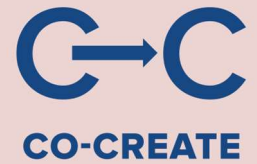


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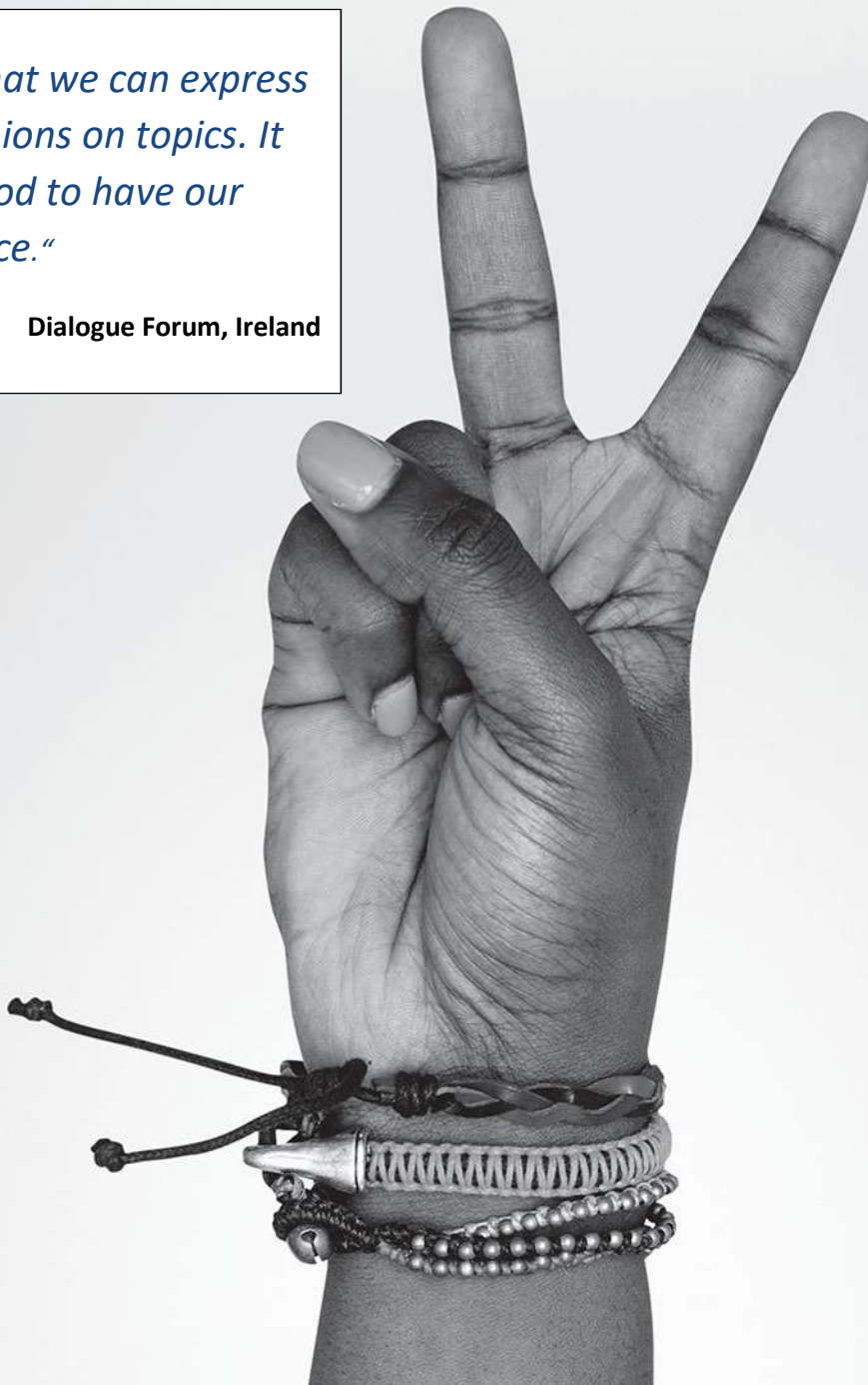
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Collecting children's views on school fruit, vegetables and milk schemes using the CO-CREATE Dialogue Forum tool

"I like that we can express our opinions on topics. It feels good to have our own voice."

Dialogue Forum, Ireland



Supplementary report

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Dissemination level

PU	Public	
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Executive Summary

Background: The EU school fruit, vegetable and milk scheme is designed to support and promote daily consumption of fruit/vegetables and milk among children in Europe. Yet, data show that many children do not consume these foods daily. Furthermore, there is limited research literature reporting on the view of the children of such schemes, especially milk schemes.

The aim of this activity was to collect pupils' views on the EU school fruit, vegetables and milk scheme for the ongoing evaluation to potentially improve the Scheme, and to gain experience of using the CO-CREATE Dialogue Forum tool in this age group and for a discussion only among peers.

Methods: A convenience sample of 15 countries were approached of which three participated (Ireland, Norway and Romania). Each country partner conducted two Dialogue Forums with a total of 37 pupils (20 girls and 17 boys, aged 10-12 years) from diverse socio-economic schools and rural/urban locations.

The CO-CREATE Dialogue Forum tool was used to moderate the discussions of a policy idea through a series of activities. In these activities, the participants are invited to reflect on **what they care about** concerning the policy idea, **identify obstacles and opportunities** and **add aspects** which the idea needs to consider. The final step is for the participants to consider which **actions need to be taken** and also which action they can do themselves. The policy idea was about **Making the EU school fruit, vegetables and milk scheme a social event**. That is *"Fruit/vegetables and milk should be consumed in organized social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers."* The data collected were the written outputs on the canvas of the tool as well as notes from a note taker and/or the moderator. No names or personal information was collected. Reports were provided by the country partners using standardized templates and summarized in this report.

Results: The pupils recognized the importance of fruit, vegetables and milk for their health, growth, body image and brain functioning, but also had great concerns about bad taste, quality and lack of variety. The latter was linked to the foods not being consumed and thus increased waste in addition to the waste from packing materials. It was recognized that there was an interplay of too little resources/ineffective organization within the schools and a lack of motivation/interest by the children which could be causing this. The social aspect of the policy idea was not always the main focus of the discussions, but one group pointed out that young people these days are mainly social through their phones and another group said that it might only be exciting for a few weeks to have social breaks. However, they did like



the idea of an extra break and also thought it could be a way of making new friends. The pupils proposed many actions that were needed and also committed to actions at the personal, interpersonal and school level.

Conclusions: This report provides evidence of the usefulness of the CO-CREATE Dialogue Forum tool to collect input and create engagement among 10-12 year olds on the topic of school food schemes, along with concrete inputs for the ongoing evaluation of the Scheme in EU. The well-known challenges of taste and quality were noted, but also concern about waste, and this was all linked to the lack of resources and time to organize the logistics within the schools. There was ambivalence with regards to the potential of social breaks, so this should be further explored. Giving the diversity of situations across Europe applying the Dialogue Forum tool at national level could be useful in the further development of the Scheme.



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Introduction

The CO-CREATE Dialogue Forum tool was developed to facilitate policy discussions among youth, policymakers, and business representatives in the CO-CREATE project. CO-CREATE is an EU Horizon 2020 project which aims to educate and empower youth (16-18 year olds) to develop policy solutions to build healthy food and physical activity environments.

The EU School fruit, vegetable and milk Scheme approached the CO-CREATE project because they wanted the views of youth on the EU school fruit, vegetables and milk scheme in the ongoing evaluation of the Scheme. It was agreed that the CO-CREATE Dialogue Forum tool could be used to collect this information.

The EU School fruit, vegetable and milk Scheme is designed to support and promote daily consumption of fruit/vegetables and milk among children in Europe. Yet, data show that many children do not consume these foods daily.

Background

School-based multi-component intervention studies and policies promoting fruit and vegetable consumption have been shown to be effective in increasing the fruit consumption of children (1). Yet, on average only 40% of European 7–9-year-olds (2) and 11–13–15-year-olds (3) consume fruit daily and there has been little change since 2000 (4). Similar studies on milk provision and frequency of intake are not available.

The EU School Fruit and Vegetable Scheme needs to be considered as an interacting system of various people, institutions, sectors and factors which influence the potential long-term impact on children's FV consumption (5). In the Pro Children intervention, the researchers found that children's appreciation of the intervention was associated with a higher intake of fruit and vegetables (6). A reviews on barriers and facilitators of implementation of fruit and vegetables interventions, found that texture, taste, quality and the variety of fruit and vegetables provided seemed to have an impact on the consumption of it (7). Other process evaluations (8,9) reported spoiled fruit and vegetables as a key barrier to children's consumption. Ismail et al. (8) also emphasized time-consuming factors such as assigning time to eat fruit and vegetables at the lunchbreak and restoring order after children consumed fruit and vegetables. The importance of allocating enough time for the intervention, but also readiness for implementation and training support ought to be key facilitators targeted by the implementation strategies (7).

It is a human right for children and adolescents to participate in decisions that affect them (10), and the core vision of the EU strategy for Youth is to empower and invest in adolescents as European citizens (11). Despite children and adolescents frequently being the

target group of preventive interventions, they have rarely been included as active agents in formulating, implementing, or evaluating the effectiveness of such prevention strategies (12, 13). The experience and fresh views of youth are valuable in themselves as only they know what it is like to be young today, but it is also important for youth empowerment and democracy that youth feel that their voices are actually listened to.

In the CO-CREATE project, youth involvement was one of the core principles throughout the project, and the Dialogue Forum tool was especially developed to allow 16-18 year old adolescents to discuss their policy ideas for obesity prevention with stakeholders in a safe environment and potentially leading to actions by both stakeholders and youth (14). However, the tool had thus far not been tested with young adolescents.

Objective

The primary aim of this activity was to collect pupils' views on the EU school fruit, vegetables and milk scheme for the ongoing evaluation to potentially improve the Scheme. A secondary aim was to gain experience of using the CO-CREATE Dialogue Forum tool in this age group (10-12 year olds) with a peer only group discussion.

Methods

The Dialogue Forum tool and policy idea

The Dialogue Forum tool is freely available in English and can be accessed here: <https://eatforum.org/initiatives/co-create/>. It consists of a policy idea (written for the specific purpose of the forum) and a digital or physical Dialogue Forum tool (canvas). It takes about 1.5h to complete, and the physical version requires a quiet space with a table and seven chairs to conduct it. The moderator notes, pre-read and the physical tool were translated into the native languages of the participating countries.

Unlike the original Dialogue Forums, there were no adult stakeholders invited to the Dialogue Forums with the pupils. Yet, a code of conduct was included in the information letter to ensure that the dialogue was conducted in a safe way.

The policy idea was presented in the pre-read which the pupils were provided with as part of the information letter (Appendix 1). Briefly, the idea was about ***Making the EU school fruit, vegetables and milk scheme a social event***. That is, *"Fruit/vegetables and milk should be consumed in organized social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers."* This idea was formulated based on the research literature and known challenges with the Scheme, as well as the consideration of how pupils could themselves contribute to the solution. It was a starting

point for the discussions and the pupils had the option of changing the idea in the process of the Dialogue Forum.

The Dialogue Forums were led by a trained moderator from the responsible country partner. Before starting, the pupils were reminded that the activity was voluntary and that they could leave at any time. Furthermore, it was stressed that the dialogue should be conducted in a respectful manner. After an introductory round of the participants and a recap of the policy idea, a four-step sequence of activities was followed, where each step centered around a question to guide the participants from an idea to action. In these steps, the participants were invited to reflect on **what they care about** concerning the policy idea, **identify obstacles and opportunities** and **add aspects** which the idea needs to consider. The final step was for the participants to consider which **actions need to be taken** and also which action they could do themselves.

The participants wrote their input on stickers or cards which were placed on the canvas while they took turns on responding to and discussing each step.

Recruitment and training of the country partners

In January 2023, CO-CREATE partners and personal contacts of the first author of the report (NL) were invited to be trained in the use of the Dialogue Forum tool and conduct at least two Dialogue Forums among 10-12 year olds in two different schools (high/low socio-economic schools, urban/rural) and write up a report by the end of April 2023. In total 15 countries were covered by this invitation, but there were no responses from Greece, while Finland, Denmark, German, France, Italy, Poland and Spain all were unable to participate on such a short notice or could not contact the right people for doing this.

An online, one hour training on the Dialogue Forum tool and the protocol for this activity including the specific policy idea was provided to seven countries in February/March 2023. Of the seven countries receiving training, the Netherlands, Croatia, Belgium and Portugal were unable to provide the personnel resources or were not able to recruit schools in time. Thus, in the end the dialogues were conducted in Ireland, Norway and Romania.

Ethics

Each responsible country partner applied to the relevant ethics committee in their country (if required) based on the protocol and the provided templates for information sheets and consent forms from parents and pupils. The consent forms from schools, parents and pupils were collected by the country partner and kept in a safe space for as long as the ethics approval stipulates.

Data collection

The data collected were the responses to the activities on the canvas of the Dialogue Forum and the anonymous notes made by the note taker during the Dialogue Forum and the moderator just after.

Reporting

A standard template for reporting from the Dialogue forum in English were enclosed in the protocol and it is structured according to the activities on the Canvas. The moderators of the Dialogue Forums translated and summarized these inputs and enclosed photos of the Canvas in native languages (without any name tags).

In addition, the schools were described as high/low socio-economic schools based on public data about the school/area of the school or urban/rural, and it was noted whether they were currently receiving products from the Scheme or whether they have received them previously in the school year. For the pupils, the gender and grade level mix of the six participants were noted, but not named.

The moderators were also asked to evaluate how well the Dialogue Forum tool worked to collect the views of 10-12 year olds.

Results

In this chapter the outputs for each activity on the canvas are presented as summaries across the six Dialogue Forums to emphasizing both the commonalities and the diversity of outputs. For more detailed reports of the outputs from the children - please see the country reports in the Appendices 2-4.

A brief description of the participants and their contexts are given prior to the summaries to keep in mind that these outputs are produced under very different circumstances.

It should also be noted that the participants did not necessarily stick strictly to the policy idea about having social breaks for eating the foods and peer leaders to promote it, but used the idea as a prompt to talk about such schemes in general. There were also more outputs referring to fruit and vegetables than to milk.

Participants

The participants were from Ireland, Norway and Romania. In Ireland the Fruit and Vegetable liking and consumption are promoted through the Food Dudes Programme and the school milk scheme is a direct delivery intervention for schools provided by suppliers that are local to the schools at a reduced price. Norway is not part of the EU School Food Scheme, but has

had their own national milk scheme since the early 1970s and a Fruit scheme (with an occasional vegetable) since the early 2000s. The schemes are subsidized, parent paid subscriptions programs. In Romania, there is a history of over 20 years of implementing the programme “The cracknel and the milk” (introduced in 2002). In 2018 the fruit scheme in schools was added to the existing programme. Vegetables have not been added to the scheme.

There were, in total, 37 participants (20 girls and 17 boys) across the 6 dialog forums conducted in low and high socio-economic schools in Dublin (Ireland), low and high socio-economic schools in Oslo (Norway) and in an rural and an urban schools in Romania. All participants were in the age range of 10-12 years old.

Country	Low socio-economic or rural schools		High socio-economic or urban schools	
	Boys	Girls	Boys	Girls
Ireland (Dublin)		5	6	
Norway (Oslo)	3	3	2	3
Romania	3	6	3	3

What did the pupils care about?

The pupils cared about both positive and negative aspects of the schemes. One group mainly focused on the negative aspect of food waste, whereas in the rest of the groups both positive and negative aspects about which they cared were shared.

In general, there was agreement across groups that the products in the scheme are healthy, give them energy and help them grow. In at least one group, it was mentioned that the foods taste good. The availability of such healthy products in schools was mentioned as a positive thing and another group further mentioned that it might encourage children to try new foods. In relation to the specific policy idea, one group also thought the idea of having an extra break for consuming these products was a positive thing.

The main negative aspect that they cared about with the schemes was the bad taste and quality of the products, and consequently the amount of waste, which they were concerned about. There were also some who cared about the organization of delivering the products to the students or the schools which led to the products not always being delivered on time/to the right person. In one group it was also raised the issue of the need for other food products such as beef which would also be important for children’s growth, and in another group one of the pupils reported to get mucus in his/her throat from drinking milk. In Norway, the pupils cared about the social inequalities in access created by the parental payment required for the subscription programs. In relation to the specific policy idea, one

group discussed that the boys were not likely to do this (i.e. the social breaks with peer leaders consuming the foods together).

Which obstacles and opportunities did the pupils recognize?

Many of the obstacles clearly followed on from the negative aspect of what they cared about such as the poor quality (including quality of packing) and bad taste of the products leading to the foods not being eaten (or spilled) and thus food waste. However, they also related the lack of consumption to the children's preferences and lack of motivation to eat these products more generally. It was recognized that organization of the food distributions within the schools was an obstacle due to lack of resources and enough time for the pupils to both get and eat the foods. Alternative food sources could compete with the foods in the schemes, as could cultural norms of mainly eating at home. The policy idea of social breaks was challenged in one of the schools as they argued that the social life of children these days is on their phones and other web-based technologies, and, again, one group said they thought that such an activity would just create excitement for the first few weeks and then they will become bored. In Norway, the costs of funding the scheme was recognized as a challenge.

The pupils recognized the positive effects of the foods on both the body (image) and brain, and thus also that their concentration at school could be improved. It was also seen as an opportunity to reduce social inequalities when the foods were for free. However, they saw important opportunities for improvement in the ways, especially the fruit and vegetables are presented and served to the pupils, and including a greater variety. They also raised the opportunities of being more involved in activities with healthy dishes or fruit/vegetables including having a green corner to grow their plants and study the vegetables. Related to the specific policy idea, one group thought it might be nice to eat together as it could be a way of making friends and it was also suggested that the teachers should eat with the children. The opportunity of rewarding the pupils for eating fruit and vegetables and drinking milk together was also mentioned, as well as rewards for recycling waste correctly.

Which other important aspects to consider did the pupils discuss?

Across the countries and the groups the students were able to recognize a lot of aspects that need to be considered when implementing such schemes from the individual level, within the school, and to societal issues. These included allergies and ability to recognize chemical pollution on the fruits, taste preferences, variety and quality of the foods at the individual level. Logistics of distributing the foods and handling of waste within the schools, as well as the personnel resources and the costs related to do this. The societal level issues were the overall costs of the schemes and whether there were other more important things to prioritize. They also raised issues with regards to sustainability such as seasonality, imported versus local produce, reducing use of plastic and careful use of resources.

Which actions did the pupils see as needed?

The general actions pointed out by the pupils ranged from action at the societal level to action by the municipalities and schools. At the societal level awareness raising about the bad quality and ensuring the funding were both seen as important. A need for action from the suppliers to ensure the quality of the foods delivered to the schools was mentioned. Related to this, but in interaction with the schools, was the need for action on various ways of ensuring variety of fruits and vegetables delivered and distributed in the schools including the need for web-based systems for placing orders according to the wishes of the pupils and the suggestion to collaborate with local stores. Actions needed within the schools were related to better systems of distributing the foods, handling waste and avoiding bad quality and it was suggested that this could involve the pupils or employ young people without a job. There was also a need to have longer breaks for eating and actions needed on the prices of foods within the schools. Posters for awareness raising within the schools, as well as actions of making smoothies and fruit salads to make the fruit more attractive were also suggested. The principal was seen as an important person to talk to about some of these actions.

Which commitments did the pupils themselves offer?

The commitments offered by the pupils themselves mostly started by their own dietary behaviors and what they could do in their schools, but there were also some suggestions at the broader political level.

Thus, they said that they could eat the foods themselves, promote the food to peers and younger children (verbally, through making posters, as peer leaders), collect input from their peers through questionnaires, help with the logistics within the school as well as sorting out of bad produce and make alternative use of this, and they offered to talk to their teachers/school directors about what had been discussed in the dialogue forum. There were also pupils offering to start fund raising for the Schemes to help ensure the funding of them. While others would make a petition to ask for the replacement of the biscuits with a sandwich or even participate in protests outside the parliament.

Reflections

The pupils' ability to recognize the importance of fruit, vegetables and milk for their health, growth, body image and brain functioning is not surprising giving the general focus and education on healthiness of foods and good nutrition. Unfortunately, that their concerns about bad taste, quality and lack of variety are important determinants of intake have previously been reported (15-17). However, new topics emerging were the linking of foods not being consumed and the resulting increased waste, as well as concerns about food packaging waste and correct recycling. Furthermore, it was recognized that the bad taste,

quality and lack of variety was caused by an interplay between too little resources/ ineffective organization within the schools and a lack of motivation/interest by the pupils. Suggestions were put forth to solve these problems, but it was recognized that some of these solutions would require more people and equipment and thus would require more funding. Interestingly, the social aspect of eating the foods together was both seen as something positive (potentially an extra break or a place to make friends), but also challenged by the competition from phones/social media and that it might just be fun for a few weeks and then the excitement would wane. This is in contrast with earlier research reporting that children got inspired by watching other children eat fruits/vegetables (17). However, it might be a matter of whether the school can establish a school culture around the Schemes (18).

The Dialogue Forum tool also led to some concrete actions to be taken to address the issues raised, and the pupils were able and willing to commit to actions at the personal level, within their schools and even through petitions and protests before the parliament. The pupils enjoyed to participate in the Dialogue Forum and to be heard. However, it was noted that: the activities of other aspects needed to be considered and the action ideas were a bit difficult; it was sometimes hard to maintain the focus on the policy idea and discussions; 1.5 hour might have been a bit short. The flexibility of the tool when used by an experienced moderator was demonstrated in one of the Romanian schools where there were three additional children and then a big canvas was improvised and more time was added.

It should be noted, that the Dialogue Forum tool is meant for facilitating dialogue and inspiring to actions, and not as a qualitative research method and thus this report is intended to demonstrate how to engage the pupils in the improvements of the scheme while providing a taste of what this might deliver. The diversity in outputs per groups also demonstrates the need for thinking strategically about the schools and children who are recruited into such dialogues in order to get such rich outputs. Unfortunately, there was not enough time to go back to the children with this report for the verification of neither the summaries made by the moderators nor this report.

Conclusions

Although this report is primarily intended to demonstrate the feasibility of using the Dialogue Forum tool to engage pupils in the improvement of the Schemes, some recommendations can be made:

1. Pupils have been and still are critical consumers who care about taste, quality and variety of the foods provided

2. Pupils are increasingly concerned about the waste of both the foods and packing materials
3. Pupils recognize that there are improvements of the logistics within the schools and that this would require resources, but they are also willing to commit to actions themselves
4. Pupils suggested the barriers of phones/social media and lack of motivation/sustained interest with regards to having social breaks when the foods are consumed, but this should be further explored
5. Pupils enjoyed the activities of the Dialogue Forum tool and appreciated being listened to.
6. The Dialogue Forum tool might need to be simplified some for optimal use among this age group.

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Appendix

1. The policy idea
2. Country report from Ireland
3. Country report from Norway
4. Country report from Romania

Appendix 1 Dialogue forum pre-read for the idea

Making the EU school fruit, vegetables and milk scheme a social event

About this Dialogue Forum

This Dialogue Forum is conducted in order to provide input from children/adolescents to the ongoing evaluation of the EU school fruit, vegetables and milk scheme on how the Scheme can contribute to increased consumption of fruit, vegetables and milk among children/ adolescents

Background for discussion:

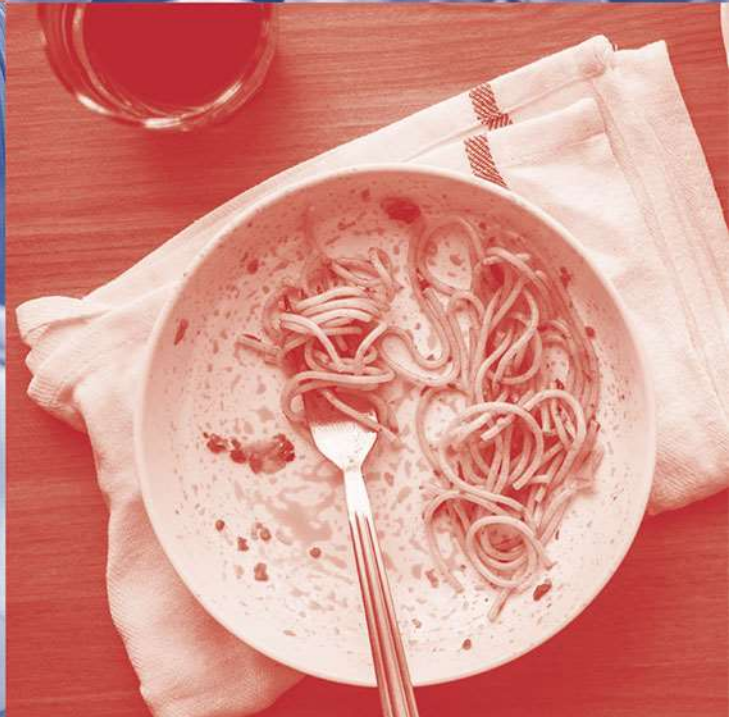
The goal of the Dialogue Forum is to discuss an idea where the pupils in the schools take an active role in promoting the fruit, vegetables and milk provided by the scheme and where the school organizes the consumption of the products as social events. The aim is to increase the popularity of the products in the scheme through a positive social atmosphere, as well as a possibility to discuss and feedback on experienced barriers to reaching this aim.

Below are six elements which describe the idea:

- 1. The problem:** The percentage of children/adolescents eating fruit/vegetables daily in Europe is below 50% and this has not changed after introducing the EU School fruit and vegetable scheme in 2009. The milk consumption among children/adolescents in Europe is decreasing despite the presence of the EU School milk scheme since 1970-ties.
- 2. The idea:** Fruit/vegetables and milk should be consumed in organized social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers.
- 3. Expected results:** Pupils will take ownership of promoting the scheme, there will be more positive experiences of consuming the products together and this will increase the demand for the products also at home/when the Scheme is no longer in place. It might also reduce the consumption of unhealthy foods during school hours or to/from school. Furthermore, any barriers/challenges with consuming the products could be discussed in the peer-leader group and reported back to the school/suppliers if unresolved.
- 4. Expected challenges:** Schools/teachers do not want to organize the training of the peer leaders and set aside time to make the consumption a social event. The majority of pupils are still not convinced about the consumption of these products as something nice/cool. Nothing is done with barriers/challenges reported by the peer leaders.
- 5. Important stakeholders that can support this idea:** *Teachers* might find that it also supports the learning environment through better social relations or they could be opposed due to extra work, *parents* might like the support they get for their children to eat/drink healthy, *suppliers* might see a potential of contributing to the training of the peer educators, *Cleaners* might be opposed due to food waste, *School nurses* are likely supportive from a health perspective
- 6. Target group of this policy/idea:** children/adolescents who will establish healthy eating habits and thus have less health problems currently and in the future.



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Ireland: Dialogue Forum Report

This report provides information on the views of Young adolescents in Ireland on a policy idea about ***Making the EU school fruit, vegetables and milk scheme a social event***. The idea was discussed using the physical version of the CO-CREATE Dialogue forum tool. The Dialogue was organised by Dr Celine Murrin and research assistant Clodagh Lee, University College Dublin (UCD).

Dialogue Forum Context

In Ireland the EU School Food Scheme is implemented in schools using two different voluntary schemes.

Fruit and Vegetable liking and consumption are promoted through the Food Dudes Programme which is an intervention delivered in primary schools that register to the programme over a three year period. During the first 16-day phase of the intervention in year 1, fruit and vegetables are delivered to the school and children are given the opportunity and rewarded for trying different varieties. This phase is accompanied by different educational items including videos of the 'Food Dudes' – cartoon characters developed as role models for eating fruit and vegetables. The second phase of the intervention involves children being rewarded for bringing fruit and vegetables from home to eat in their school lunch. A follow-up, 'Food Dudes week' is delivered in year 2 and 3 where the messages from the original intervention are reinforced and evolved as their learning progresses. The aim is to continue their liking and consumption of fruit and vegetables in the longer term. <https://www.fooddudes.ie/about-food-dudes/>

The school milk scheme is a direct delivery intervention for schools that register to the programme. The milk is provided by suppliers that are local to the schools at a reduced price. Schools that are listed as disadvantaged and registered to the programme will receive the milk free of charge. Educational resources based around the 'Moo Crew' are available to schools to order or download from a website <https://ndc.ie/school-milk-primary/>.

These Dialogue Forums were held on 04/25/2023 and 04/26/2023 in two primary schools in Dublin, Ireland as in-person Dialogue Forums using the physical tool. Schools initially consented to participate; the principal/teacher invited parents and children to participate and obtained informed written consent from participants in advance of the Forum. There was one moderator and one note taker from UCD. Prior to the Dialogue Forum, the moderator was provided with training in a preparatory meeting to test and familiarise themselves with the physical tool. The moderator notes, pre-read and the physical tool were developed in English. The protocol was approved by the UCD Human Research Ethics Committee (LS-23-31-Murrin) and both the moderator and the note taker were garda (police) vetted prior to facilitating the fora.

Table 1: The Initial Idea of *Making the EU school fruit, vegetables and milk scheme a social event*

Problem	Policy idea	Results
<p>In Europe, Less than 50% of children/adolescents are eating fruit/vegetables daily. The introduction of the EU School fruit and vegetable scheme in 2009 has not changed this.</p> <p>Milk consumption among children/adolescents in Europe is decreasing despite the presence of the EU School milk scheme since 1970-ties.</p>	<p>Fruit/vegetables and milk should be consumed in organised social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers.</p>	<p>Pupils will take ownership of promoting the scheme, there will be more positive experiences of consuming the products together and this will increase the demand for the products also at home/when the Scheme is no longer in place.</p> <p>It might also reduce the consumption of unhealthy foods during school hours or to/from school.</p> <p>Furthermore, any barriers/challenges with consuming the products could be discussed in the peer-leader group and be reported back to the school/suppliers if unresolved.</p>

Group 1

This Dialogue forum was conducted in a school with a high socio-economic status (Non-Delivering Equality of Opportunity In Schools (DEIS)). The Non-disadvantaged status was determined at state level and is based on data from the school and the area around the school. The school has been and is currently receiving fruit, vegetables and milk from the EU Scheme. In this group, six boys from fifth class (aged 10-11 years) discussed the policy idea moderated by the research assistant from University College Dublin. The moderator wrote this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool at the end of the report).

Dialogue Forum Findings

Following introductions, the Dialogue Forum followed a four-step sequence of activities, where each step centred around a question to guide the participants from idea to action. The participants were invited to reflect on what they cared about concerning the policy idea, identified obstacles and opportunities and added aspects which the idea needed to consider. The final step was for the participants to consider which actions needed to be taken and which action they could do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

During the dialogue forum, each participant wrote on cards and verbally shared their thoughts, opinions and possible actions for the policy idea. The comments from the participants are quoted throughout the report and are classified as written on cards (C) or spoken orally (O). The numbers represent the activity in which the comments were made. 2: What we care about, 3: Obstacles and Opportunities, 4: Aspects to consider, 5: Actions needed and commitments.

What We Care About

During the Dialogue Forum, each participant identified what they cared about with respect to the policy idea. The Dialogue initiated a participant discussion on how it could benefit their health as “fruit and vegetables are healthy” (C2) and “boys will eat healthy” (C2). However, they mentioned how the products often “taste bad” (C2) and “vegetables taste like rubbish” (C2). Additionally, one participant pointed out that we shouldn't just focus on fruit and vegetables stating “we need to eat beef to be strong” (C2) and “Some kids are very skinny, they don't need more vegetables, they need more meat” (O2). However, the priorities were not just around health and quality; they also mentioned that it was an important idea because “they can get an extra break” (C2). However, participation in the idea was also a concern; it was discussed that “some boys wouldn't do it” (C2). Finally, another participant stated, “I like that we can express our opinions on topics. It feels good to have our own voice” (C2).

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles: The participants identified several obstacles, including the quality and taste of the fruit, vegetables, storage of the milk and the lack of motivation from students. Firstly, the participants discussed the poor quality of the fruit and vegetables, stating “I'll eat the vegetables but I don't like them” (O3), “they taste like poop” (C3), “taste bad vegetables” (C3), “some boys would go to the bathroom and pretend to get sick” (O3) and “vomit” (C3). Examples the students gave from Food Dudes were that the “peppers and bananas were mushy” (O3), “The tomatoes are so bad” (O3), “mushy banana is rotten, terrible” (C3) and that the “skin on the apples is terrible, tastes like chlorine” (O3). Regarding the milk, the students stated the “milk is not cold when it is given to us” (O3). They described this as a “big issue” (O3) and that “people need to care about how it is stored and presented” (O3). “Nobody drinks the milk, milk is left overnight, baking in the room, and the milk is often sour” (O3) and “lumpy” (O3). All the participants agreed that “The milk cannot be fresh, even if we get it first thing, it's not like the milk the teachers get” (O3). The participants also mentioned that “our class doesn't get milk anymore because nobody drinks it” (O3).

Finally, participants discussed the policy idea and how “people will be excited for the first few weeks and will become bored after that” (O3) and that “nobody will eat it” (C3), “people won't be enthusiastic about eating vegetables and fruit and might throw them away” (C3). Another participant said “I don't think peer leaders are a good idea, people would just forget” (O3).

Opportunities: Several opportunities were identified during the Dialogue, one being the health benefits. Participants stated the policy idea would lead to “healthier students” (O3). Another participant stated, “vegetables keep you skinny, I lost 10kg from eating all these vegetables” (O3). Several participants raised the point that eating vegetables and fruit can give you a “six pack” (C3) and that “fit foods get you fit” (C3). The participants also mentioned that Food Dudes was “better than the

school lunches" (O3), which are often "unhealthy" (O3). Lastly, the participants that "eating fruit and vegetables can be lightly rewarded" (C3) and "that would encourage you to eat it" (O3). The participants explained that if all the children ate the fruit, vegetables, and milk together they could be rewarded a "subject pass for eating vegetables" (O3). The participants also discussed how "recycling the used milk cartons" (O3) could be rewarded in some way.

Aspects to consider

Participants identified the main aspects which the policy idea needed to consider. Participants listed the following aspects:

1. New fruit, better milk quality
2. Health and safety
3. Students preferences
4. Fresh fruit and vegetables
5. Allergies
6. Quality over quantity
7. Students taking things seriously

When discussing the main factors the policy idea needed to consider, participants stated the following: "It would be great if we could choose the different versions of milk, protein, low calorie and choose the flavour" (O4). "I drink chocolate milk only. We want flavoured milk, I would love protein chocolate milk." (O4). " Having a chart to choose what fruit, veg and milk they would like" (O4). "Need a fridge in the classroom to keep fruit, vegetables and milk cold" (O4). "There could be a mini fridge for every room. Have a 2 litre plastic bottle of milk, like the teachers, stored in a fridge and give out paper cups to students to fill instead of individual small warm containers of milk, this will help reduce waste" (O4). "Students taking things seriously" (C4) was mentioned and related to the students not showing much enthusiasm for the schemes.

Actions needed and Commitments

The youth participants proposed action points and commitments to advance the policy idea:

1. We need to spread awareness for higher quality food.
2. New higher quality food and more flavours in milk.
3. Farm day and growing fruit and vegetables.

Participants discussed the actions that could be taken, stating "teachers would help if they can" (O5). Additionally, it was suggested "we can grow vegetables in our school garden, every fifth and sixth class gets a plot to grow fruit and vegetables" (O5). Another participant discussed "fundraising to get all the equipment to keep milk cold and nice" (O5). For spreading awareness it was suggested to "hype up the fruit and vegetables, but focus on one class at a time" (O5); "maybe a protest to raise awareness about the poor quality" (O5). One participant suggested "changing all the lunches" (O5). The participants mentioned the school lunches in earlier activities. The moderator reminded the participant of the policy idea that was being discussed. However, the recurrent comment regarding the school lunches may indicate that they did not fully understand the policy idea or perhaps found this particular activity challenging.

The commitments by the youth were:

This activity had to be skipped as time ran out and the participants had to go on their break.

Additional notes and reflections

Dialogue Forum

The participants engaged well with the dialogue forum and valued the discussion as they felt that they could express their own opinions and that it felt good to have their own voice that could possibly help to shape the policy idea. However, the group was very energetic and at times it was difficult to control the discussion. There were times when the group was not taking it very seriously and had to be reminded of the policy idea and what was being discussed.

Group 2

This Dialogue forum was conducted in a school with a low socio-economic status (DEIS). The disadvantaged status was determined at state level and is based on data from the school and the area around the school. The School had previously and was currently receiving fruit and vegetables and milk from the EU Scheme. In this group, five girls (one absent) from fifth class (10 to 11 year) discussed the policy idea moderated by the research assistant. The moderator wrote this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool at the end of the report).

Dialogue Forum Findings

Following introductions, the Dialogue Forum followed a four-step sequence of activities, where each step centred around a question to guide the participants from idea to action. The participants were invited to reflect on what they cared about concerning the policy idea, identified obstacles and opportunities and added aspects which the idea needed to consider. The final step was for the participants to consider which actions needed to be taken and which action they could do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

During the dialogue forum, each participant wrote on cards and verbally shared their thoughts, opinions and possible actions for the policy idea. The comments from the participants are quoted throughout the report and are classified as written on cards (C) or spoken orally (O). The numbers represent the activity in which the comments were made: 2: What we care about; 3: Obstacles and Opportunities; 4: Aspects to consider; 5: Actions needed and commitments.

What We Care About

During the Dialogue Forum, each participant identified what they cared about with respect to the policy idea. The Dialogue initiated positive aspects of the policy idea as participants discussed that fruit and vegetables were important for health and it could be a way to encourage children to try new food. However, some students didn't like the taste and some fruit and vegetables were bad quality. They also liked the idea of having another break in school. Firstly, one participant said that "it will encourage other children to try more healthy options, but lots of children dislike almost all vegetables and fruit" (C2). Another participant added "I think eating vegetables is very important and could help a lot of people, but the tomatoes taste horrible" (C2). Similarly, it was stated "It's very important and you can get a healthy life cycle, but tomatoes are a bit icky" (C2). It was also discussed that "It is a great way to get kids to try new foods. Some kids are picky and refuse" (C2). Finally, another

participant noted “I like the idea of having a mini break just for food dudes and the milk scheme, but a lot of kids would not like the food (vegetables)” (C2).

When the moderator asked the group what they thought about receiving milk, the groups response was “we don't do the milk scheme” (O2), “I hate milk” (O2), “we have the option to take the milk but we don't” (O2) “we got pens from the milk scheme but never really took part” (O2). One participant recalled, “the milk tasted diluted, warm and was lumpy” (O2).

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles: The participants identified students' preferences and the poor quality of the fruit and vegetables as the main obstacles to the policy idea. One participant stated, “the hard thing about eating them (fruit and vegetables) is that some kids may not like vegetables but really need it” (C3). Another mentioned that “this (idea) could be hard because most vegetables and fruit are bad tasting” (C3). “Most children dislike fruit, vegetables and milk and will refuse to eat them” (C3) and “getting foods that most people would like so they can stay healthy”(C3). Furthermore, the group discussed the quality of the fruit and vegetables, sharing that “they liked the fruits” (O3), but “the vegetables tasted really bad, not like normal vegetables” (O3), “the peppers were often bad” (O3) and “tomatoes are not usually red, they are green instead” (O3), “one time the teachers spit out the food dude tomatoes” (O3), “Whatever they put on the fruit and vegetables tastes really bad” (O3). “The food was always warm and it needed to be cold and a lot of the food was low quality” (O3).

Opportunities: Several opportunities were identified during the Dialogue. The group mentioned how it could encourage students to try new foods and consequently they could end up enjoying the fruit and vegetables improving their health. They also mentioned how the fruit and vegetables are presented and served is very important, especially to younger kids. One participant mentioned “it can introduce kids to new fruits and vegetables they never knew they liked” (C3). Another participant said, “we can try to encourage other children to eat them, maybe then they'll take part” (C3). Furthermore, one participant stated that the way the food is served is very important, “For example if it is cooked, blended, cut into shapes or served with other foods like yogurt or toppings” (C3). It was also mentioned that “If you eat fruit and vegetables you can run faster and be a lot stronger, vegetables can help a lot” (C3).

Aspects to consider

Then, the participants identified the main aspects which the idea needs to consider. Participants listed the following aspects:

1. Funding/fundraisers
2. Having a wide variety of fruit and vegetables
3. Making it fun and having the peer leaders promoting the idea in a positive way

Participants discussed the actions that could be taken stating “I think that they could do a fundraiser type of thing if they need extra money to pay for it, the peer leaders could come around and give out the food and tell the benefits if you eat the food” (C4). “A lot of people don't like the fruit and vegetables but if we make it fun they might try it, if we also have “peer leaders” to help promote fruit

and vegetables” (C4), however “peer leaders are good for only younger classes” (O4). Some participants wrote why they think it's a good idea instead of factors the idea needs to consider and may have misinterpreted the activity. They also mentioned funding and holding fundraisers although the policy idea considers making the fruit and vegetables free and available to everyone.

Actions needed and Commitments

The youth participants proposed action points and commitments to advance the policy idea:

1. Advertising the policy idea
2. Poster competition
3. Talking to the principal about the policy idea
4. Fundraisers to raise money

The participants enjoyed sharing many different ideas to help promote the policy idea. The group stated “we could have a project or a competition about fruit or vegetables” (O5), “make a veg tiktok” (O5), “make a song or dance” (O5), “create a mascot” (O6), “be a leader for a specific fruit or vegetable” (O6) and “have a puppet show for younger kids” (O6). Similarly, a participant added “making posters and signs around the school, we would have to talk to the principal about the idea and influence her too” (C5). Having a “craft day” (C5) and a “poster competition” (C5) were also mentioned as ways to advocate the policy idea. It was added, “We would have to talk about it to the principal and raise enough money but after all that we have to encourage the kids” (C5). Another student said, “ We could promote this idea at the student council” (O5). Finally, it was mentioned “we could try growing fruit and vegetables in the garden” (O5) and that they “could pair the fruit and vegetables with other food like yogurt or hummus to make it nicer to taste” (O5).

The commitments by the youth were:

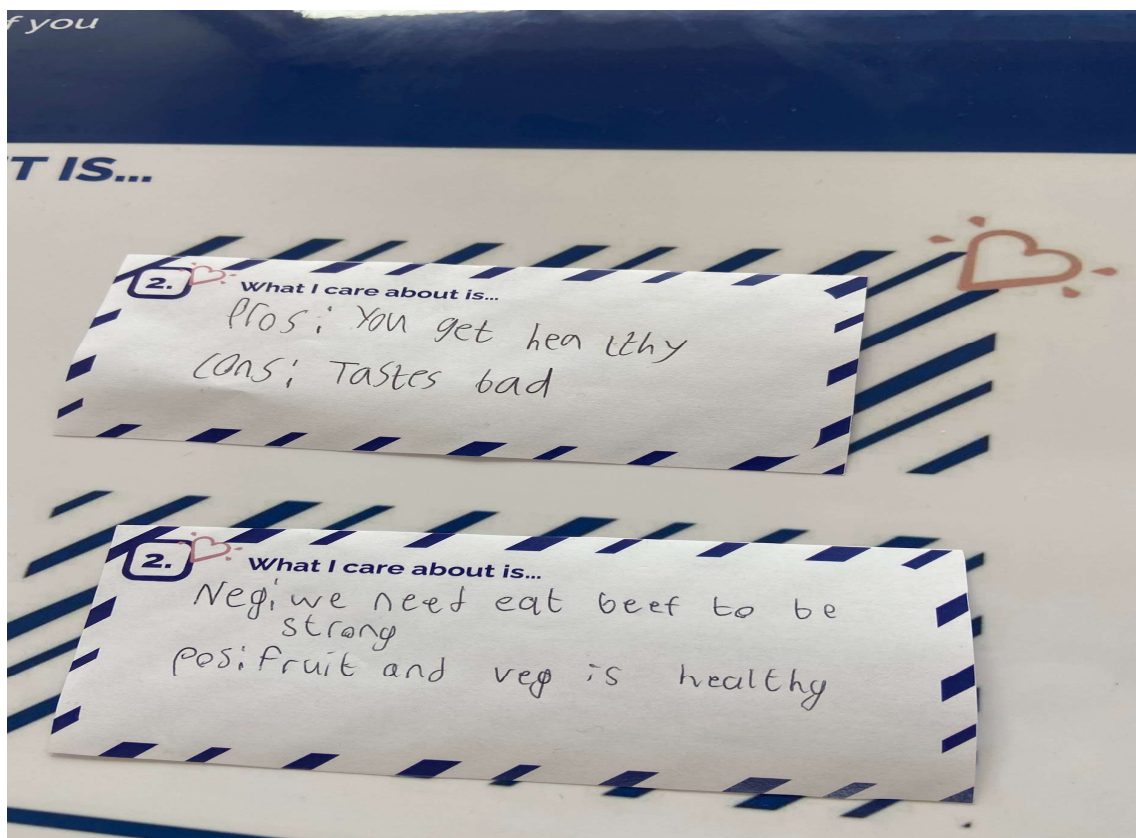
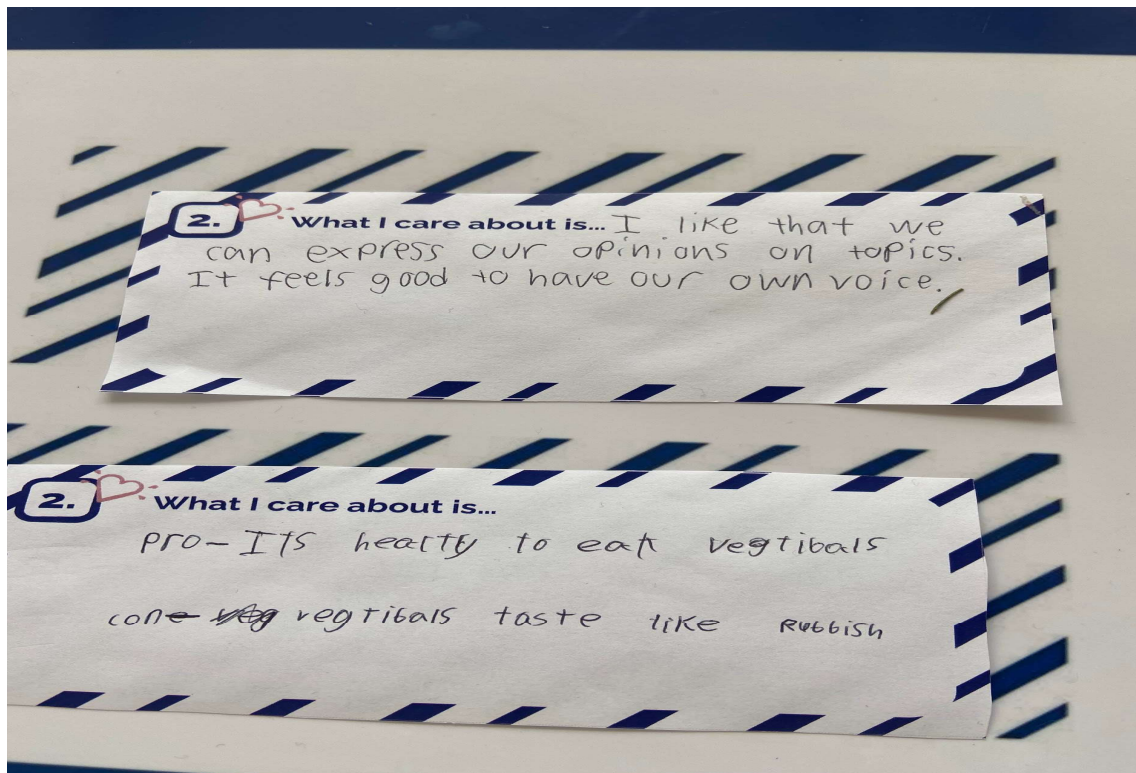
1. Support the idea by being a peer leader
2. Eating the fruit and vegetables
3. Handing out the fruit and vegetables
4. Create posters to promote the idea
5. Encourage other to support too

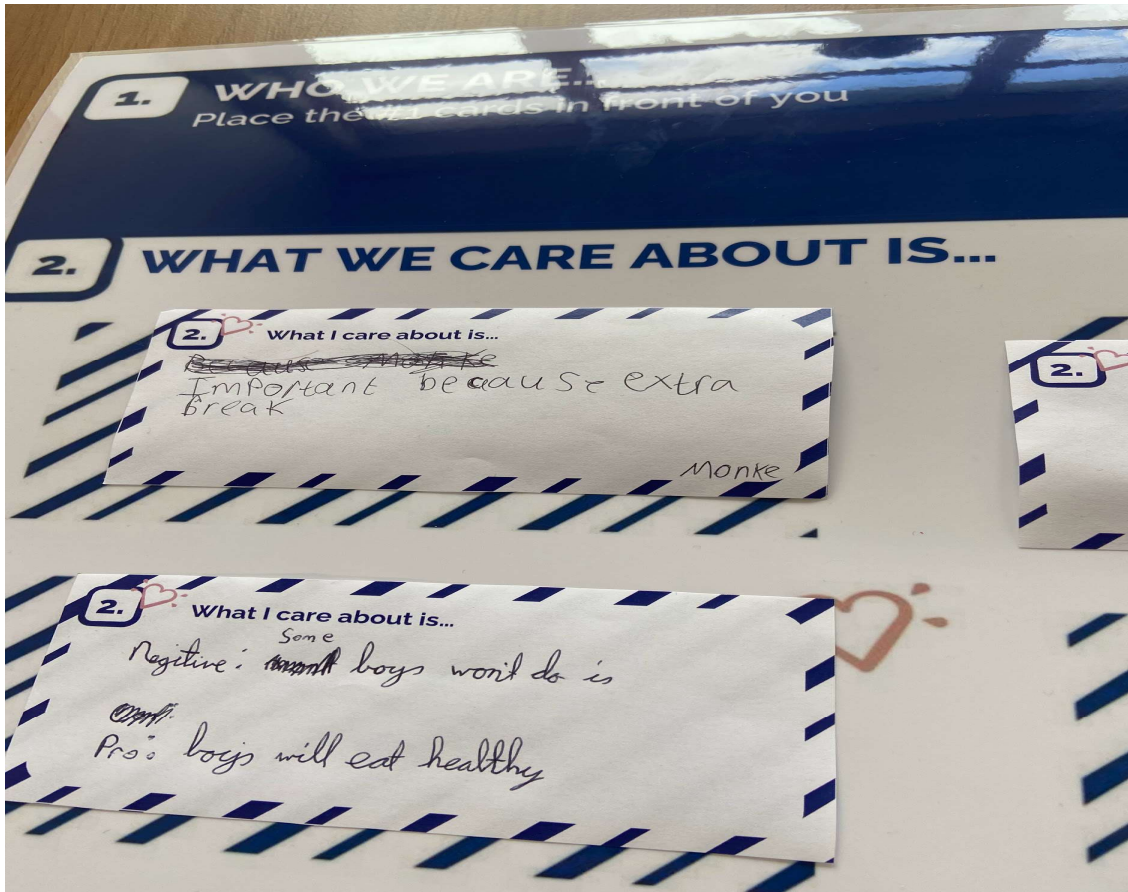
Additional notes and reflections

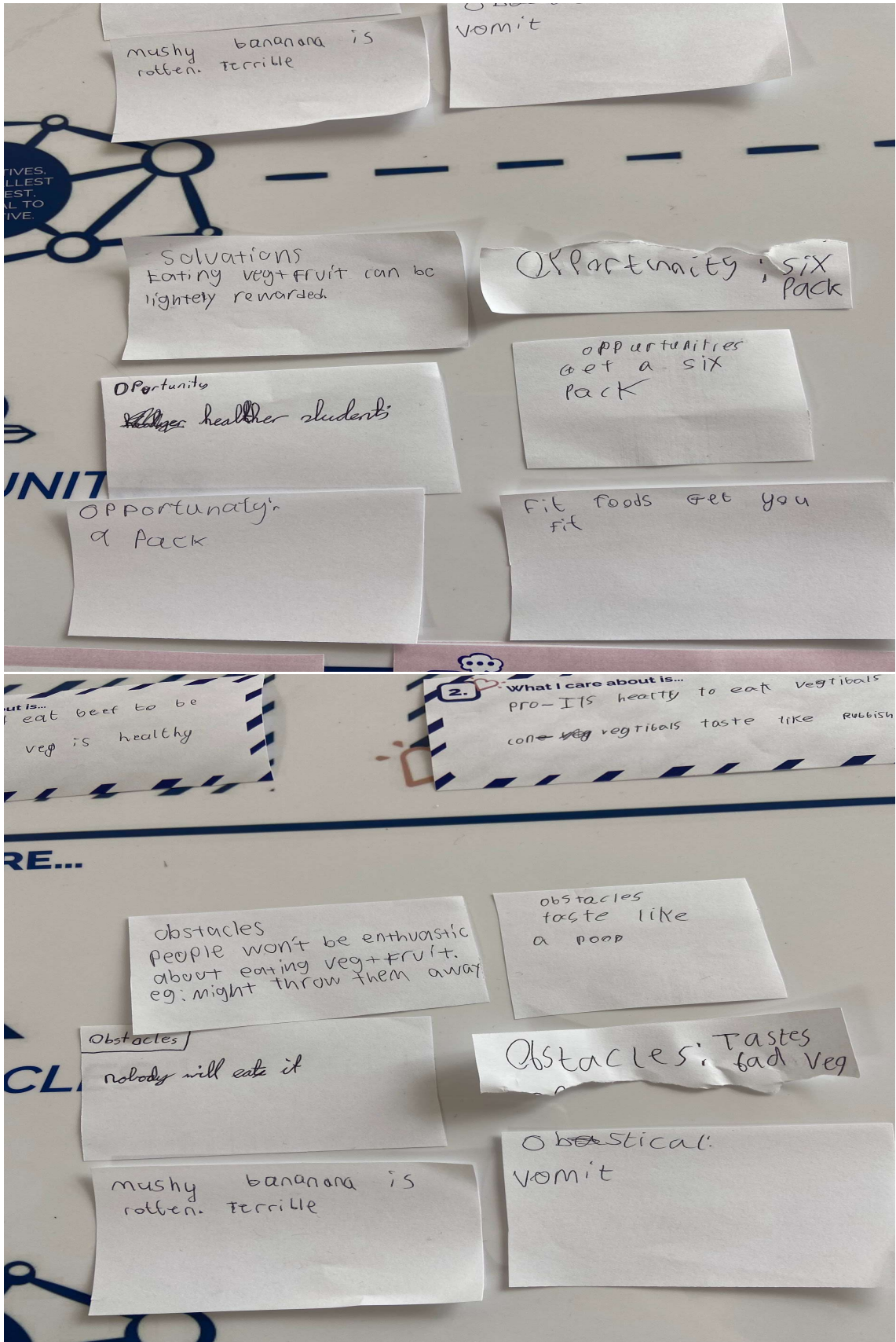
Dialogue Forum

The group enjoyed the dialogue forum tool. “We like it a lot, we like expressing ourselves” (O6). “It wasn't scary or serious, I was a bit nervous and didn't know what to expect but we really liked it and liked you” (O6). “It's really nice with music playing in the background” (O6). “It's similar to questions we ask in the student council, I really like this idea” (O6). The group did not talk much about the milk scheme as they did not fully take part or remember taking part, therefore there is little feedback on this aspect of the policy idea. The group took the discussion seriously and engaged well. However, for the activity “the idea needs to consider” and “the actions that need to be taken” some of the participants found both activities similar and therefore had similar answers.

Photos from Group 1







4. The idea needs to consider...

Student minds quality
Fresh fruit + veg



4. The idea needs to consider... Allergies and kids
taking things seriously.

4. The idea needs to consider...

We should delete school milk
from life

4. The idea needs to consider...

New fruit, better milk, quality

D
B:

4. The idea needs to consider... proper food
because you can't live off mushy bananas

4. The idea needs to consider...
Health and safety
quality over quantity

5a. An action that can be taken is...
change all the lunches

5a. An action that can be taken is...
Change all the
food and milk

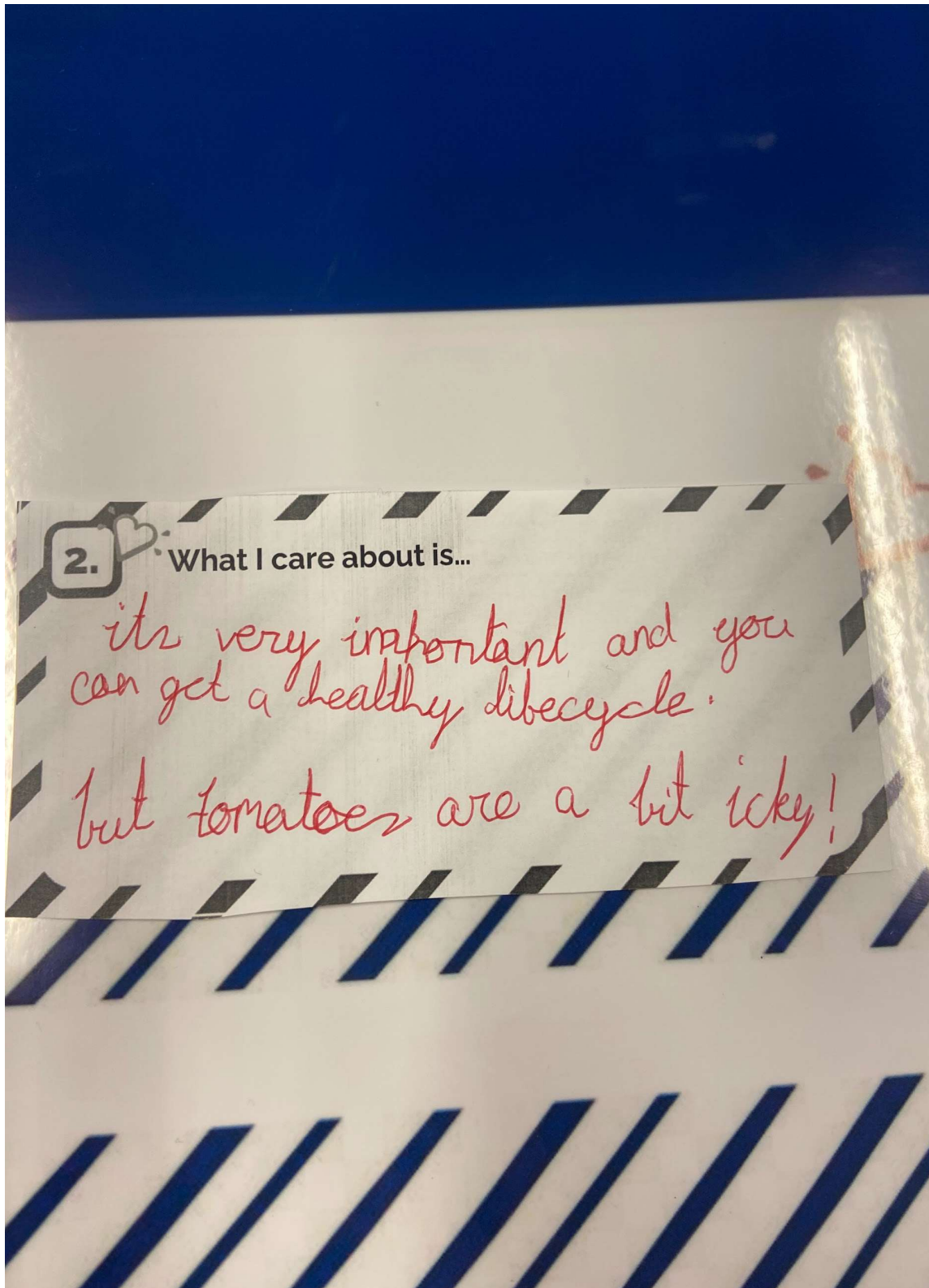
5a. An action that can be taken is... we need to spread awareness for higher quality food.

5a. An action that can be taken is... farm day with sheep-growing field and fruit samples.

5a. An action that can be taken is... change all the lunches

5a. An action that can be taken is... Change all the food and milk

Photos from Group 2



WHAT WE CARE ABOUT IS

2. What I care about is...

I like the idea to have a mini break just for food dudes and milk skeme. A lot of kids would not like the foods (veggie)

2. What I care about is...

I think eating veg is very important and could help a lot of people. but the tomatoes taste horrible.

2.

What I care about is...

It will encourage other children to try more healthy options. But lots of children dislike almost all vegetables and fruit

2.

What I care about is...

It is a great way to get kids to try new foods. Some kids are picky and refuse

ND OPPORTUNITIES ARE...

OBSTACLES getting
foods that most
people would like
so they can stay
healthy. ~~Because if
they don't eat it~~

most

Most children dislike
fruit, vegetables and
milk. And will refuse to
eat them or try them.

STAC

OPPORTUNITIES If
can introduce kids
to new fruits and
veggies they
never knew they
liked.

Opportunities
If you eat fruit
and veg you
can run faster
and be alot
stronger Veg
can help alot.

Opportunities
but alot of the
time they taste
so fresh and
healthy and you
get a better
nutriente

We can try encourage
other children to eat
them, maybe then they'll
take part in the scheme

3. THE OBSTACLES AND OPPORTUNITIES

Some obstacles for
kids when it comes
to healthy food intake.

The ~~way~~ way the food is
served ~~example~~ - cooked
blended cut into shapes
cut off bread topping


OBStacles

This could be
hard ~~to eat~~ ^{because} most
regions ~~fruit~~ is
Bad eating


Obstacles
the hard things
about eating is
that some kids
may not like veg
but really need
it

but alot of the
time they taste
so fresh and
healthy <sup>and you
get a letter
weekly</sup>

children to eat
the m, maybe then they'll
take part in the scheme

4.°  The idea needs to consider...

alot of people dont like fruit and veg
but if we make it fun they might
try it. if we also have special
leaders to help promote fruit and veg
would help to i think the school would
have anuff money and i think it
would be a really good way
of helping bones brains and
Strength. It would also help alot of kids.

4.°  The idea needs to consider...

I am pretty sure that we have the money
for this scheme to go on it's also a
good idie for little kids bones, brains
and muscles.

THE ACTIONS THAT NEED




OPPORTUNITIES

4.° The idea needs to consider...

no healthy food on
fridays. Small treat on friday
if you eat healthy all
week (it will encourage them
to eat it). Say good
facts about the food
when you go around

4.° The idea needs to consider...

I think that they
could do a "fundraising" type of thing
if they need extra money to pay for it.
The peer leaders could come around
and give out the food and tell the
benefits if you eat the food.

 **4.° The idea needs to consider...**

A wide variety of fruit and vegetables. Because some people might like to spice up their life with some 'variety' many people could get sick of the same thing everyday

and Mucceles.

THE ACTIONS THAT NEED TO

A: C

5a.

An action that can be taken is... Making posters and signs around the school. We would have to talk to the principle about the idea and influence her too.

5a.

An
have tea
and to
after a
encour

5a.

An action that can be taken is... we need to encourage kids to take more ideas and talk to teachers and make posters, or a poster competition.

5a.

An
in
more

5a.

An action that can be taken is... We can promote the idea by making posters and other bits and bobs

Drawn

benefits if you

NEED TO BE TAKEN ARE...

the "I'll su

ng

to

of

o.

5a.

An action that can be taken is...

we would have to talk about it to the principal and raise school money but after all that we have to encourage the kids ♡

5a.

An action that can be taken is...

have like a craft day or something to promote money

making

obs

SU

I'll support...:)

by making posters to promote the idea and being a peer leader.

I'll support...:)

I will be peer leader
I'll eat fruit and veg
I'll also miss my maths lesson!



I'll support...:)

eating the fruit and veg
by making posters singing
and making fun.

I'll support...:)

by encouraging others to support too.

I'll support...:)

I would support by being a peer leader and spreading fruit and veg

Project funded by the EU
and Security (grant agree
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SA

NORWAY: Dialogue Forum Report

This report provides information on the views of young students in NORWAY on a policy idea about ***Making the EU school fruit, vegetables, and milk scheme a social event***. The idea was discussed using the physical version of the CO-CREATE Dialogue forum tool. The Dialogue was organized by two research assistants, Sondre H. Herstad (moderator) and Caroline L. Brandvik (notetaker), from Department of Nutrition, University of Oslo.

Dialogue Forum Context

These Dialogue Forums were held on 04/17/2023 and 04/28/2023 in two primary schools in Oslo, Norway as in-person Dialogue Forums using the physical tool. There was one moderator and one note taker from the University of Oslo. Prior to the Dialogue Forum, the moderator was provided with training in a preparatory meeting to test and familiarize themselves with the physical tool. The moderator notes, pre-read and the physical tool were translated into Norwegian.

In Norway, there is not a universal free scheme that fund fruit/vegetables and milk for children in school. Instead, parents/guardians can participate in a parent-paid subscription scheme provided by two organizations – *Skolefrukt* (fruit/vegetables) and *Skolelyst* (milk and a wide range of other products, including fruit and vegetables). Only 6% of the student population in primary- and lower secondary schools participated in the Norwegian school fruit scheme in the spring of 2023, while 34% of students in 5th-7th grade subscribed to milk through Skolelyst in 2018. Thus, the initial idea was adapted to fit the Norwegian context. The idea was changed to “all students should receive free fruit and milk at school which are consumed together with other students”, while under “what we care about”, we asked the students to write one negative and positive thing about the schemes (see additional notes and reflections for more details).

Table 1 The Initial Idea of ***Making the EU school fruit, vegetables, and milk scheme a social event***.

Problem	Policy idea	Results
<p>The percentage of children/adolescents eating fruit/vegetables daily in Europe is below 50% and this has not changed after introducing the EU School fruit and vegetable scheme in 2009.</p> <p>The milk consumption among children/adolescents in Europe is decreasing despite the presence of the EU School milk scheme since 1970-ties.</p>	<p>Fruit/vegetables and milk should be consumed in organized social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers.</p>	<p>Pupils will take ownership of promoting the scheme, there will be more positive experiences of consuming the products together and this will increase the demand for the products also at home/when the Scheme is no longer in place.</p> <p>It might also reduce the consumption of unhealthy foods during school hours or to/from school.</p>

		Furthermore, any barriers/challenges with consuming the products could be discussed in the peer-leader group and reported back to the school/suppliers if unresolved.
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Group 1

This Dialogue forum was conducted in a school with a low socio-economic status and urban location. This was determined based on the geographical location of the school in Oslo East. The school currently receives fruit/vegetables from the Norwegian school fruit scheme (parent-paid) and milk from Skolelyst. At this school, 11% of the students receive fruit/vegetables from the Norwegian school fruit scheme. None of the participants currently participated in the Norwegian school fruit scheme, while all subscribed to milk through Skolelyst.

In this group, 6 youth (3 girls, 3 boys) from grades 5th-7th (aged 10-12 years old) discussed the policy idea moderated by a research assistant from the University of Oslo. A second research assistant participated as a notetaker. The moderator wrote this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool in native language at the end of the report).

Dialogue Forum Findings

After the initial step of getting to know who are around the table, the Dialogue Forum follows a four-step sequence of activities, where each step centers around a question to guide the participants from an idea to action. The participants are invited to reflect on what they care about concerning the policy idea, identify obstacles and opportunities and add aspects which the idea needs to consider. The final step is for the participants to consider which actions need to be taken and also which action they can do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

What We Care About

During the Dialogue Forum, each participant identified what they cared about with respect to the policy idea. The Dialogue brought about that fruit and milk are healthy and provide energy, and that it is a good thing the school have it. Following this, one student mentioned that if he/she forget his/her water bottle at home, milk is available in case he/she get thirsty. Then, the students identified that not having it for free was perceived as negative, and that they sometimes were not provided with enough time to consume the fruit and milk. Finally, a negative aspect noted by one student was that he/she got more mucus in his/her throat from milk.

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles

The participants identified several obstacles, including the cost of funding the scheme(s), availability of fruit and milk in stores, management of waste and leftovers, and receiving rotten fruit. Based on this, the participants discussed that if the municipalities were to fund the scheme(s) there could be

fewer resources available for new books and sports equipment. One student also mentioned that governmental funding could lead to an increase in taxes. In addition, they mentioned that if all students were to receive free fruit and milk, the stores could become empty, which in turn would increase the prices. To reduce the cost of funding the schemes and avoid low availability in stores, one student proposed that the government could fund free fruit and milk for all students at school for 2-3 days a week. Other obstacles noted were tied to organizational aspects, such as the need for more trucks and enough space in trucks that transport the fruit and milk, and that if all the fruit were delivered on a Monday, it might go bad by Friday and lead to more waste. Finally, the participants further discussed how to manage waste and leftovers. They provided an example from their own school, where when a student who has milk were sick/away from school, they had a lottery in class to decide who got the leftover milk. The problem raised was that when everyone has it, how would they then handle potential leftovers. Moreover, if both milk and fruit were free, most students at this school would prefer milk, and that either a few would order fruit, or the fruit available at school might become rotten. Rotten fruit was tied to both increase in waste, and that with the current scheme it meant that the parents would then have paid for nothing. The latter was also mentioned as an opportunity with a free scheme, as the parents would not lose any money if the students received rotten fruit.

Opportunities

The participants identified two important opportunities during the Dialogue forum. Firstly, they raised that not all parents were able to or wanted to pay for the scheme(s), and that with a free scheme, all students would be able to have fruit and milk at school. Second, a free scheme would also provide something healthy the students could eat and drink at school.

Aspects to consider

Then, the participants identified the main aspects which the idea needs to consider. Participants listed the following aspects:

1. The government must prioritize funding for schools and kindergartens.
2. Develop guidelines for management of waste and leftovers, as a free scheme could lead to an increase in waste. The students suggested a “friend service” where students could deliver the fruit and milk to those who were not at school that day, on their way home from school.
3. Suppliers need more trucks to transport the fruit.
4. System at school for picking up the fruit/milk and handling waste.
5. Role of the principal; has a role, but the students were not sure which.
6. The students emphasized an environmental aspect as the school focused on sustainability; reducing plastic use, recycling, and careful resource use, but we did not link this to the idea.

Actions needed and Commitments

The youth proposed action points and commitments to advance the policy idea.

The actions and suggestions for whom should take these (if suggested) were:

1. Governmental funding (if not full cover, at least for free 2-3 days per week).
2. Dedicate more time to eating/drinking at school (suggested 20-25 minutes).
3. Suppliers must deliver the milk on time, and the students must receive it on time in the classroom.

4. Make sure the students do not receive rotten/bad fruit or milk that is past its expiration date.
5. Develop rules regarding how much fruit/milk each student gets at a time.
6. An increase in salaries as a free scheme funded by the government might lead to higher taxes.
7. Create a webpage where the school orders on behalf of all students, and the school should be allowed to select a date and time for delivery.

The commitments by the youth were:

1. If parts of the fruit is bad, I can cut off those parts and eat the rest.
2. I can speak with the principal and ask if he/she can talk with those in charge about not receiving the fruit more than one day before it is served.
3. I can ask the principal about having a “fruit pause” or a longer “fruit pause” during the school day.
4. I can help with making sure the fruit is good.
5. We can eat the oldest fruit first, so it does not become waste.
6. I can participate in protests outside the parliament and influence the government.

Group 2

This Dialogue forum was conducted in a school with a high socio-economic status and urban location. This was determined based on the geographical location of the school being Oslo West. The school currently receives fruit/vegetables from the Norwegian school fruit scheme (parent-paid) and milk from Skolelyst. At this school, 19% of the students receive fruit/vegetables from the Norwegian school fruit scheme. None of the participants currently participated in the Norwegian school fruit scheme, while 3 participants subscribed to milk from Skolelyst

In this group, 5 youth (3 girls, 2 boys) from 6th grade discussed the policy idea moderated by a research assistant from the University of Oslo. A second research assistant participated as a note taker. The moderator drafted this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool in native language at the end of the report).

Dialogue Forum Findings

After the initial step of getting to know who is around the table, the Dialogue Forum follows a four-step sequence of activities, where each step centers around a question to guide the participants from an idea to action. The participants are invited to reflect on what they care about concerning the policy idea, identify obstacles and opportunities and add aspects which the idea needs to consider. The final step is for the participants to consider which actions need to be taken and also which action they can do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

What We Care About

During the Dialogue Forum, each participant identified what they care about with respect to the policy idea. The Dialogue brought about positive aspects, such as the scheme(s) provide something healthy the students can consume, and that it tastes good. One student mentioned that milk was not something one usually brought from home, and it was good to have it at school. Following this, the students identified negative aspects of the current scheme(s). These were related to the scheme(s) cost and not everyone could afford it. Finally, the students noted that they do not always receive the

milk they have ordered, due to other students stealing the products or mistakes made by the suppliers or school. They highlighted that in these cases someone who had paid for it would not get it.

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles

The participants identified several obstacles, including resources and waste. Based on this, the participants discussed that if the school or municipality were to pay for the scheme(s) there could be less resources available for other important things, such as building a hospital. Related to waste, the students discussed that if all students received free fruit and milk there would be a lot of leftovers that they would have to throw away, as many students would not eat or drink it. The students also discussed whether the higher availability of fruit and milk would lead to more stealing, especially of the more popular products, e.g., cocoa milk. However, they disagreed among each other if a free scheme would lead to more stealing, as everyone would get it. Finally, the participants noted that even with a free scheme, it could still be unfair due to being allergic to milk, and there would have to be alternatives for everyone.

Opportunities

Social inequality was identified as an opportunity as all students would be able to receive milk and fruit at school, and no one would feel left out. In addition, many mentioned the nutritional aspects, as everyone would receive something that is healthy and good for the brain and body free of charge, and the students would get more energy and better concentration at school.

Aspects to consider

Then, the participants identified the main aspects which the idea needs to consider. Participants listed the following aspects:

1. Resources was highlighted as an aspect to consider, and that it may be more important things to prioritize. One participant said that student could contribute to help fund the scheme(s) by collecting money (deposit for bottles, selling something).
2. Environmental aspect. One student noted that not all fruits are produced in Norway, and if all students were to receive free fruit we would have to import more, which would increase CO₂ emissions.
3. Cost of imported fruit was another aspect, and the idea need to consider using products grown locally.
4. Long distance from production (imported fruit) to delivery at school, where some fruits may go bad during transport.
5. Organizational aspect. One student mentioned that there is a lot of work before one can hand out the fruit and milk at school. It needs to be transported without going bad, packed, sent to the schools, and organized which students want to have it. It was also discussed that to do all these tasks there was a need for many jobs/employees, and that all those who organized the fruit and milk had to be paid. Another student mentioned that there were many adults and youth without a job that wanted to work that one could hire, either full-time or part-time.
6. Management of waste and leftovers. The students suggested a system where the teacher sat aside five minutes at the end of the day to ask which students wanted fruit and/or milk the

next day. For this, it was also important that the students were informed about which fruit they would receive. In this case, they would not have to take more than they needed out from storage and less would become waste.

7. At the school-level, there must be a system where products not consumed are put back in storage or used for other purposes. Another student mentioned that it was important to use the correct waste(bin) for the food waste to be recycled, and to make sure to throw away products that have gone bad.
8. Allergies.
9. Consider collaboration with local stores to receive fruits that are not bought and are about to be thrown out.

Actions needed and Commitments

The youth proposed action points and commitments to advance the policy idea.

The actions and suggestions for whom should take these (if suggested) were:

1. The municipality must prioritize money for the schem(s) and hire employees to handle it.
2. Suppliers need to make sure that the schools receive the right amount, and those who organize it must make sure that the correct amount is handed out to the students.
3. Local stores and the schools can collaborate about receiving the fruit that the store does not sell.
4. More day-to-day variation in the fruit, so the students do not receive apples three days in a row.
5. Teachers need to set a side time to figure out who wants fruit the following day.
6. Can increase the fruit intake among those who does not like it by making smoothies.
7. The school can hire more people to organize the fruit and milk. A suggestion was to hire young people without a job.
8. Develop a system where students rotate on who should pick up and hand out fruit and milk. There should also be a station where the students can pick it up, and there should be someone present there.

The commitments by the youth were:

1. I can help with spreading the word and get other students to participate.
2. I can help with picking up and handing out fruit and milk in classes.
3. Bring fruit from home to give to the school (home grown fruit from garden).
4. I can use fruit at school to make smoothies.
5. I can help with sorting the fruit and milk at school and throwing out fruit that has gone bad.
6. I can contribute to collect money to help start the free scheme.

Additional notes and reflections

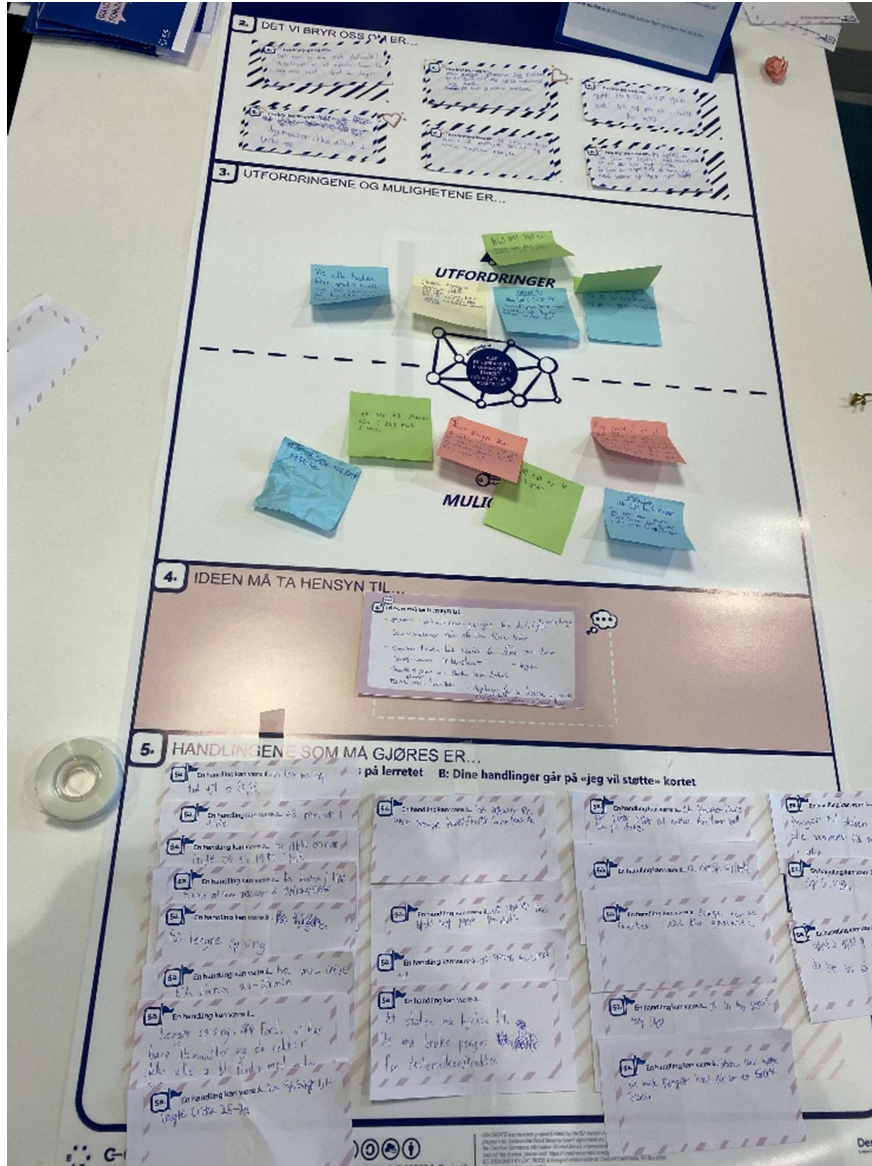
We piloted the original idea with five girls from 6th grade. They were not given the pre-read and code of conduct prior to the Dialogue Forum. The girls were from a high socioeconomic area in Oslo,

academically strong and well-reflected. However, they found the idea and the part with “the idea needs to consider” a bit confusing. In addition, when talking about “what we care about” regarding the idea they spoke more broadly about the scheme(s). We (moderator and project manager) discussed our experiences from the pilot and decided to adapt parts of the Dialogue Forum. The idea was simplified from the three-part idea – 1) *Fruit/vegetables and milk should be consumed in organized social breaks* and 2) *there should be pupils (peer-leaders) who actively promote the consumption* and 3) *collect information about barriers* – to “all students should receive free fruit and milk at school which are consumed together with other students. In addition, “What we care about” was adapted to ask the students to think about one thing they thought was very positive about the current scheme(s) and one thing they thought was very negative.

Our experiences from the Dialogue Forums showed that the changes made to the idea may have made it too broad, and the 2nd part of the idea (consumed together with other students) was neglected and not discussed. In hindsight, the initial idea could have worked in a group of students who had read the information letter and pre-read, with some adaptations. In terms of engagement and taking individual action, that would have provided the students with more aspects where they easier could have identified an active role as agents for change.

The Dialogue Forum tool was a useful tool in this age group, and most students thought it was easy to follow and fun to participate. The students were able to provide their perspectives regarding the scheme. However, to concretize the idea can be both beneficial and necessary to capture this age group's perspective and influence their engagement. In addition, we planned for the Dialogue Forum to take 1.5 hours to complete. Two hours would have been more suitable. At the beginning of the Dialogue Forum, it would also have been beneficial to introduce / talk about how the schemes are structured and how they work.

Photos from Group 1



1. HVEM ER VI...
Plasser kort #1 framfor deg

2. DET VI BRYR OSS OM ER...

2. Hva bryr jeg meg om...
Det som er bra med skolemelk/ skolefrukt er at elevene kan få i seg noe sunt i løpet av dagen.

2. Hva bryr jeg meg om...
Noen ganger stønner jeg flasketilvarelsen. Det blir det verste matstadiet jeg mælk. De kan glemme melken.

2. Hva bryr jeg meg om...
Hvnt: Det er utrolig illemt mælk. Det gir oss sunn, kostbar (For meg)

2. Hva bryr jeg meg om...
Jeg nekter ikke alltid å drikke opp

2. Hva bryr jeg meg om...
At skolen har frukt & melk, de frukt og melk koster penger.

2. Hva bryr jeg meg om...
Jeg synes at det som er positivt med skolemelk er at du får noe energi, det som er negativt er at man ikke alltid liker og drikke opp melken.

Utoen er at alle elever bør få skolen som de kan spise som
Problemløsningsideen har opp er at alle barn bør spise frukt og grønnsaker
Ønsket resultat er at alle barn skal kunne spise frukt og grønnsaker på skolen

UTFORDRINGENE OG MULIGHETENE ER...

UTFOR

REMEMBER!
ALLE PERSPEKTIVER
FRA MINSTE TIL
STØRSTE
INDIVIDUELLE TIL
KOLLEKTIVE

Vis alle hadde fått gratis melk her på skolen så hadde kanskje frukten blitt dærlig

Skolen trenger penger siden vis alle har tenkt på å få mye penger for baller, sekk, koler

Hva om skolen hadde fått det som er i uti, kkkh.

Ko hvis noen er borte/ikke har alle melke så hva skal de da?

Hvis alle får melk og melk kan det bli litt og kost mye mer.

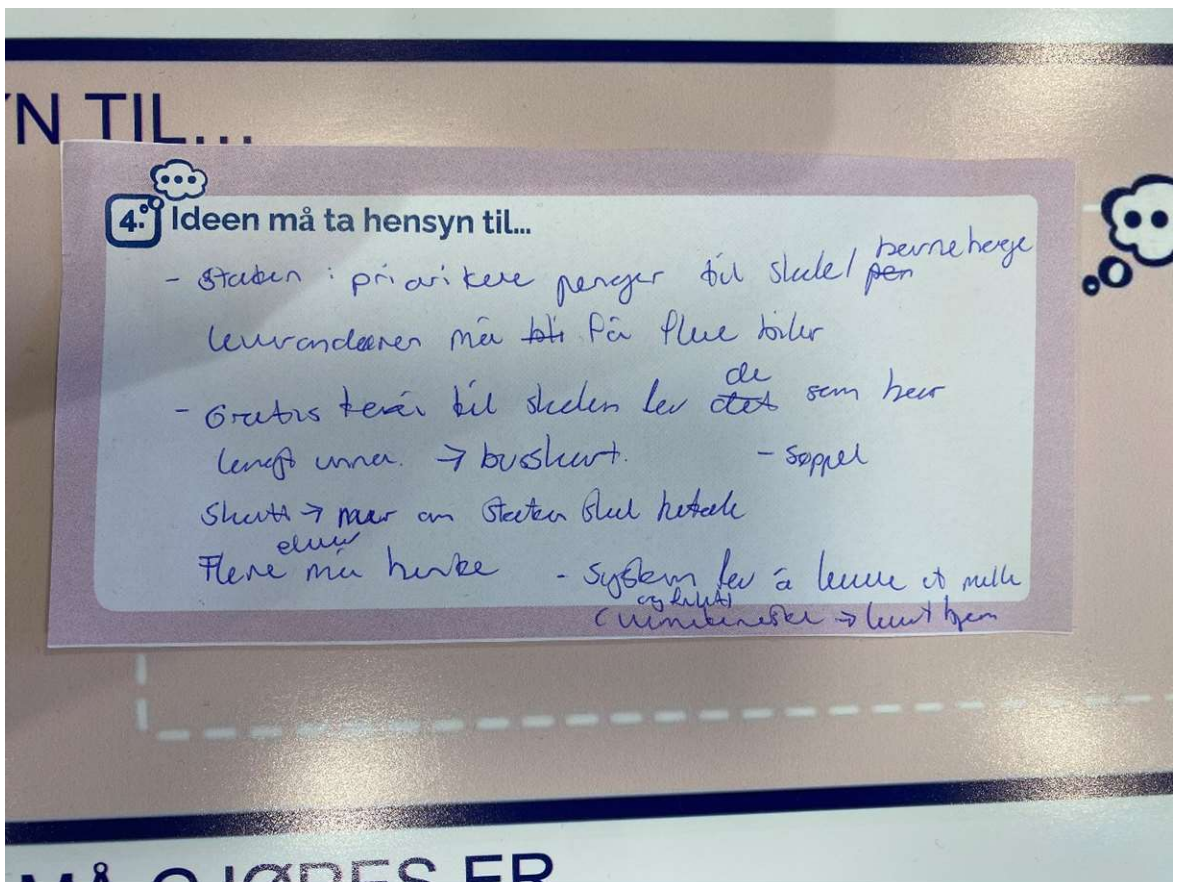
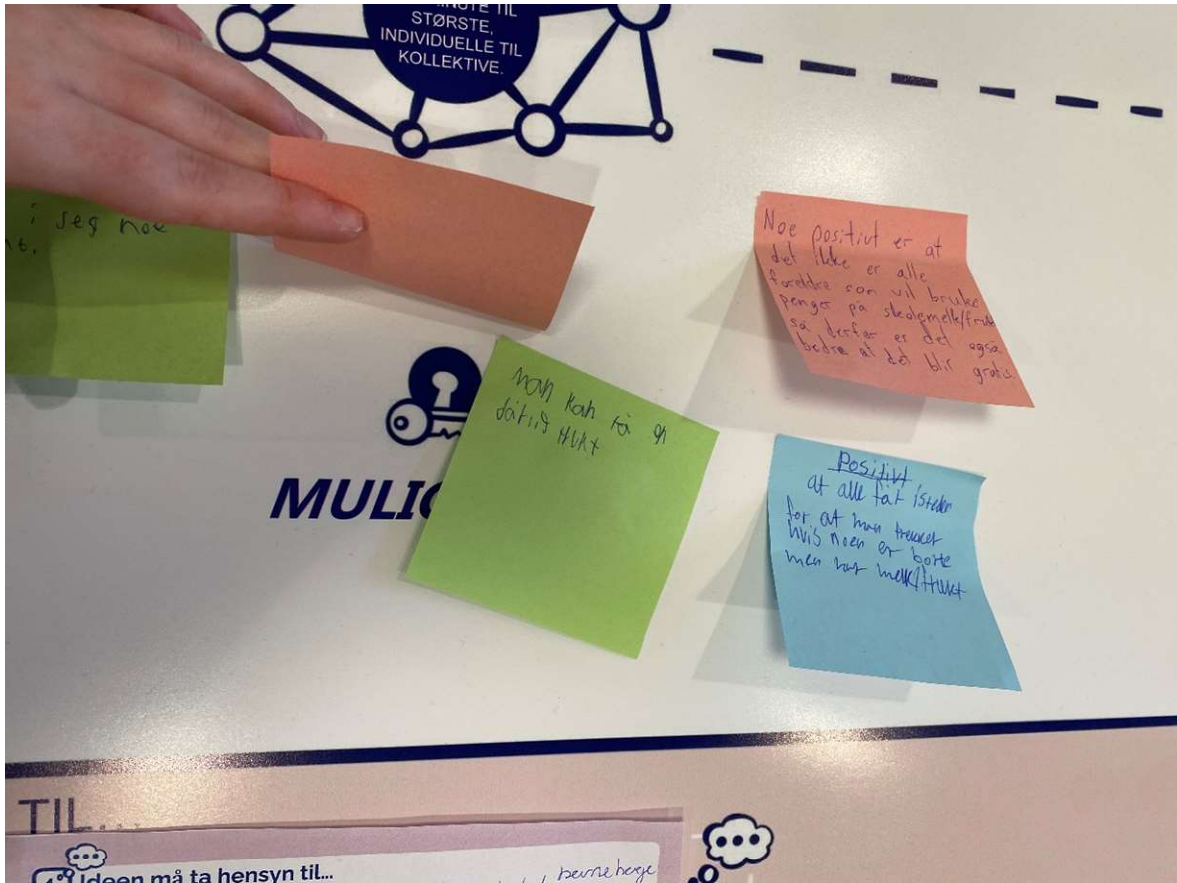
At alle på skolen får i seg noe sunt.

Noen ganger kan frukten koste og da er det som å si at foreldrene har betalt for ingenting.

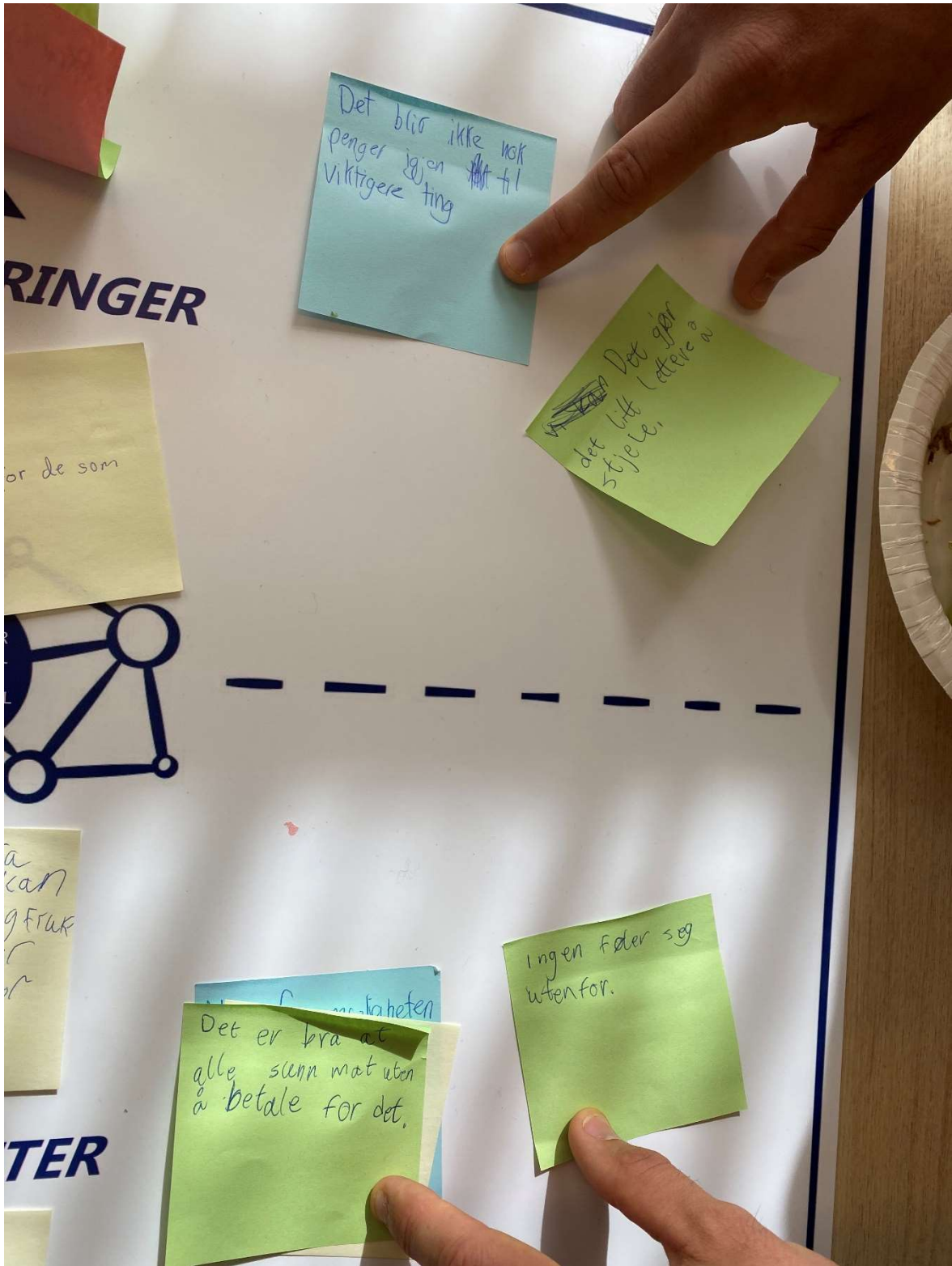
Noe positivt er at det ikke er alle foreldre som vil bruke penger på skolemelk/ frukt. Det er det også bra at det blir gratis.

Resultatet er at alle får melk for at man trenger melk eller for å drikke opp.

MUL



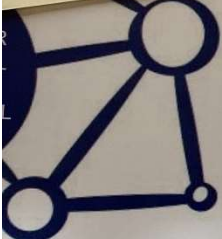




Det blir ikke nok penger igjen til viktigere ting

~~Det gjør~~ Det gjør det litt lettere å stjele.

for de som



kan gfrak

Det er bra at alle sunn mat uten å betale for det.

Ingen føder seg utenfor.

TER

3. UTFORDRINGENE OG MULIGHETENE

hvis noen allergi det kan være

Allergier kan gjøre at ikke alle kan spise det de får

Andre kan stjele for å få mere frokostmelk

Det som kan gå er at vis alle får melk så vil ingen stjele andre sine

Det som er bra er at man får mer energi og da kan man bli bedre kosentrost på skolen.

det er bra fordi alle kan få melk og frokost og det er veldig bra for kroppen

skolen betaler

Alle får noe varierende drikke om bare vann

Alle får noe sunt

Det er godt

UTFORDRINGER

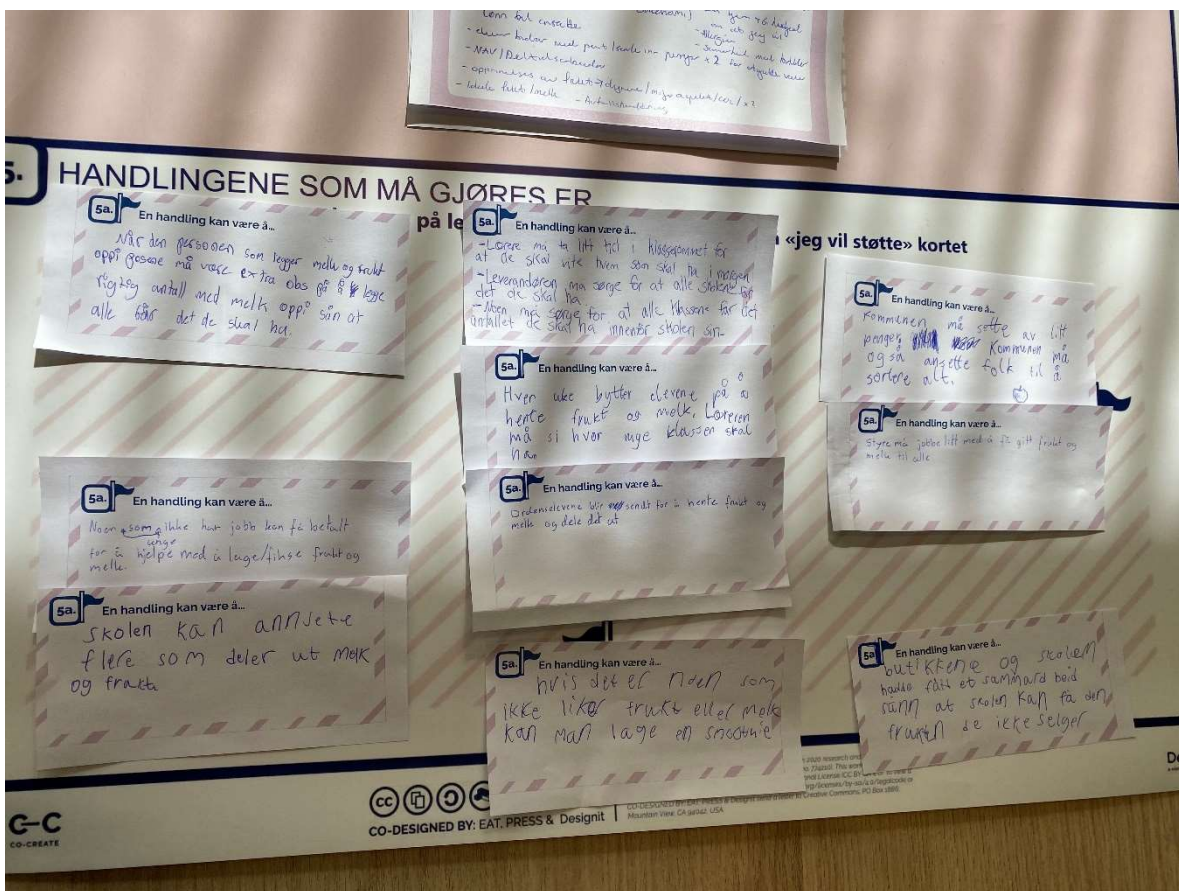
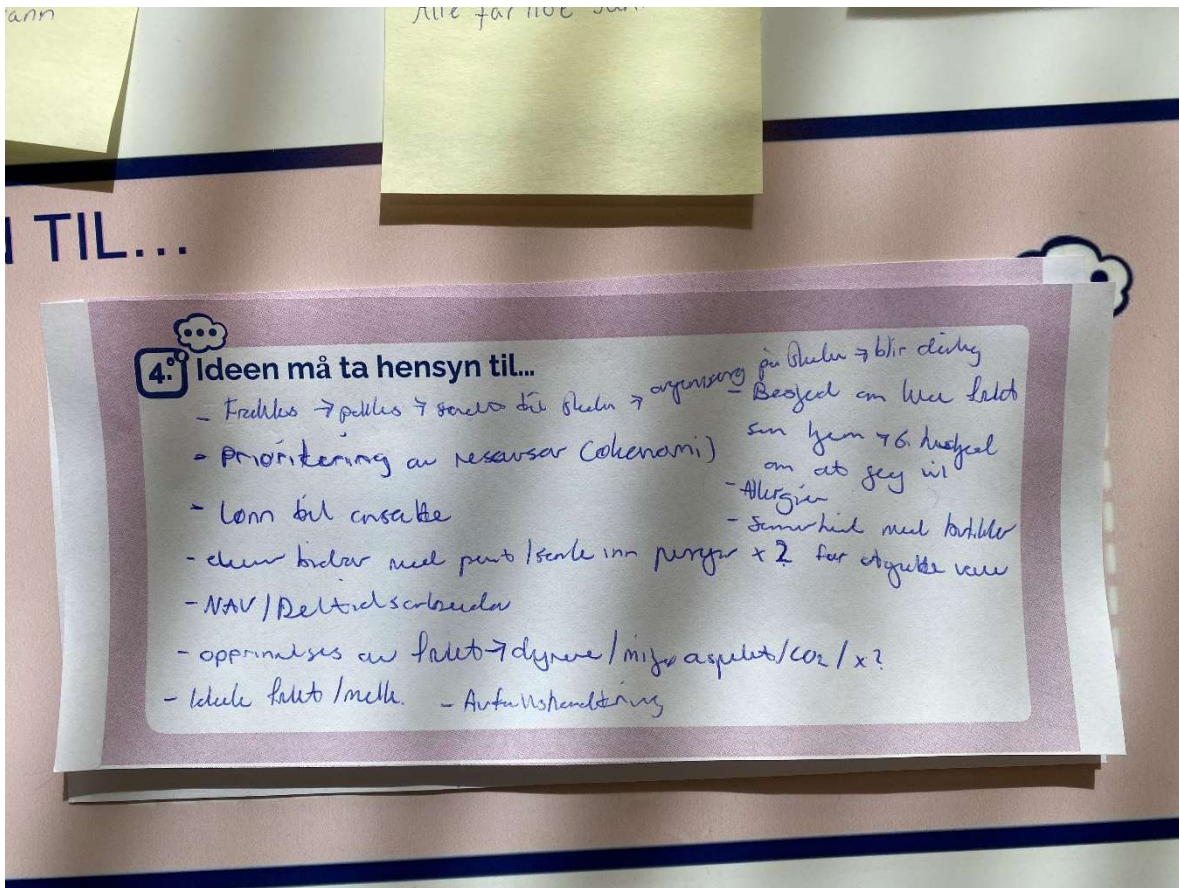
REMEMBER
ALLE PERSPEKTIVER
FRA MINSTE TIL STØRSTE
INDIVIDUELLE TIL KOLLEKTIVE

MULIGHETENE

4. TA HENSYN TIL...

4. Ideen må ta hensyn til...

- Følelser & opplevelse & smaker det skal
- Prioritering av ressurser
- Lønn til ansatte
- hvem betaler med på hva



ROMANIA: Dialogue Forum Report

This report provides information on the views of Young adolescents in ROMANIA on a policy idea about ***Making the EU school fruit, vegetables and milk scheme a social event***. The idea was discussed using the physical version of the CO-CREATE Dialogue forum tool. The Dialogue was organized by Cristina Vladu, health policy expert - National Center for Studies in Family Medicine with support from Tania Iordache in the county Valcea and Aneta Gabor and Lavinia Adam in the town of Timisoara. Prior approval has been obtained from both places from the school’s directors as well as consent forms have been signed by all parent of children being involved in both the urban school as well as the rural school.

Dialogue Forum Context

These Dialogue Forums were held on April the 3rd 2023 and May the 10th 2023 in two primary schools in rural and urban settings in Romania as in-person Dialogue Forums using the physical tool. There was one moderator from the National center for Studies in Family Medicine. Prior to the Dialogue Forum, the moderator was provided with training in a preparatory meeting to test and familiarize herself with the physical tool. The moderator notes, pre-read and the physical tool were translated into Romanian.

Romania has a history of over 20 years of implementing the programme “ The cracknel and the milk” (this programme has been introduced in 2002). Only in 2018 the fruit scheme in schools has been added to the existing programme. However, schools on the range of products they provide, for example some days milk and cracknels and others milk and apples. The schools organize public procurement to implement the program, hence rules of the lowest price winning the contract apply. Vegetables have not been added to the scheme. The program is successful mostly in poor communities.

Table 1 The Initial Idea of ***Making the EU school fruit, vegetables and milk scheme a social event***

Problem	Policy idea	Results
<p>The percentage of children/adolescents eating fruit/vegetables daily in Europe is below 50% and this has not changed after introducing the EU School fruit and vegetable scheme in 2009.</p> <p>The milk consumption among children/adolescents in Europe is decreasing despite the presence of the EU School milk scheme since 1970-ties.</p>	<p>Fruit/vegetables and milk should be consumed in organized social breaks and there should be pupils (peer-leaders) who actively promote the consumption and collect information about barriers.</p>	<p>Pupils will take ownership of promoting the scheme, there will be more positive experiences of consuming the products together and this will increase the demand for the products also at home/when the Scheme is no longer in place.</p> <p>It might also reduce the consumption of unhealthy foods during school hours or to/from school.</p>

		Furthermore, any barriers/challenges with consuming the products could be discussed in the peer-leader group and reported back to the school/suppliers if unresolved.
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Group 1

This Dialogue forum was conducted in a school with an average socio-economic status, in a rural location based on an atlas of marginalized communities calculated by sociologists. The School was currently, in this school year, receiving fruit/vegetables and milk from the EU Scheme. As a particularity, Romania was also implementing cracknel and milk scheme in the past and this has become the cracknel, milk and fruit scheme today. Many times, the cracknel became biscuits.

In this group, 9 youth (6 girls, 3 boys) from grades 4-6 discussed the policy idea moderated by Cristina Vladu. An additional hour was spent to allow for all pupils to express themselves. The moderator wrote this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool in native language at the end of the report).

Dialogue Forum Findings

After the initial step of getting to know who are around the table, the Dialogue Forum follows a four-step sequence of activities, where each step centers around a question to guide the participants from an idea to action. The participants are invited to reflect on what they care about concerning the policy idea, identify obstacles and opportunities and add aspects which the idea needs to consider. The final step is for the participants to consider which actions need to be taken and also which action they can do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

What We Care About

During the Dialogue Forum, each participant identified what they cared about with respect to the policy idea. The Dialogue brought about the issue of waste, of people working hard to produce this food and children not eating it at school. Some children say that they do not wish to have food that they do not eat, that is a big waste and they care about this waste. Following this, a number of issues to limit the waste were discussed such as collect them and give them to other children or people who do not have sufficient food or even to animals in households.

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles The participants identified several obstacles, including the lack of product variety, taste that they do not like. For example, the milk is too sweet and is like water. The packing for the milk is not enough resistant and for example, when they wanted to take the milk home, it was leaking in their backpacks. Important obstacle is that they are used to eat at home.

Opportunities Several opportunities were identified during the Dialogue, such as the possibility to have school activities with healthy dishes, to create a higher variety, to have longer break at noon, to make more activities with fruits and vegetables, for example to do fruit salads together, to play games between children. One participant raised the idea to eat together with teachers. Another said that they more classes should have access to eat besides teachers.

Aspects to consider

Then, the participants identified the main aspects which the idea needs to consider. Participants listed the following aspects:

1. Aspect 1 They have milk at home (rural school, people do have cattle)
2. Aspect 2 It is difficult to enlarge to noon break as many of the children come and go to school and from school to home with the school bus that takes a lot of time to go around all villages.

Actions needed and Commitments

The youth proposed action points and commitments to advance the policy idea.

The actions and suggestions for whom should take these (if suggested) were:

1. Action 1 to build a small vegetable garden in the school yard in which children should take care of plants and to have contests on who has the most beautiful plant (i.e tomato)
2. Action 2 to organize picnics with food from the school garden
3. Action 3 To shop a wider variety of fruits and to make fruit salads. Each week a team of pupils should be in charge to do fruit salads for all (they would bring fruits from home).
4. Action 4 To plant fruit bearing trees and then sell fruits and vegetables from the garden.

The commitments by the youth were:

1. Commitment 1 To teach others (especially smaller children) how healthy are fruits and vegetables
2. Commitment 2 To eat more fruits and vegetables, to eat every day
3. Commitment 3 From tomorrow, to start tasting new fruits and vegetables.

Group 2

This Dialogue forum was conducted in a school with an average socio-economic status in an urban setting (the town of Timisoara) based on an atlas of marginalized communities calculated by sociologists. The School was currently in this school year, receiving fruit/vegetables and milk from the EU Scheme. As a particularity, Romania was also implementing cracknel and milk scheme in the past and this has become the cracknel, milk and fruit scheme today. Many times the cracknel became biscuits.

In this group, 6 youth (3 girls, 3 boys) from the 5th grade discussed the policy idea moderated by Cristina Vladu. The moderator wrote this report based on the notes on the physical Dialogue forum tool (see photos of the completed physical Dialogue forum tool in native language at the end of the report).

Dialogue Forum Findings

After the initial step of getting to know who are around the table, the Dialogue Forum follows a four-step sequence of activities, where each step centers around a question to guide the participants from an idea to action. The participants are invited to reflect on what they care about concerning the policy idea, identify obstacles and opportunities and add aspects which the idea needs to consider. The final step is for the participants to consider which actions need to be taken and also which action they can do themselves. The following sections provide insight into the Dialogue Forum and some key findings.

What We Care About

During the Dialogue Forum, each participant identified what they cared about with respect to the policy idea. The Dialogue brought about:

- The importance of having a balanced diet,
- It is important for children to eat fruit, vegetables, milk because these are healthy and help children grow in a healthy way
- We should all have the right to a healthy food
- If we eat only fast-food which has many calories we shall become obese and our health is undermined
- Milk is important as it brings calcium
- We care because my health and the health of other children depends on this.

Following this, all children agreed that this is an important issue and they do care about it

Obstacles and Opportunities

Next, participants identified obstacles the policy idea currently faces, and opportunities for improvement.

Obstacles The participants identified several obstacles, including the fact that children of our days do not like so much to spend time together, but prefer to spend time on the phone. Addition to phones, laptops, consoles is noted (children are obsessed).

Lack of time is another obstacle as breaks are short (10 minutes) and many times the teachers keep them in classrooms over the breaks.

Based on this, the participants discussed about the screen time addiction as well as about the length of the breaks and the need of longer breaks. They recalled that the school used to have 20 minutes breaks at mid-day but now only smaller classes (1-4 classes) have this wider break.

They also mentioned that there is a School cafeteria where they can buy sandwiches, salades, fresh orange juice, but the queue is so long, that it takes all break long.

Finally, participants discussed that many times, the boxes with milk and fruit or milk and cracknel remain 70% full, children not taking them (more is eaten if they have longer hours during the day).

Opportunities Several opportunities were identified during the Dialogue, such as the fact that it is nice when you have something to eat next to other people and by your own, that socializing can enable you to make more friends. One participant raised the issue that besides socializing he would like the idea of a green corner where they could plant and study vegetables. They had visited students in agronomy during the green week and they had been very positively impressed by the fact that the students could have their own plants and animals to study.

Aspects to consider

Then, the participants identified the main aspects which the idea needs to consider. Participants listed the following aspects:

1. Aspect 1 They would like seasonal fruits, fruits that are fresh and local when possible. Now they have apples from Poland.
2. Aspect 2 The children raise awareness of the need to spot chemicals in fruits
3. Aspect 3 They would like some variety in the fruits/ products; for example, one does not like milk, as she is lactose deficient and she drinks coconut or almonds milk or other type of milk. For example, one pupil wishes to choose the type of milk she drinks and hence she visualizes the school having a device where more types of milk can be chosen.
4. Aspect 4 A good opportunity for socializing was the green garden in the back of the school yard; now things are under construction and there is a deposit of construction materials.

Actions needed and Commitments

The youth proposed action points and commitments to advance the policy idea.

The actions and suggestions for whom should take these (if suggested) were:

1. Action 1 To talk about what you like with other children, to share food with other children
2. Action 2- to have a longer break of min 20 minutes
3. Action 3- to have sandwiches instead of cracknels/ biscuits.
4. Action 4 – teachers should not keep us in class during the break.
5. Action 5 To reopen the green garden
6. Action 6 To decrease the costs of the products in the Cafeteria of the school.
7. Action 7 To learn more about healthy food in a specific discipline.
8. Action 8 To confiscate the phones/ not allow phones during the school time.
9. Action 9 Teachers should also socialize during a longer break and we can follow their example.
10. Action 10 We should take more ideas from other countries

The commitments by the youth were:

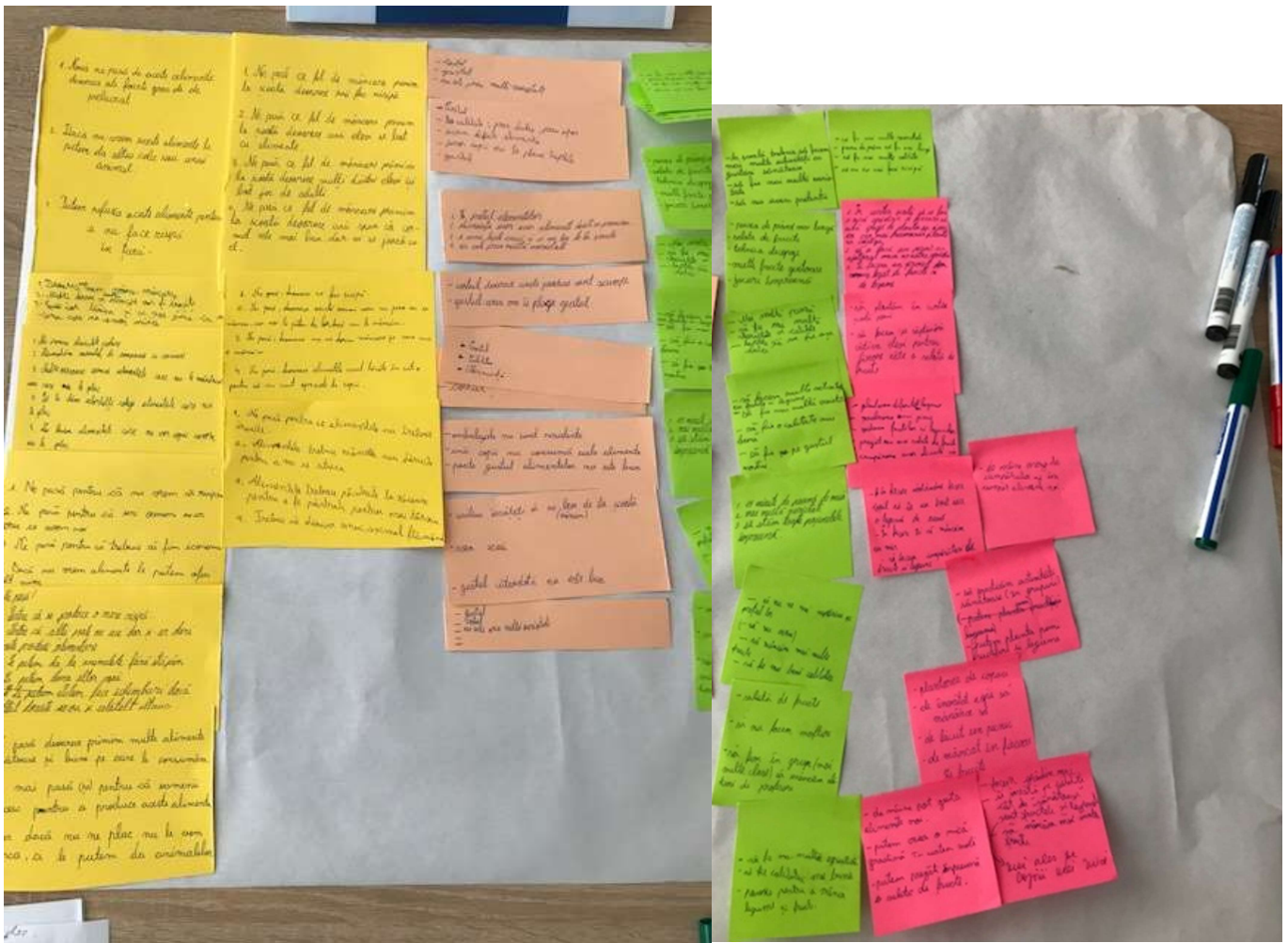
1. Commitment 1 To share with our colleagues what we have discussed here.
2. Commitment 2 To share with our teachers/ school directors
3. Commitment 3 To organize a petition to ask for the replacement of the biscuits with a sandwich and to involve the other classes.
4. Commitment 4 To make a questionnaire in which everyone can express his/ her opinion about a wider variety of food (fruits/ milk/ sandwiches)

Additional notes and reflections

The school had a functioning boarding school and a canteen; their functioning has stopped during pandemics and has not been reopened.

I could not print such a big page, so we tried to draw the needed chapters. The solution was to use big flip chart pages and draw on these flipcharts. The tool supported the facilitation of the discussion.

Photos from Group 1



Photos from Group 2

