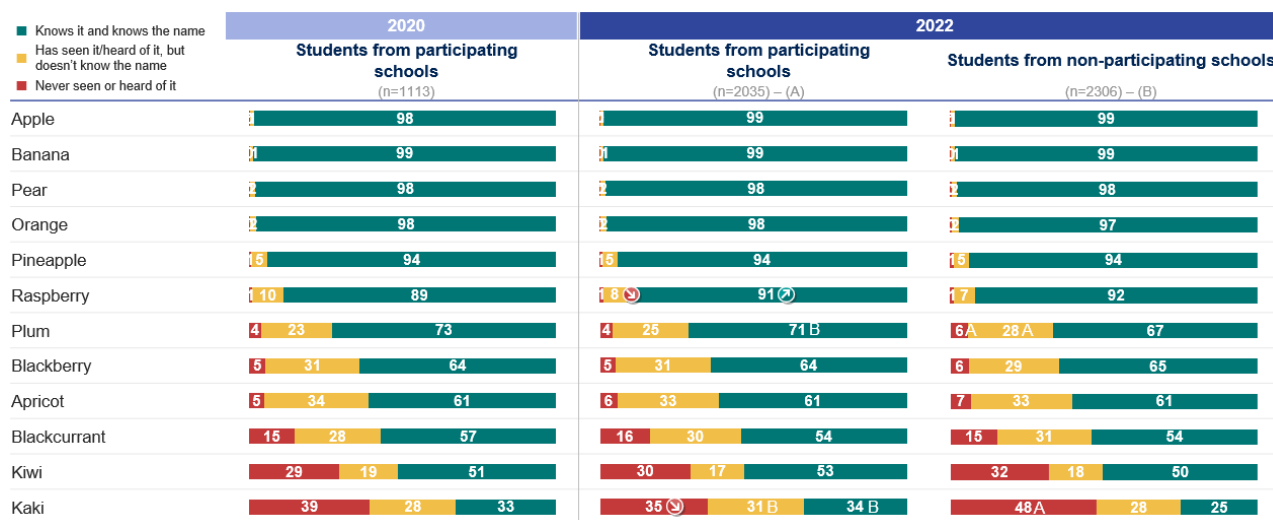


Figure 6.10. Knowledge of different kinds of fruit

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

Figure 6.11 shows, more in detail, that knowledge of kaki has gotten better over time within participating schools. Furthermore, pre-schoolers from participating school more often know kaki by name (22%), compared to children from schools that did not participate in the school scheme (17%).

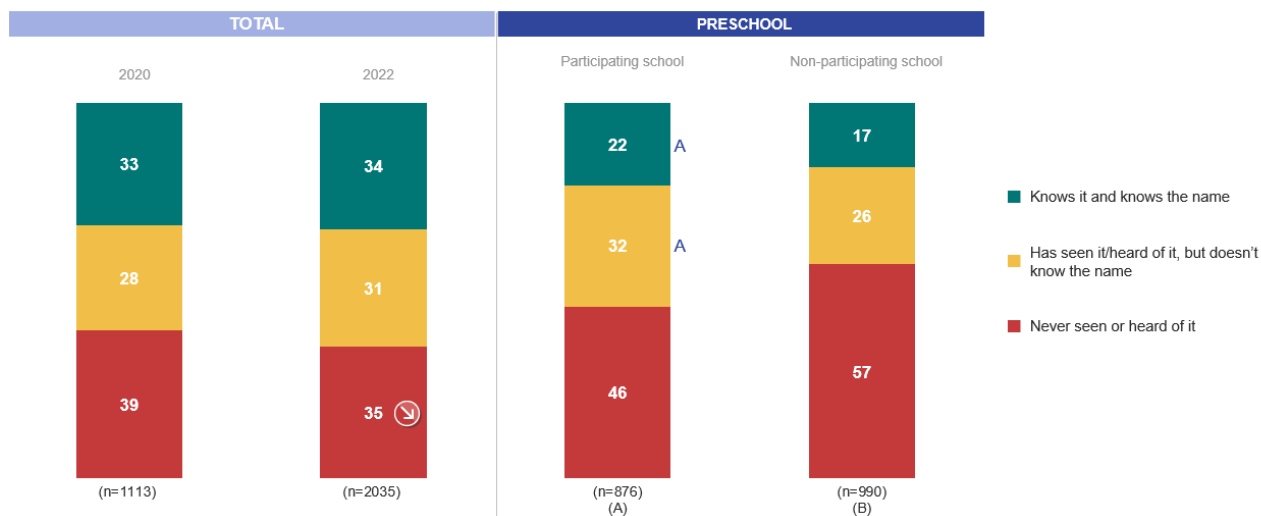


Figure 6.11. Knowledge of the kaki

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

Impact on knowledge of vegetables

Regarding vegetables, children from participating schools are more familiar with more peculiar types of vegetables like radish. 69% of children from participating schools knows radish by name, only 65% of children from non-participating schools do so as well, according to figure 6.12.

Furthermore, knowledge of different kinds of vegetables is higher amongst 6-9 y.o. children participating in the school scheme (29% knows all kinds of vegetables questioned in the survey), compared to 6-9 y.o. children not participating in the school scheme (23% knows all kinds of vegetables questioned in the survey) (figure 6.12).

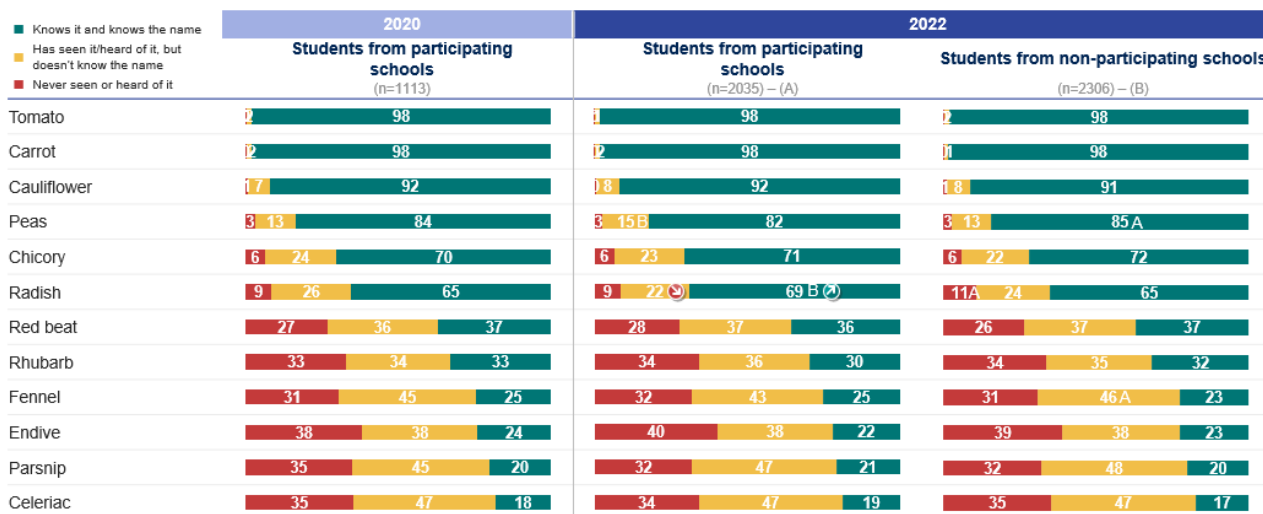


Figure 6.12. Knowledge of vegetables

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

Figure 6.13 shows that the school scheme has had impact on the knowledge of rhubarb within schools with low social vulnerability (35% vs. 30%). Knowledge has also increased compared to 2020 within participating schools with low social vulnerability, in 2020 35% didn't know rhubarb at all, in 2022 only 27% of children from participating schools with low social vulnerability didn't know what rhubarb was or how it looks.

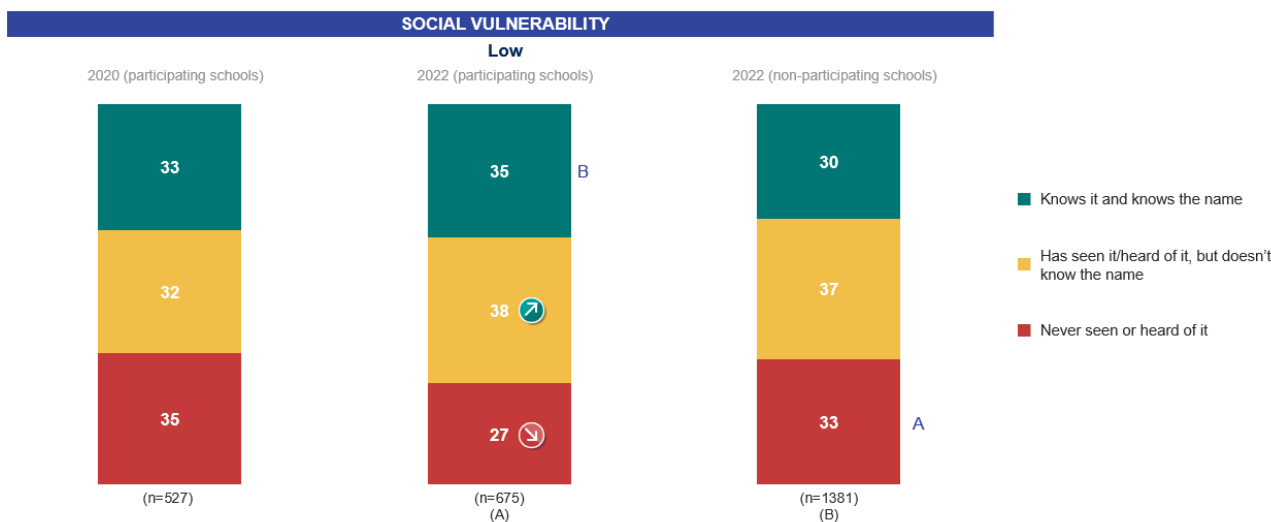


Figure 6.13. Knowledge of rhubarb

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

In figure 6.14 we see that knowledge of different kinds of fruit and vegetables is higher for children from schools participating in the school scheme (31%), compared to children from schools that are not participating (28%).

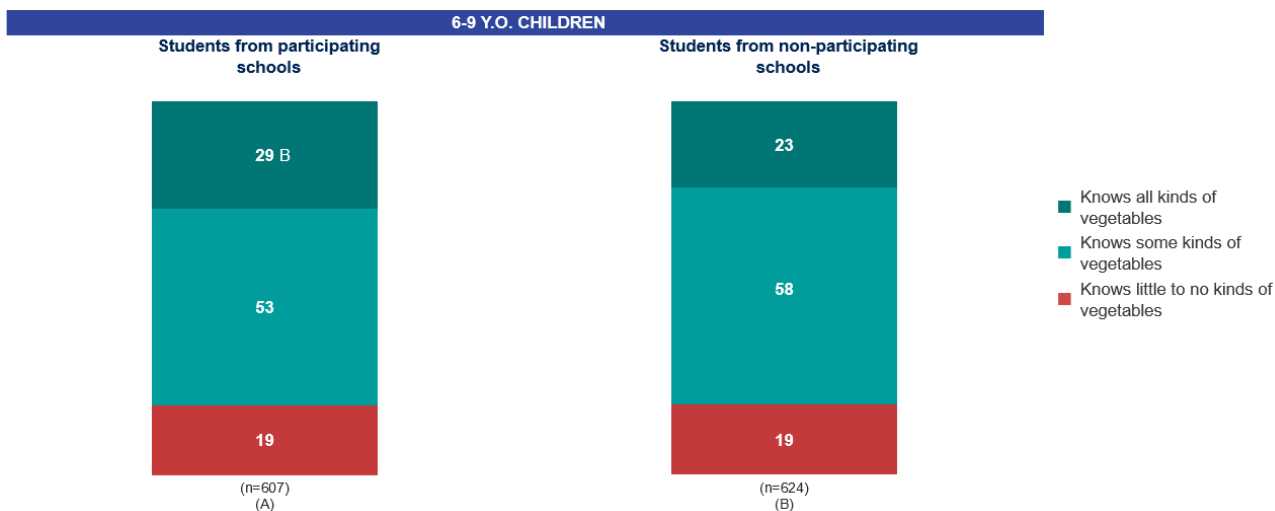


Fig 6.14. Knowledge of different kinds of vegetables within 6-9 y.o. children

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme.

Figure 6.15 also shows that, within schools participating in the school scheme, knowledge about both fruit and vegetables increased amongst 6-7 y.o. girls, from 28% of 6-7 y.o. girls who know a lot of kinds of fruit and vegetables in 2020, to 41% in 2022. Knowledge about fruit AND vegetables also increased in participating schools, within 8-10 y.o. children with high social vulnerability (38%), compared to 2020 (48%).

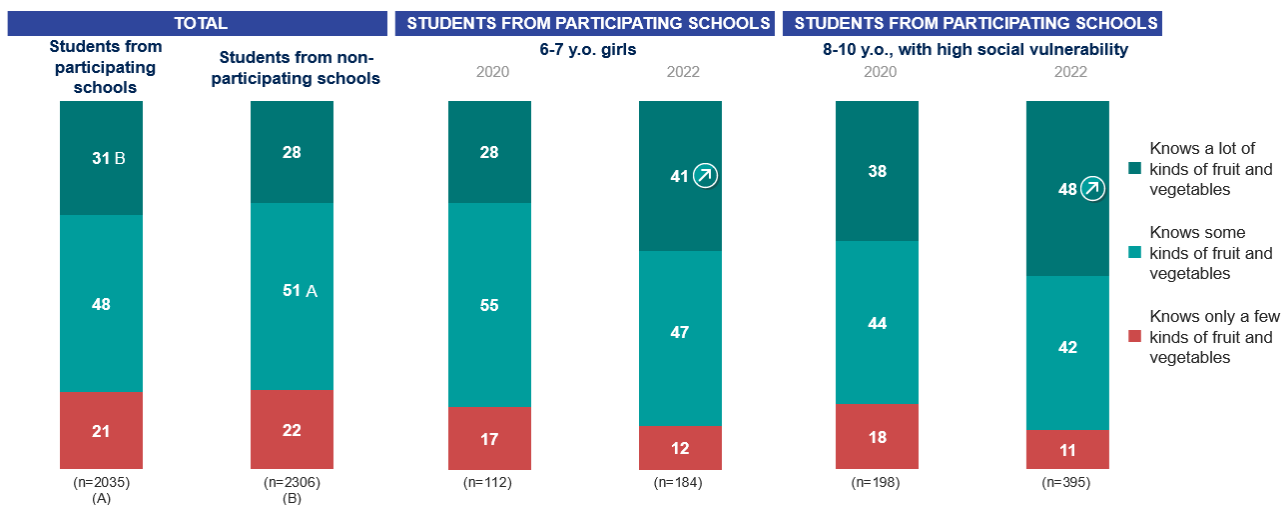


Fig 6.15. Knowledge of different kinds of fruit and vegetables

Note: When letter A is present next to a percentage, the percentage is significantly higher (95% confidence level) for non-participating schools. When a letter B is present, the percentage is significantly higher (at the 95% confidence level) for schools participating to the school scheme. A green arrow indicates a significant increase compared to 2020 (95% confidence level) within schools participating in the school scheme. A red arrow indicates a significant decrease compared to 2020 (95% confidence level).

6.2.2 Qualitative output on education and knowledge - Professionals

6.2.2.1 Education

Schools are actively educating about healthy food. They discuss what food children are bringing to school. When unhealthy habits are noticed, parents get involved and together with the school they search for solutions.

Furthermore, healthy food is a topic in multiple courses. Each year, healthy eating habits is a topic in class. Schools for children with special needs even organize cooking lessons in which healthy

consumption is key. The most often discussed topics are initiation in new fruit/vegetables, seasonality, healthy vs unhealthy, the food triangle, ...

Teachers, together with their students look, cut and/or cook and taste different fruits and vegetables. In class, they make fruit salad, soup, sort different kinds of vegetables etc. Cooking and cutting together stimulate and connect students. All children get in touch with fruits and vegetables, they otherwise wouldn't come close too. No matter their age, they learn something.

6.2.2.2 Project funded education

Every school that has participated in "Oog voor Lekkers" mentions a 'project week about healthy consumption'. Activities and lessons are organized throughout the whole school. Parents are made aware of the project week and its goals.

Fruit or vegetable offered through "Oog voor Lekkers" is eaten together. Each student has to at least touch and taste the fruit. Tasting together is motivating tasting more.

In schools for children with special needs, multiple initiatives are organized to provide healthy food daily. In the cooking class, some students get to make soup for the whole school.

6.2.2.3 Differences across segments

The need for schools to actively invest in healthy consumption, differs from school to school. A lot of factors are at play: students' profile, parental background, needs of children ... They all define to what extent children have access to sufficient healthy food.

- The underprivileged and sometimes limited involvement of parents
 - Especially interviewed principals and teachers from schools for children with special needs point out the fact that they sometimes encounter difficulties to reach parents with less healthy habits. Some of these parents seem to have limited knowledge about eating healthy themselves and/ or have other worries or priorities. A lack of stability and structure in some of these households further complicates their situation.
- Financial situation of the family
 - Eating healthy is more expensive. Schools notice some parents cannot afford buying healthy food and need to buy less expensive unhealthy alternatives.
 - Especially fruit and vegetables are expensive and parents don't have the means to provide for this daily. Schools are aware of this and take action:
 - By bringing food to class for certain pupils.
 - By stocking fruit and healthy sandwiches, to replace unhealthy lunch in lunchboxes.
- Profile and care needs of students
 - Professionals of (primary) schools for children with special needs, in particular, see the profile of their students as a motivation to be personally more engaged with nutrition in general.
 - Because of their disability or difficulties, many students have a difficult relationship with food; they have difficulties with eating; they have a hard time with new textures or food they are not familiar with, ...
 - A higher proportion (than in other schools) of those students live in a family or environment where eating together, eating enough or eating healthy is not stimulated.
 - It is more likely embedded in teaching them the basic skills like cooking together, reading a recipe, learning about food products, grocery shopping, ...
- Schools with few or no struggling parents/children can recoup their health policies from parents: In these schools' parents give their child a piece of fruit every day, lunch boxes are slightly healthier on average. Parents in addition support the 'fruit moment': distributing fruit to the classes, cutting fruit for toddlers and primary years, ...

Finally, these schools more often have an active parent council to raise funds to support even more initiatives.

- Urban (concentration) schools and primary schools for children with special needs are at the contrary particularly affected by a more deprived population. This is a problem these schools must deal with on a daily basis, therefore any external financial or other support is very welcome.

It also means that, besides the fact that parents find it difficult to support or encourage a healthy eating style for their children, parents are not very motivated to staff parent councils. This source of fund raising is therefore also limited.

Teachers, principals and other experts state that these differences keep on growing. Furthermore, the size of the group in need of support keeps growing as well.

6.2.2.4 Financial needs

Healthy food is expensive. Schools are actively looking for financing and donations.

- **Parent council:** In several schools, the parent council is very active in raising additional funds, finding sponsorship in cash and kind, making soup at school, cutting and distributing fruit, ... But in schools for children with special needs, a parent council is not always self-evident, mainly due to the poverty among parents.
- **Funds from the school itself:** In schools for children with special needs, there is a budget for cooking lessons and materials. In regular education, an extra budget is either not foreseen or very limited. Sometimes teachers sponsor extra pieces of fruit or soup for some students in their class.
- **Municipalities and non-profit organizations:** Recently local municipalities, action groups and non-profit organizations start providing support. E.g. Some municipalities make funds available to provide packages of sandwiches, others give a budget to make soup once a week, ... E.g. The action 'Brooddoosnodig' or Enchanté.
- **Local merchants:** Schools reach out to bakers, supermarkets, fruit farmers to get extras for school. This support is delivered in kind like ...
 - bread,
 - spread sandwiches,
 - fruit and vegetables,
 - ...

All interviewed schools are constantly looking for funding to create additional opportunities to offer healthy snacks to their students as shown by this quote from an interviewed teacher "Something extra is always welcome. The subsidies from "Oog voor Lekkers" represent that something extra and are very welcome."

The aid of 'Oog voor Lekkers' is perceived by schools as a clear budget that can be used for a well-defined goal. It is used for a weekly nibble moment with vegetables/fruit and sometimes also milk.

6.3 Perception of Oog voor Lekkers – Qualitative - Professionals

6.3.1 Meaning of "Oog voor Lekkers"

- **Subsidy for weekly piece of vegetables/fruit**

The interviewed professionals are realistic and down to earth about the meaning of the school scheme. "Oog voor Lekkers" is mainly perceived as an opportunity to provide fruit, vegetables or milk (for some) to pupils without charge.

■ Subsidy for milk

Only used by a few schools in this sample. Milk seems to fit less and less in a school context, mainly due to the 'water only' policy related to drinks allowed in schools, recent social tendencies (negative perception) and because of practical concerns (storage).

■ Accompanying educational measures

Seem to lack awareness among the professionals in the sample. Although they are easily accessible on the website of 'Oog voor Lekkers' and are presented to all participating schools in the welcome pack). Those who are familiar with it, appreciate it and tend to use it in subsequent years.

6.3.2 Subsidy for weekly piece of vegetables/fruit

6.3.2.1 Impact

■ "Oog voor Lekkers": the **name of the project fits perfectly with the fruit moment**.

- It emphasizes that fruit and vegetables are delicious ("lekker").
- It is positive, it expresses a moment of joy in each week.
- 'Oog voor', roughly translated as 'Eye for', indicates the well-deserved attention to fruit and vegetables, certainly not superfluous at school.

■ "Oog voor Lekkers" has **added value**. The subsidy enables the weekly fruit/vegetable nibble moment.

- Fruit/vegetables are a real added value in these times, a luxury out of reach for many children and not always affordable for schools.
- It is a convivial time of sharing and tasting. It is looked forward to every week.

■ "Oog voor Lekkers" has a **positive impact on the functioning of the school and the children**.

- Getting to know and taste different types of fruit and vegetables, also from other cultures.
- Variety in diet: the offer is more varied than what children bring to school.
- An extra piece of fruit or vegetable per week for the children.
- A starting block for talking about healthy food, local products, seasonal products, ...

■ Professionals hope the action has an impact in the children's households too. But it is considered merely as a secondary effect, and professionals estimate the impact not to be that strong.

6.3.2.2 When?

■ Full year vs 2 times 10 weeks

- Schools having the financial resources opt for an extra fruit moment throughout the whole year. Extending the period with 10 to 15 weeks
- Schools with lesser financial means only provide fruit and/ or vegetables during the subsidies period (October-May)

■ Pick-up vs delivery:

- Most schools prefer delivery because it involves less work and responsibility. Delivery often has a positive impact on project survival.
- Delivery seems to occur mostly when the fruit and vegetable are bought at a local merchant.
- Pick-up seems rather applied when supermarkets (E.g. Okay or Colruyt) are the suppliers.
- Some schools for children with special needs (both primary and secondary) use the fruit collection as a teaching moment one class goes shopping then.

6.3.2.3 How?

■ A shared fruit moment

- Most schools opt for a joint fruit moment.
- The fruit is divided over the classes and consumed in each class.
- In some schools (especially nursery and schools for children with special needs), parents come to the class to cut the fruit.
- All fruit is consumed.

■ Free offer

- Only a few schools allow children to take and consume it on the play area.
- These are the schools most complaining about waste.

■ 'Shop'

- Especially in secondary schools for children with special needs, fruit is included in the school's 'healthy offer'. This is usually put in practice by means of a shop where pupils can buy a piece of fruit, soup or a healthy sandwich for a non-monetary contribution.
- This contribution ensures less waste or disposal of fruit.

6.3.2.4 Awareness of the name "Oog voor Lekkers"

Schools say they actively communicate to parents and teachers using the name "Oog voor Lekkers" at the beginning of each term.

In schools, posters hang out in a visible place, which has a positive impact on the name awareness of "Oog voor Lekkers".

Children of preschool and schools for children with special needs seem to be aware of the fruit moment, but not of the name "Oog voor Lekkers".

6.3.2.5 What?

- Most schools get a mix of seasonal and local fruit and vegetables, occasionally supplemented with more unfamiliar or exotic fruit such as a persimmon, kaki, kiwi.
- This mix provides three things the schools want to offer in a balanced way:
 - Large variety.
 - Accessible fruit, but occasionally something more challenging.
 - The educational value of local and seasonal products.

6.3.2.6 Support and getting started

- Teachers enjoy support to help them talking about a piece of fruit or vegetable, or about how to make the children taste it in a fun way.
- Especially in preschool education, teachers feel they do not always have the inspiration and knowledge they need.

It could be an added value to include 'inspiration' sheets with the calendar or with the fruit delivery, containing figures, information of the origin or preservation of fruit, an idea to cut/eat it differently, ... + a link to existing educational material on the "Oog voor Lekkers" website. This also makes it easier for teachers to find their way to new and additional material.

More promotion for the accompanying educational measure 'trial box Proefkampioen' for the 5–7-year-olds is definitely recommended, according to its users.

6.3.3 Subsidy for milk

Only used by a few schools, mainly because of the implementation of a strict 'water only' policy related to drinks allowed in the school.

- Reasons to keep it:
 - Difficult eaters: these schools have a large group of Type 2 students who are difficult eaters. Any kind of fat, vitamins that schools can easily give them is welcomed.

- Reasons not to do it (anymore):
 - Does not match the 'water only' policy at school.
 - Milk is considered to be no longer 'of this time': it is difficult to offer milk in a world where there is a strong focus on fats, sugars, intolerances, beliefs,
 - The tenor is: 'It's not good for all children, so we skip milk and thus the discussion.'
 - Storage: milk needs to be kept cool, which is not always easy to do.
 - Hygiene and waste: empty milk bottles and -vials easily go mouldy and/or smell.

Some schools, especially schools for children with special needs, would reconsider it if they were allowed to use a subsidy for a broader range of dairy products.

6.3.4 Accompanying educational measures

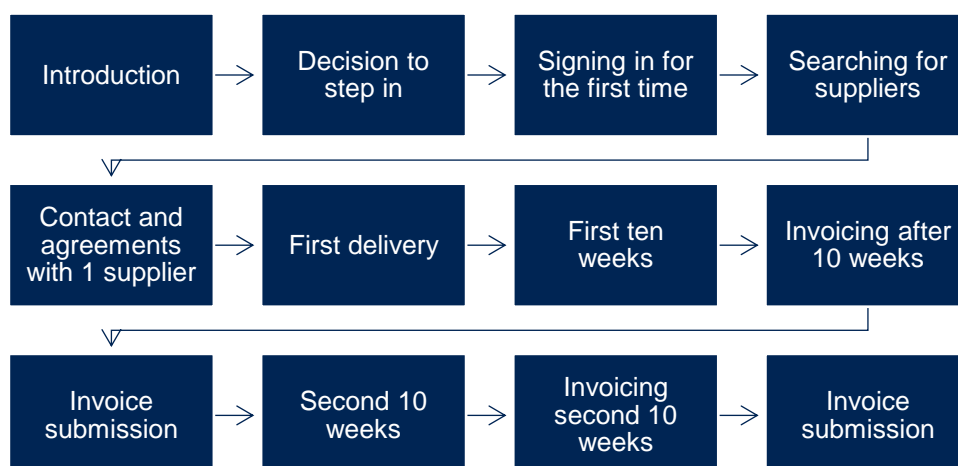
The teaching materials seem either known and appreciated, or not known at all.


- Especially teachers of the 3th, 4th and 5th grade seem to know the material and start working with it:
 - Learning kits on the nutrition triangle, especially the print material.
 - Excursions to the auction or farm.
 - The educational game 'The Land of Calcimus'.
- Support staff of the health policy sometimes pre-sort the teaching material and hand it over to the teachers to be used in class.
 - Mainly as inspiration for the 'healthy' week, but also for lessons in general.
 - The "Oog voor Lekkers" newsletter helps them learn about the topic. They pass them on to their teachers.
- The teachers of the 3rd preschool year and 1st year of primary school who know the trial box Proefkampioen, borrow it again every year.
- The biggest barriers to use the material are:
 1. Awareness: it is not known.
 2. Existing material: primary school teachers strictly adhere to the themes of the Wero book they work with.
 3. Pupil profile: very simple or adapted material is needed in schools for children with special needs.

The interviewed professions consider that the information in the newsletter could certainly focus on this more often, or it could be promoted through other newsletters or channels that reach all teachers (e.g. Klasse). Leaflets added to the delivery of fruit or with the calendar would also reach teachers more easily.

6.3.5 Perception of administration process

Overall, the administrative process runs smoothly and there is sufficient support. The administrative side is mainly monitored by the management and the secretariat of schools.





Once schools get to know it, it is quite easy to follow the process. The tools and reminders achieve their purpose and help schools enjoy the subsidy every year.

- After some initial searching, it works out perfectly to manage each administration step in time.
- Reminders via mail make the process easy to follow up. The support (mailbox, call centre) is appreciated by the schools.
- Subsidy (participation) approval takes a long time and seems an unnecessary step.
- Finding the supplier and justifying the choice takes extra time and seems unnecessary. The procedure is questioned.
- The support (mailbox, call centre) of “Oog voor Lekkers” is appreciated by the schools.
- Some professionals question the unit price fixed in the subsidy. Is it still relevant in these expensive times and does it cover all costs.

7 CONCLUSIONS AND RECOMMENDATIONS

7.1 Effectiveness of the scheme

The scheme is effective for consumption, knowledge and attitude towards healthy food.

Among professionals “Oog voor Lekkers” is mainly considered as a subsidy for healthy food. The subsidy is more than welcomed, especially in schools with a more deprived population and in schools for children with special needs.

Apparently, there’s a lack of awareness of the accompanying educational measures.

7.2 Lessons learnt

7.2.1 Parents – quantitative methodology

The scheme is effective for consumption, knowledge and attitude towards healthy food. More specifically, the study learned that the effect is positive for

- Consumption of fruit at home and at schools
- Consumption of vegetables as a snack at home and schools
- Claimed consumption of sweetened milk at home is lower among children of higher and middle social classes.
- Knowledge of fruit and vegetables is better with children of specific age groups.
- Knowledge of type of food one can eat a lot of (healthy) or not (unhealthy) is higher for children attending schools with lower social vulnerability.
- Knowledge of the recommended daily portions of fruit and vegetables is higher with children attending schools of low social vulnerability.
- Attitude towards healthy food is more positive among children from lower social class (groups 7 & 8).

7.2.2 Professionals – qualitative methodology

- All interviewed professionals mention that healthy food gets more attention in school. Healthy nutrition becomes a part of the daily school operations. In most interviewed schools healthy food was an important element of school policy. This corresponds with recent social tendencies in parents.
- The role of the schools and the professionals has increased in the past years because of the growing importance of the healthy nutrition topic in society, but also because of the increasing needs of pupils and parents.
- It appears that schools with a more vulnerable population (with many pupils in poverty, deprivation, difficult financial situations, less parental involvement, ...) feel the need to pay more attention on healthy food habits. Professionals observe that the differences in health habits between population segments are increasing.
- The meaning of “Oog voor Lekkers”:
 - “Oog voor Lekkers” is mainly considered as a subsidy for healthy food in school (weekly fruit and vegetables).
 - Participating schools often see participation in the school scheme as a step in a broader healthy school approach.
 - Professionals are not always aware of the accompanying educational measures but those who are familiar with it, appreciate it.

- The subsidy for milk seems to be less relevant mainly because a lot of schools are implementing a strict 'water only' policy related to drinks allowed in school, but also because of recent social tendencies (negative perception) or practical issues like storage and preservation.
- The flow of the administration process is quite easy to follow. No important issues are put forward although some questions arise about the correct procedure for the choice of the supplier, the time needed to treat the request and the way of calculating the subsidy.

7.3 Recommendations

Based on the research it's **recommended to continue subsidizing the school scheme**, taking into consideration the learnings below, i.e.

- Focus on preschools and first grades of the primary school to ensure a positive impact on knowledge of fruit and vegetables on longer term.
- Focus on schools with children of a more vulnerable social environment because the scheme has an impact on their desire to eat more healthy food
- Prioritize the school scheme on fruit and vegetables. Implementation of the scheme for milk is less effective.

Recommendations for the **roll out towards educational professionals** are...

- To increase the awareness of the accompanying educational measures.
- To communicate about "Oog voor Lekker" through more channels in order to reach all professionals. Communication wear out about the topic is not an issue.
- To promote the impact of school scheme with parents. Awareness about the program might lead to a shift in attitude and knowledge amongst parents, reflecting positively on the consumption behavior of fruit & vegetables of their children as well.
- And finally, there seems to be a desire for reviewing the procedure to choose a supplier.

8 ANNEXES

8.1 Social class division

Social class is the division of the population into eight groups based on the current profession of the head of household and his or her educational level. Both variables get assigned a value, based on the table below:

	Score
Educational level	
Without degree & primary education	10
Lower secondary education	35
Lower secondary education (technical, arts, vocational)	25
Higher secondary education	50
Higher secondary education (technical, arts)	45
Higher secondary education (vocational)	40
Graduate, bachelor	75
Master	85
Master after master	90
Doctorate	100

Profession	Score
Self-employed	
Farmer	45
Craftsman, trader, industrial, freelance with 5 employees or less	70
Industrial, wholesale, freelance with 6 employees or more	90
Liberal profession	100
Employee (public or private sector)	
Member of general management, senior executive (director, manager etc.)	
responsible for 5 employees or less	80
responsible for 6 to 10 employees	90
responsible for 11 employees or more	100
Middle management, responsible for 5 employees or less	70
Middle management, responsible for 6 employees or more	75
Other employee mainly performing office work (e.g.	65

Profession	Score
secretaries, assistants,...)	
Other employee not performing office work (e.g. nurses, teachers, policemen,...)	60
Worker (public or private sector)	
Skilled worker	50
Unskilled worker	25
No professional activity	
In pre-retirement	75% of the value of their last profession
Retired	60% of the value of their last profession
Unfit for work	10
Pupil/student/in training	10
Houseman or housewife	10
Unemployed	
Other	50
Never worked	10

When multiplying these scores, we get a score ranging from 100 – 10.000. Based on the table below, the respondent ends up in one of the following social class categories:

Social class	Score
Group 1	5.460 – 10.000
Group 2	4.590 – 5.440
Group 3	3.240 – 4.500
Group 4	2.655 – 3.200
Group 5	2.025 – 2.625
Group 6	1.500 – 2.000
Group 7	690 – 1.475
Group 8	100 – 675