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# Organic and conventional public food procurement for youth in Denmark

Stine Rosenlund Hansen, Hannah W. Schmidt, Thorkild Nielsen, Niels Heine Kristensen



Münster University of Applied Sciences



SIFO

Statens institutt  
for forbruksforskning  
National Institute  
for Consumer Research

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Technical University of Denmark



UNIVERSITY OF HELSINKI

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Organic and conventional public food procurement for youth in Denmark

*Autor(s):*

Stine Rosenlund Hansen, Hannah W. Schmidt, Thorkild Nielsen, Niels Heine Kristensen

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<i>Employer:</i>	<i>Contact person:</i>
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.....  
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## Introduction

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Modern life influences our relation to food, the way we think of food and our priorities on food. Food is no longer a restricted source for modern western societies - one could argue the contrary. As food production represent a complexity in relation to nature, social spaces and economic structures, the food patterns of modern societies represent a major influence on sustainable development.

Public health is also affected by our attitudes towards food. Attitudes that is created and developed through our daily life routines, our food practices and our food production and distribution structures.

This report is the first mapping of the activities and state-of-the-art on public organic food procurement for youth. The report, on the Danish activities, comes together with similar reports from Finland, Italy and Norway. These four reports will inform a comparative analysis conducted by DTU in workpackage 2 of the iPOPY project.

The major focus of the reports is school meals and the use of and potentials for organic products in this setting. But also other important settings than schools are included. The perspectives of the reports are on the policies and the policy processes influencing the extension of organic school meals.

## Contents

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1	National conditions .....	5
1.1	Political organization and policies.....	5
1.2	School structure.....	7
1.3	Regulatory framework (legislation, certification, etc) .....	7
1.4	The context in which school meals are discussed .....	7
2	Statistics .....	9
2.1	Public schools in Figures.....	9
2.2	How much? .....	9
2.3	Organic Foods in Institutions .....	10
3	Organisation and objectives of different types of lunch meal systems for youth .....	12
3.1	Dominating arguments, values and aims for the lunch meal system .....	12
3.2	Major actors, promoters and decision makers involved, and their roles, relations and alliances .....	13
3.2.1	Political/Governmental initiatives: .....	13
3.2.2	The position of political parties in Denmark: .....	14
3.2.3	Local and regional authorities .....	15
3.2.4	Industry initiatives: .....	16
3.2.5	Governmental institutions .....	16
3.2.6	Private companies.....	17
3.2.7	Individuals, who act as promoters: .....	17
3.3	Organisation and objectives of different types of lunch meal systems for youth.....	18
3.3.1	Brief description of most disseminated meal systems .....	18
3.3.2	Meal systems organised by the municipality: .....	18
3.3.3	Separate systems organised by the school:.....	20
4	Methodological reflections .....	22
5	List of references and literature .....	23
5.1	Literature on Danish Organic foods in foodservice and public procurement.....	23
5.2	References to this report.....	25
5.2.1	Information from interviews .....	26
5.2.2	Information from web pages .....	26

# 1 National conditions

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## Organic food in catering

An expanding production and consumption of organic food are important strategies for reducing environmental consequences of general food production and a number of governments in Europe and the EU Commission have developed Action Plans and set concrete goals for transforming conventional farmed areas to organic (Znaor, Dabbert 2001). Most often these environmental strategies are combined with strategies for marketing and distribution of products deriving from organic farming in a number of countries (Znaor, Dabbert 2001). These distribution strategies have mainly been focussing on the retail sector but as this market was realising a stagnation in many European countries the interest for the catering market has been growing. According to Hamann (2002) the professional consumers and purchasers in the catering sector in the West-European countries represent between 25% and 40% of the market for food, and this market is supposed to expand in the near future. The major reasons for this is connected to a growth in private catering (company canteens), in the growing number of elderly people and the growth in eating out (restaurants) (Sundstrøm 2002).

These developments have also influenced the interest in directing the distribution of organic food to the catering sector (Nielsen et al. 2002; Maier 2001) and the EU Commission (2005) points out the catering sector as an important distribution channel for organic farmers. In Denmark the Danish Parliament in 1997 decided to allocate a fund to projects that could support organic transition in the catering sector, by an organic procurement policy and as such defined as a part of the overall "green procurement policy".

## Organic procurement

The background was that the development of production and marketing of organic produce throughout the 1970s and 1980s in the rural as well as urban areas had been carried out by grass roots initiatives. In the late 1980s a state legislation and regulation was commenced in this field and in 1993 the supermarkets' embrace of organic food sparked the demand and marketing efforts. In terms of agriculture, 147.000 acres were cultivated organically in 2002, which was about 5.5% of the total agricultural territory. This is equivalent to a 12% rise in the organically cultivated land from 2001 to 2002. (Kristensen & Nielsen 2004)

In order to strengthen this area, in 1997 the Danish government decided to put aside € 5 mill. and later a further € 1,5 mill., towards the reorientation of organic products in the local municipal authorities titled 'Grønne Indkøb' (GI) - green procurement. Today, the implementation process is regarded as one of the most significant parameters in the process of regulation leading to realization of goals.

## 1.1 Political organization and policies

Since decades the Danish schools have been defined as a comprehensive school (enhedsskole), which mirrors a cultural and political consensus that are characterized by the following major aims:

- common, national goals
- guiding curricula/syllabus
- methodological freedom at the local school

According to the Danish Ministry of Education (1997, 2007) the aim of the school is more than just to ensure that children and young people acquire a certain knowledge. It is also to convey to them the central values of our outlook on man and society and to see to it that they become able citizens in society.

Democracy plays a role both in the form and contents of the school. The pupils are taking part in the decision-making process through their participation in a number of decision-making fora at school. As far as the actual teaching is concerned, it is the teacher who is responsible for the establishment of targets for the learning and for the choice of working methods and subject-matter in co-operation with the pupils. And the education for active participation in democracy starts by involving the pupils during their time at school and making them responsible for the decisions taken. Only by doing so is it possible to ensure the credibility of the education in democracy.

This means that the majority (90%) of the all Danish pupils attend education in these public, primary schools (about 600.000).

## Municipalities

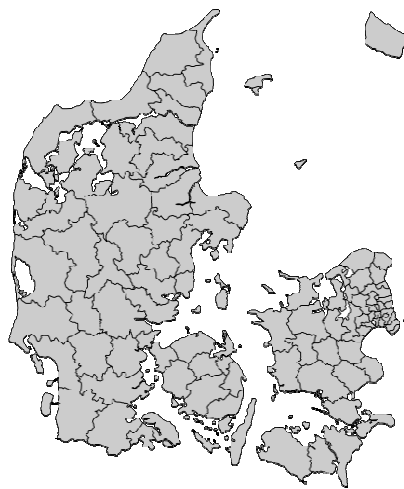
The Municipalities play a major role for the daily practices in the schools.

One of the watchwords of recent years has been decentralisation. This both applies to the use of grants and largely also to the establishment of the contents of the programmes.

It is the aim of this decentralisation to make the education system more flexible. The individual educational institution or the individual municipality is free to make its own priorities with regard to the allocated funds without being committed by central frameworks and accounts. Generally speaking, the decentralisation is to improve the quality of the programmes and support an optimal resource allocation.

Denmark is divided into five regions and 98 municipalities (Danish: "kommuner"). This was established per an administrative reform, effective January 1, 2007 which replaced the 13 counties (amter) with 5 regions (regioner). The 270 municipalities were consolidated into 98 larger units, most of which have at least 20,000 inhabitants. The reason was to give the new municipalities greater financial and professional sustainability. Many of the responsibilities of the former counties were taken over by the enlarged municipalities. Included in this is the responsibility for health promotion, which has motivated many municipalities to make a health policy for the municipality. School food can sometimes be included as a part of this policy towards healthier citizens.

32 of the former municipalities did not merge into larger units, either because they already had merged or had a population larger than 20,000 or because they signed a cooperation agreement with a larger municipality.



*The 98 municipalities in Denmark*

## 1.2 School structure

According to legal principles the Public school has a relative decentralised decision process under the given frameworks. At the local school level this means that a board of pupils, parents and employees will decide the local policies under the observance of the overall legal conditions. By this it is ensured that public schools have the necessary community involvement and at the same time a formal administration on municipal level.

## 1.3 Regulatory framework (legislation, certification, etc)

In the end of 18<sup>th</sup> century and in the beginning of the 19<sup>th</sup> century school meals were organized for social reasons. Children from poor homes were in many schools offered a meal. There were local differences and in the beginning the most common was bread (honey, paste, etc). It was usual that children that should have a school meal had a tag hanging around the neck. In the beginning of the 19<sup>th</sup>ies it was not unusual that there were warm meals.

Today

Actors representing public authorities on the Danish school food arena today are FVM and the Ministry of Family and Consumer affairs (MINFF) representing the state. Other actors are municipalities, schools spread around the country and private companies delivering school food, such as 1-2-3 School Food. School food projects have been in and out of Danish schools on several occasions, and the debate has been raised more than one time. Some of the projects have been in the nature of social projects, which in the beginning should ensure that all children had the possibility of getting food, whereas now they are more service projects which support busy parents and children who wish an alternative to the packed lunch (Mikkelsen, 2005). MINFF and FVM are behind several campaigns and websites to give inspiration to packed lunches, how to eat healthy and how to implement school food in Danish schools.

The home-brought packed lunch has a central position in Danish school food and in December 2006 only 20-25% of the Danish schools had well-run school food systems as a supplement for the packed lunch. Traditionally, it has been the parent's responsibility to ensure lunch for their children in school (Mikkelsen, 2005). However, the packed lunches leading position is under attack as the preparation is time consuming, children believe packed lunches are boring and, not at least, unpalatable after 4 hours in a hot classroom. The latter is caused by the fact that Danish schools have neither basic facilities for eating home-brought food nor the ability to offer a refrigerator for each classroom (Mikkelsen et al., 2005). In 2000, only 7% of all Danish schools were able to offer a refrigerator in each classroom, however, the number increases to 53% when accessible refrigerators were estimated (SST, 2000).

## 1.4 The context in which school meals are discussed

Dietary concerns have had a growing interest in the Danish public food debate. Many parents have experienced unsatisfactory school lunches, and so this has also become an issue in the public political debate.

The Food Industry (FI) under the Confederation of Danish Industries has estimated the market for school food to more than 1 billion DKr a year (di.dk, 2007a). Several private companies have mushroomed within the past 5 years and work independently, but co-operations between several different actors have developed. An example is the Food+Lab, which were created at Det Fede Topmøde (literally translated: The fat summit) in 2005, which were an interdisciplinary forum held to develop ideas for prevention of overweight and obesity among Danish children (di.dk, 2007b). The interdisciplinary has also become a keyword for Food+Lab in which a taskforce and work groups have been established. The former consists of organisations, authorities and private companies, whereas the latter looks upon companies, exercise, research and education (di.dk, 2007c). The designing of Food+Lab illustrates very well a tendency in the Danish school food scene; interdisciplinary co-operations within authorities, companies and organisations.

A private company, which makes use of this, is 1-2-3 School Food. They work together with the National Food Institute, Arla Foods and municipalities, which use their products. Jan Michelsen, which is one of the owners of 1-2-3 School Food, was asked why they have chosen to work together with the group of collaborators, which consist of Landbrugsrådets Investeringsfond Agro-invest (literally translated: investment fund Agro-invest in the Agricultural Council of Denmark), the National Food Institute and Arla Foods. Jan Michelsen said that it was due to strategic and practical reasons and exemplifies the now ended co-operation with Bent Egberg Mikkelsen from the National Food Institute as an example. "He had the possibility of looking us over the shoulder and could see if we were heading in the right direction". Another example of co-operation is the development of Københavns sunde skolemad, KØSS (literally translated: Copenhagen's healthy school food) that has been developed in cooperation in between the Children and Youth Administration and the Health and Care Administration in Copenhagen municipality. This illustrates co-operation within the public authorities also is a possibility. The Køss school food system was started-up in 2002 and has since been developed into a new food concept; the food component system which consists of elements such as alterations of existing school booths, collected food production in a central kitchen, a higher degree of considerations to the desires of the children's food choices, as well as a pedagogically coupling between the food and the teaching (skolemad.kk.dk, 2007).



## 2 Statistics

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### 2.1 Public schools in Figures

(source: [www.eng.uvm.dk](http://www.eng.uvm.dk))

There are 1,665 municipal schools

There are 563,576 pupils

There are 27,919 classes

The average number of pupils per class is 19.0

The pupil/teacher ratio is 1:10.7

98% of all children attend the pre-school class provision

There are 48,284 teachers, of which 64% are women

9,171 pupils receive extensive special educational assistance

There are 50,360 bilingual pupils

The net operational expenditure per pupil is DKK 47,851.

### 2.2 How much?

The Danish public procurement budget is 203 billion Danish Kroner ( 27.22 billion €), and of this 4-5 billion Danish Kroner (0,54 -0,67 billion €) is used on food. The yearly growth is expected to be approximately 2-3 % (Institut for Agroindustriell Udvikling, 1999). The food budget is administered by approximately 2.000 people in canteens and institution kitchens. For children and young people there are about 14.500 institutions, and 800 central purchasers in municipalities (Arbejdsrapport fra Miljøstyrelsen nr. 19, 2000).

#### Nursery (From 0-3 years)

Nurseries are run by 30 % of all municipalities and here you can find up to 90 different ways of organising the food service. Totally you can find up to 570 nurseries and they produce approximately 20.000 meals a day. (Kostforplejningsbetænkningen 1997).

In a survey using questionnaires, it was estimated that 87% of all the nurseries has a lunch scheme, (Sabinsky 2007). In 82 % the lunch scheme covered all the days. In most of the nurseries (92%) the food is produced at the institution.

#### Kindergartens (3-6 years)

Kindergartens is for 96 % run by the municipalities, but only 13% of these have their own lunch meal system. In total there exists 2.300 kindergartens, and around 20.000 meals are produced daily in the kindergartens (Kostforplejningsbetænkningen 1997).

In 56 % of the cases the children can get a meal instead of the lunchboxes in one or two days a week. Only in 28 % of the cases the food is served everyday.

As it was the case with the nurseries the food is primarily produced in the kindergarten (77%). Ten percent is produced by external suppliers, and in 13 % of the cases the food is prepared partly external and partly at the kindergarten. In 80% of the kindergartens a food and meal policy was formulated (Sabinsky 2007).

### Public schools (6 to 15 years)

Milk systems are very disseminated in the Danish public schools. An enquiry conducted by Christensen and Hansen (2007) in Danish public schools revealed that the current situation in Denmark is that 97% of all schools have a milk system, approximately 25% have a fruit and vegetable system, whereas breakfast systems only are provided on 10% of the respondents. Vending machines providing canned drinks are only available on a minority of the schools, whereas ice water machines are available on about 25% (Christensen and Hansen, 2007). According to the Danish Health Administration (Sundhedsstyrelsen) it is up to the individual school to enter arrangements such as milk- and fruit and vegetable systems. The milk system is paid by parents, but the system is also subsidized by the European Union.

Furthermore, the Health Administration informs that two thirds of all Danish public and private elementary schools have permanent “food stalls” or canteens. Out of the many schools, which have “food stalls” or canteens, two-thirds states that they have guidelines determining what kind of food may be offered. (Sundhedsstyrelsen 2001)

Another study shows that 72 % of the municipal schools have some kind of food arrangement has been established (Sabinsky 2007).

In a study by Christensen and Hansen it was showed, that despite fruit and vegetables were offered at 77 and 40 schools respectively, the sale of vegetables only made a total of 2%. The most popular food products at the Danish schools are bread dishes as pizza, sausage buns, sandwiches and buns.

It is estimated that the cost for implementing school meals in Denmark would be approximately 2,4 billion Danish Kroner (0,32 billion €). Beyond this a cost at 2-300.000 Danish Kroner (27.000- 40.000 €) for the production facilities. In Sweden the cost establishing a full kitchen is calculated to be approximately 400.000 € for each school.

## 2.3 Organic Foods in Institutions

With regard to statistical data on organic foods in institutions there is very little available. So far the Statistic Denmark refrain from collecting data about the use of organic foods in institutions or even more general in catering systems. The last scientific research about this was constructed in 1996. (KL-rapporten). In this survey of all Danish municipalities 48% mention that they have or wish to have experiences with organic grown foods. Furthermore 10 % of the municipalities’ stress that they have plans in this direction (see figure 1).

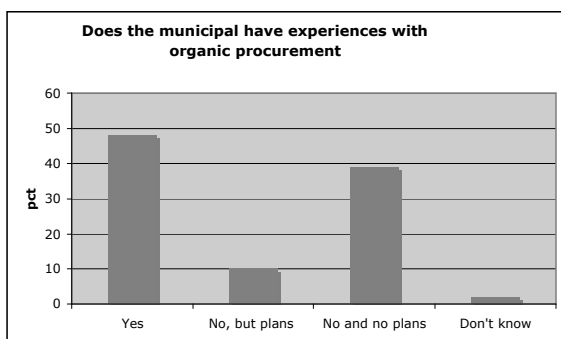


Figure 1. Municipalities with experiences in using organic foods

These figures cover a very broad variation of examples, e.g. on municipality has introduced organic foods in all their schools while another only have introduced organic milk in one of their organizations.

A comparison between large and small municipalities showed a clear difference in their use of organic foods. 71% of the municipalities larger than 20.000 citizens had experiences with organic foods, while only 36 % of the municipalities with less than 10.000 citizens had organic experiences.

In general it is much more common that municipalities choose to use organic ingredients in institutions for children 0-6 years (nurseries and day-care centers), than in schools.

## 3 Organisation and objectives of different types of lunch meal systems for youth

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### 3.1 Dominating arguments, values and aims for the lunch meal system

When talking about lunch meal systems provided for youth, the arguments supporting the idea are concentrated around a few specific aims of interest:

#### **Lunch meal systems as a project to improve welfare:**

The most dominating argument in support of lunch meal systems is the need to overcome the increasing problem of obesity amongst children and youth. This argument is mainly used by politicians, both nationally and in municipalities. It is believed that the general health situation in Denmark may be improved by offering one healthy meal a day to children in public schools. It is a common desire amongst politicians, across different political parties, that public schools should be obliged to provide food for students. However the government parties want these systems to be financed by the parents, while some of the opposition parties want them fully or partly financed by the state. Furthermore, other parties believe that there should be subventions only for families, who are not able to pay for the food themselves (cf. page 16-17).

In municipalities, the health related arguments have also been an important aspect. The local government politicians generally regard lunch meal systems as a way of improving the common health of their citizens, but many municipalities also find the aspect of combining lunch meal systems with the students' education very important ([www.skolemad.nu.dk](http://www.skolemad.nu.dk), a).

Using organic products in meal systems is not a very common argument in relation to public health (Local authority employee, Roskilde).

#### **Lunch meal systems as a way of improving students' ability to learn:**

Lately, parent and teacher organisations (Bräuner 2005) have stressed the importance of the influence which healthy food plays on students' ability to learn. Students are believed to gain higher concentration skills when they are offered healthy meals as opposed to buying unhealthy alternatives or not eating at all. One of the leading proponents of this view is Frede Bräuner (see below). The consumer organisation, "Familie og Samfund [Family and Society] also requests that public schools provide their students with one healthy meal a day in order for the students to become healthier and more focused in classes (Dalsager 2007). Furthermore, local government politicians sometimes use the idea of improved learning skills as an argument when lunch meal systems are being debated within the municipality (Friis 2007).

#### **Environmental concerns:**

The idea of including environmental concerns when initiating public meal systems is often disregarded amongst politicians and school boards. It is, however a subject, which is beginning to manifest in the public debate because many interest groups and organisations make sure to point out the importance of protecting the environment in the media.

Other than the interest groups, a few municipalities focus on the environment by using organic food in public procurement. School meal suppliers are experiencing an increase in the amount of

municipalities, which requests organic products (Executive employee, 123skolemad.dk). The municipality of Copenhagen has the most comprehensive, partly organic lunch meal system of all municipalities in Denmark. In Copenhagen partly organic food is delivered to all public schools and the goal is to reach a point where 75% of the products used are organic. However, compared to concerns about ensuring healthy food for children, concerns for the environment take up very little place in the public debate.

#### **Service agreement for busy families:**

One of the initial reasons for implementing meal systems in public schools, was the relief which such systems can be to modern day, busy families. When parents lack the time to prepare packed lunch for their children, they give them money to buy food. In that case it is essential that children are offered some kind of healthy food choice, since the alternatives are often made up by fast food, candy or nothing at all.

#### **Lunch meal systems as a way of teaching students about healthy life styles:**

An argument, which is recently gaining ground, is the idea that meal systems can be used educationally. By involving the pupils in the preparation, it is argued that their consciousness about the health related and cultural values of food is strengthened. In this way, implementing meal systems in public schools can potentially help children gain healthy eating habits and prevent them from being exposed to certain health risks later in life (Member of the Food+Lab task force).

Many of the school food companies emphasises this aspect, by creating teaching materials and by organising the school meals in a way that involves the students in preparation and sales of the food. (see paragraph 3.3 "Student involvement" for further description).

## **3.2 Major actors, promoters and decision makers involved, and their roles, relations and alliances**

Presented below is a list of actors, who play a significant role in the field of public (organic) procurement in Denmark, particularly with regards to public schools meal systems.

### **3.2.1 Political/Governmental initiatives:**

The Ministry of Food, Agriculture and Fisheries: have allocated 16 million DKK (2,2 mio €) to a pilot project, which should provide school meals for 15.000 children in two month in 2008; and 6 mio. DKK (0,8 mio. €) to evaluation and research in the effect and significance of school food.

Furthermore the Ministry have allocated 7.5 million DKK (1 mio. €) to a project called "Fruit Break" [Frugtquarter], where schools could apply for subsidy for fruit arrangements, so that the pupils can have a free fruit for 2 month in 2007.

Fødevareudvalget [Food Committee]: A committee in the Parliament, which have the mandate to prepare, discuss and consider legal affairs concerning food, agriculture, fisheries, horticulture and veterinary issues of interest for the state.

Ministry of Family and Consumer affairs.[Familie- og Forbrugerministeriet, MINFF]:

This national Health Agency has been publishing on investigations of food in Danish schools, continuation schools, etc.

The Food Administration has until November 2007 been the resort of this ministry. Now it has been re-transferred to the Ministry of Food, Agriculture and Fisheries. [Ministeriet for Fødevarer, Landbrug og Fiskeri, FVM].

Among some of the initiatives, which have been started by MINFF and FVM, are websites such as [www.altomkost.dk](http://www.altomkost.dk), [www.madklassen.dk](http://www.madklassen.dk) and [www.frugtkvarter.dk](http://www.frugtkvarter.dk). They all have a common agenda on the respective page: education to the children and parents, recipes, teaching material and often a game or a test to make it more attractive. Another initiative is the "traveling team" from Alt-om-kost that visits schools and day-care-centers to give consultancy about diet and nutrition. In 2004 the "traveling team" from Alt-om-kost visited more than 300 schools and day-care-centers (altomkost, 2005). At the website [www.altomkost.dk](http://www.altomkost.dk) recommendations for packed lunches is given to the parents (Fødevarestyrelsen, 2006).

### 3.2.2 The position of political parties in Denmark:

Previous to the referendum of 13 November 2007, a number of political parties have expressed their views of- and goals for the development within the school meal area.

**Socialdemokratiet** (The Social Democratic Party): The Party suggests that a free, healthy meal should be on offer in all day care centers at lunch-times ([www.socialdemokratiet.dk](http://www.socialdemokratiet.dk)).

Kirsten Brosbøl of the Social Democratic Party states:

*»It is important that healthy eating habits are established as early as possible. Therefore healthy food should be offered to all children in schools and day care centers. Providing food for the pupils while they are in school is a crucial step towards ending the obesity epidemic. Parents should finance meal systems. Furthermore, there should be free access to cold drinking water at all schools to prevent the children from drinking too many soft drinks«.*

**Radikale venstre** (the Danish Social-Liberal Party): The party wants to implement consumer financed, organic meal systems in all schools and day care centers. They also think that the poorest 25% of the population should be able to receive the food free of charge ([www.radikale.dk](http://www.radikale.dk)). Ole Glahn of the Danish Social-Liberal Party states:

*»All municipalities should establish meal systems at the schools. The meal systems should be financed by parent payment, but parents who have obtained a free-place arrangement for their child, for instance in a kindergarten, should be able to receive free food in connection with the meal system. Furthermore, we feel that the food should preferably be organic and a demand from the Social-Liberal Party is that the food is nutritionally adequate as supposed to being fast food fried in deep fat«.*

**Det Konservative Folkeparti** (the Conservative Party): The party stresses the importance of ensuring improved diet and more exercise in schools, kindergartens and SFO's (cooperation between schools and after-school centres). The party urges that the:

*"Experiences of how schools manage to get healthy and fresh food delivered at relatively low prices are spread out to all Danish municipalities"*

Head of the party, Bendt Bendtsen previously stated that the responsibility of ensuring healthy diets for children lies with the parents (Weekendavisen 31/8 2007), hence the party does not express any further desire to implement meal systems and furthermore does not make any demands or suggestions as to how meal systems may be financed ([www.konservative.dk](http://www.konservative.dk)).

**Socialistisk Folkeparti** (Socialist People's Party): The party states that all children should be offered a free meal in schools and day care centres ([www.sf.dk](http://www.sf.dk)).

**Kristendemokraterne** (The Christian Party): The Party stresses the importance of research within the field of nutrition and states that education is an important means to motivate people to secure their own health. ([www.kd.dk](http://www.kd.dk)).

**Dansk Folkeparti** (Danish Folks Party - anti immigrant party): The Party states that it is up to families to give the children good manners and it is up to the educational system to educate. This means that parents are responsible for giving their children healthy diets, while schools are obliged to inform about good eating- and exercising habits. The party also believes that schools should provide lessons of healthy cooking ([www.danskfolkeparti.dk](http://www.danskfolkeparti.dk)). Christian H. Hansen of Danish Folks Party states:

*»Arrangements regarding diet in public schools should be established to ensure proper nutrition for the pupils. We believe that implementing meal systems is a really good idea. It should be a municipally organized task and municipalities should be the ones to decide whether the system should be financed via taxes or directly via parent payment. The politicians at "Christiansborg" should not interfere in the matter. The food should be prepared in cooperation with experts on nutrition, who can provide guidance when it comes to organizing the system and who can ensure that the food is in fact healthy. The municipalities must solve this task, but it is possible that extra means should be supplied to make it financially obtainable«.*

**Venstre** (the Danish Liberal Party): The Liberal Party wants to implement healthy, consumer financed meal systems. They state that they wish to promote the establishment of meal systems in schools and day care centers and to heighten the quality of the food served ([www.venstre.dk](http://www.venstre.dk)).

**Enhedslisten** (The Red-Green Alliance): The Party believes that organic food should be served for all children in schools and day care centres ([www.enhedslisten.dk](http://www.enhedslisten.dk)). Per Clausen of the Red-Green Alliance states:

*»Tax-financed, healthy organic food should be offered to pupils. I believe that school meals, apart from being meals, should also be implemented in the pedagogic work in order to bring an educational aspect to healthy food«.*

### 3.2.3 Local and regional authorities

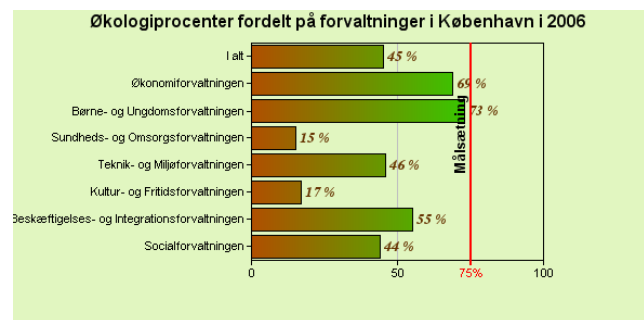
"Københavns Madhus", an organisation, whose aim is to improve the quality of food served in the municipality of Copenhagen.

### Box 1 Køss

**Municipalities:** The degree to which municipalities emphasise the use of organic food products varies extensively. The two most comprehensive municipally organised, organic meal systems are situated in large cities, namely Copenhagen and Roskilde. Furthermore, six large Danish cities, including Copenhagen, are part of a project called “Dogme 2000”, which oblige the six municipalities to act as champions of ensuring a better environment and more sustainable communities. This includes ensuring that 75% of the public food consumption is organic ([www.dogme2000.dk](http://www.dogme2000.dk)).

**Køss:** As mentioned earlier, the municipality of Copenhagen has the largest, partly organic meal system for public schools. It is called “Køss” and in a Danish context, it is the best example of a local initiative, which has manifested rather successfully. In box 1, the meal system is explained in further detail.

”Healthy School meals in Copenhagen” (Køss) is a meal system in Copenhagen. It is initiated by the municipality’s ”Børne- og Ungdomsforvaltning” and provides meals for school stalls and -canteens in the schools of Copenhagen. The aim of the meal system is to allow the students to develop healthy eating habits and therefore the food has to be healthy and mainly organic. By 2008, 75% of the food served in Copenhagen is intended to be made of organic products. The meal system was implemented as a pilot project in the part of Copenhagen called ”Nørrebro”. In 2002 the city council decided to expand the meal system to all schools in the municipality and the meal system then became a cooperation between ”Børne- og Ungdomsforvaltningen” and ”Sundhedsforvaltningen”. The municipality finances the establishment of stalls or canteens on the schools, but the following operation of the system is intended to be financed by user fees. The stalls or canteens are typically by 6th graders (13-14 years) and a couple of teachers in charge, who have received education through teaching resources developed for the purpose.



([mad.dogme2000.org](http://mad.dogme2000.org))

### 3.2.4 Industry initiatives:

**Danish Industry:** Represent most of the food industry not organised in Danish Agricultural Council. The Industry has started the project FOOD+LAB directed to school meals. Food+Lab is an interdisciplinary cooperation, and its vision is to create a national framework for food offered in schools, thereby improving the general health of school children. Food+Lab wishes to be the link between food manufacturers and schools, and their goal is to help schools establish meal systems by offering educational materials, healthy, nutritious food products and guidance, when it comes to the physical environment and economy.

**The Danish Association of Organic Agriculture:** association for organic farmers, consumers and companies. The association disseminates information about organic farming and its products and contributes in co-ordinated marketing efforts for organic products. In the last few years the association has increased its focus on organic products in public institutions.

### 3.2.5 Governmental institutions

**Danish Agricultural Council:** Organised by the Ministry of Foods and the council represent the leading special-interest organisation for farmers, retailers, specialists and the food industry in Denmark.



### 3.2.6 Private companies

In connection with an increased interest for lunch meal systems in public schools, a number of smaller or larger catering firms have appeared. They offer different types of “ready made” meal systems and may potentially play a significant role in the distribution of organic food products if some of the larger firms decide to use these products instead of conventional products. Today most of these initiatives do not include organic products. In this relation we have made a priority to those who explicitly have organic products in their menus and secondary to those we know have earlier experiences, those who have thoughts about organic food and those who might have experiences with including organic products from outside Denmark.

Frydenholm A/S: Frydenholm A/S is an organic wholesaler also serving as a supplier of school meals and distributor of manufactured and semi-manufactured organic foods to kindergartens and other institutions.

#### 123-skolemad

The largest catering firm, using mostly non-organic products, is “123-skolemad”. Lately, this firm has begun expanding its percentage of organic food products. Another catering firm, “Frydenholm” on the other hand, uses 100 percent organic products, which they are currently the only ones doing.

#### Other private operators

Nemskolemad.dk

Godskolemad.dk

Skolemad.dk

Sodexho

ISS

Parent organisations: The parents organisation “School and Society” suggest that all schools offer a healthy meal to all school children.

### 3.2.7 Individuals, who act as promoters:

Consultants: Anne Birgitte Agger and Mette Kloppenborg are two of several consultants who have operated in the area giving advise to municipalities and counties in implementing organic products. Anne Birgitte Agger is today the leader of a project in Copenhagen trying to improve the quality of food served in the municipal institutions.

Morten Kromann Nielsen: is a scientist at “Syddansk Universitet” at the Institute of Sports Science and Clinical Biomechanics. He is involved in the project “Frugtkvarter” (see page?) which is initiated by the Ministry of Food, Agriculture and Fisheries. Furthermore he is a member of the team working with the project “Børn, Mad og Bevægelse” on Fyn. The aim of the project is qualify professionals to promote healthy eating- and exercising habits among children in the age of 3 to 10 years, living in the county of Fyn.

Frede Bräuner: teaches at a school in Århus, which educates children who are found too challenging for public school. He has written articles and books about the great improvements he found amongst the students, after having initiated a project that provided them with the possibility of having healthy meals in between lessons each day. He concluded that the students were both healthier and more concentrated and relaxed during lessons.

### 3.3 Organisation and objectives of different types of lunch meal systems for youth

#### 3.3.1 Brief description of most disseminated meal systems

There are quite a lot of different types of meal systems in the Danish public schools. Characteristic for most of them is that they only serve as an addition to the packed lunch that most students bring from home. Many students bring their meals from home most days of the week, and buy food at the school a few days a week. Meal systems can be organised by the municipality or by the individual school, and there are many different ways of organising the school meal systems, for example:

- Small stall: Students prepare and sell the food/drinks. It is not possible to find statistics that shows how big a percentage that use this model, but it is very disseminated.
- The school/municipality cooperates with an external supplier on a local, regional or national basis. This system is used in approximately 63 % schools (Sabinsky 2007).
- The food is cooked and sold at the school, by an employee or by students. This system is used at approximately 18 % of the schools (Sabinsky 2007).

The following is a brief description of some of the most common meal systems:

#### 3.3.2 Meal systems organised by the municipality:

There are several different ways in which the municipalities can organise school meals, if they decide to have a common system for all schools in the municipality. The most commonly used system is to cooperate with an external supplier. A few municipalities have established a central kitchen run by the municipality and very few have established kitchens on each school.

##### **Organisation:**

##### *External suppliers:*

On a local level school meals can be delivered from kitchens in nursing homes, production schools, deployment centres, from supermarkets, butchers, bakers and so on. The food is cooked and then transported to the separate schools. In some cases the meals are sold in a canteen at the school, in other cases the meals have been ordered and paid over the Internet by each student.

It is not possible to give an exact number of how disseminated these systems are, but approximately 11 municipalities use this model<sup>1</sup>. Further a search on each municipality homepage gives the impression that it is most common to cooperate with nursing homes, whereas the other examples are more infrequent.

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<sup>1</sup> This estimate is given on the basis of a brief, non-scientific "scanning" made on every Danish municipality and their school meal systems.

An example of the organisation of this kind of meal system is in Kerteminde municipality. Here the school meals are prepared in a kitchen on a nursing home, by citizens with flexible jobs for people with a reduced ability to work. The food is packed in lunch boxes and transported to the schools where they are handed out to the students that have ordered a meal. The students order meals using an order form each month ([www.skolemad-nu.dk](http://www.skolemad-nu.dk), b).

Another highly disseminated way of organising school meals is to cooperate with a regional or national supplier. About 14 municipalities<sup>2</sup> have chosen this as a common solution for all schools in the municipality. There are many suppliers on the market (examples of some of the most disseminated: [123skolemad.dk](http://123skolemad.dk), [godskolemad.dk](http://godskolemad.dk), [skolekantinen.dk](http://skolekantinen.dk)), but only very few are organic (examples of organic suppliers: Frydenholm, Køss, and Diakonissen, and these only operate on a local/regional basis.

Some suppliers deliver a complete meal system ready to eat, whereas others deliver semi cooked meals that should be finally prepared at the school.

An example of this concept is in Roskilde municipality with 78.640 inhabitants ([www.roskildekom.dk](http://www.roskildekom.dk), a) and 18 schools ([www.ecoanalyse.dk](http://www.ecoanalyse.dk)). Since 1997 the municipality has made use of organic ingredients in many public canteens. As a part of the project "The good meal" nine schools in Roskilde now serve school meals which is approximately 90 % organic. The municipality cooperates with the external supplier "Frydenholm" that delivers organic ingredients and ready-made meals. Vegetables, sandwiches, pasta, potatoes and so on are cooked at the school, while hot meals, gravy and dressing are delivered as ready-made meals. The meals are sold at the schools at prices between 10-18 kr. (1.34-2.42 euro) for a hot meal depending on the size (<http://web.eco-net.dk>). The menus are made in cooperation with the students, who have tasted and evaluated different menus. There seem to be good support from students and parents ([www.roskildekom.dk](http://www.roskildekom.dk), b). Roskilde is one of the few municipalities that have chosen to use organic ingredients in the school meals (other municipalities with focus on organic ingredients are København (Copenhagen), Albertslund and Ishøj).

#### *Food prepared on the schools:*

A few municipalities have chosen to establish kitchens and hire a canteen worker on each school and cook all the food here. Gladsaxe Kommune is one of approximately 3 municipalities that have chosen this way of organising school meals<sup>3</sup>. In Gladsaxe they find it important that the food is healthy and the municipality have made a handbook for the canteen employees with guidelines and inspiration on how to make healthy food that the students want to eat. The schools have to pay the salary for the canteen employee and the students/parents pay for the ingredients. The price for a meal is 20 kr. and 15 kr. for sandwiches. There is one canteen employee on each school and he/she is in charge of purchase of ingredients, planning of the meals and cooking. In addition three or four students volunteer to help with the sale of food and the making of extra sandwiches etc each day. They get free food as a reward.

The reasons why the municipality has chosen this concept is mainly because of the health and educational related values of healthy school meals (better learning ability, concentration etc), but also because they wish to give the children good eating habits and respect and joy of food. They believe that the student's interest in the food will grow if they know the person cooking it ([www.e-pages.dk](http://www.e-pages.dk)).

#### *Student involvement:*

There are different degrees of student involvement in the different concepts, but if the students are involved they are generally involved with easy preparation of food (making of sandwiches, heating food etc), sale or both.

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<sup>2</sup> This estimate is given on the basis of a brief, non-scientific "scanning" made on every Danish municipality and their school meal systems.

<sup>3</sup> This estimate is given on the basis of a brief, non-scientific "scanning" made on every Danish municipality and their school meal systems.

When the food is delivered from an external supplier the students often make the last preparations (heating of meals that are delivered cold, cooking pasta, setting up a salad bar etc) before the canteen opens and the same students can be in charge of selling the food afterwards.

An example of this is Copenhagen school meal system (Køss), which emphasises the educational value of involving the students in preparation and sale of the food (for description of Køss see box 1). Before the students begin working in the canteen they are taught about economy, hygiene and nutrition. In addition to this, the Køss secretariat also makes teaching resources about cooking and about organic food and agriculture ([www.skolemad.kk.dk](http://www.skolemad.kk.dk)). The intentions are that these materials should be used in the teaching at the schools and this should help to make the school meal an integrated part of the school. In practice many schools lack the resources to make this happen (Belt et al 2007). Despite the fact that these teaching resources are not used as much as intended, students still learn from the experience they get from working in the canteen.

In general it seems to be well accepted that it has many values to involve the students in the running of the school meals, but it can be a difficult task for the schools to accomplish this in practice if they are not supported with resources from the municipality. Some schools have experienced that the students in charge of sale cheats by giving away free food to their friends to an extent where it causes problems in the financial accounts. If the school does not have the resources to control this along with other difficulties of having a canteen at the school, many schools choose a solution where the food is transported directly from the supplier to the individual student, without any student involvement (Travel team employee, Århus).

#### *Financing:*

In general the municipality, the school or the parents or a mix of these can finance school meal systems in Denmark. There is no financial state support and it is voluntary whether the municipalities and schools choose to support a school meal system or not.

Less than 1/3 of the Danish municipalities give any kind of financial support for the school meal systems ([www.tv2fyn.dk](http://www.tv2fyn.dk), a). In the cases where the municipality support the meal system financially, it is most common that the municipality pays for the establishment or the running<sup>4</sup> (or both), while the parents pay for the ingredients. 24 % of the municipalities give financial support to the running of the meal system (Sabinsky 2007).

Some municipalities also give a deficit guarantee, which obligates the municipality to pay if the meal system comes out with a deficit. This is the case in Odense municipality ([www.tv2fyn.dk](http://www.tv2fyn.dk), b). A few municipalities (Fredericia, Faxe and maybe more) give a contribution to the ingredients, for an example by giving a certain amount of money per sold portion.

More than half of the schools choose to support the school meal systems financially. Like the municipalities the schools support the running (this is the case for 56 % of the schools) and the establishment (Sabinsky 2007).

In 94 % of all school meal systems it is the parents that pay for the ingredients and in 13 % they also pay for the running (Sabinsky 2007). A survey shows that most adults (56 %) find prices between 6-15 kr. reasonable for a school meal. ([www.landbrugsraadet.dk](http://www.landbrugsraadet.dk).)

### ***3.3.3 Separate systems organised by the school:***

It is characteristic for these separate systems that it is the individual school that chooses to implement a meal system and organises the meal system themselves. These meal systems can range from a small stall with a small selection of fast food and drinks to a canteen serving warm meals cooked on the school by a canteen employee. A school can also choose to cooperate with an external supplier of school meals. A common challenge for these separate systems is that the schools don't have the

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<sup>4</sup> Salary for employees, maintenance of the equipment, administration etc.

needed resources to implement a meal system that lives up to the recommendations given by the authorities. In many schools the success of a certain meal system depends on one or a few “fiery souls” - a teacher, parent, canteen employee - who makes a personal effort to accomplish a meal system of high quality (Travel team employee, Vejle). If this person for some reason cannot continue to work with the meal system, it often closes down or becomes of a lower quality, which results in lower popularity among the students. This dependency on one or a few “fiery souls” to run the meal system is often a result of lacking economical resources (Travel team employee, Ringsted). Apparently, the most important reasons why schools deselect food stalls and canteens are structural and economic limitations and lack of political interest within the municipality (Sundhedsstyrelsen 2001). Another special problem today in relation to establishing meals at the Danish schools is the absence of suitable dining halls. Only 10% of the schools can offer the pupils a common place to eat their food outside the classrooms.

The use of organic ingredients in these separate systems is generally not very disseminated. It has not been possible to find any examples of schools that have chosen to use organic ingredients independent of the municipality, and there might not be any. In general the debate about school meals are characterized by a discussion about the health related values of food (Travel team employee, Haderslev). In those schools where the use of organic ingredients is discussed, it is usually the parents who take the initiative to talk about it, and in some cases the municipalities mention organic ingredients in the municipal diet politics. These policies often suggest that institutions use organic basic ingredients, but this is often not put into practice (Travel team employee, Århus). There seems to be many reasons why the schools don't implement the use of organic ingredients. One reason may be the above-mentioned lack of resources - the schools have many challenges with teaching and administration, therefore implementing and running the conventional meal systems is already a difficult task and therefore organic food is in many cases not a subject of discussion (Travel team employee, Vejle). Another reason is that the rules for being approved as organic are very strict and entails a lot of administrative tasks, which the schools cannot cope with (Travel team employee, Århus). Yet another reason can be that it can be difficult to find suppliers of organic ingredients and at last the economy is a large barrier, since organic ingredients are more expensive than conventional ingredients. In Albertslund the municipality has intentions of organising a school meal system, which uses a high percentage of organic ingredients, to a price of approximately 20 kr. per portion. But it has not been possible to find a supplier that lives up to these demands, and therefore the municipality has not yet implemented a school meal system. ([www.dr.dk](http://www.dr.dk)). They are still searching for a supplier.

It only seems to be in the cases where the municipality is the principle originator of the school meal system, that the idea about using organic ingredients can be fully implemented; due to the fact that the municipality can make demands that the schools have to follow. Besides this the municipalities often support the organic school meals financially, which makes it financially possible.

## 4 Methodological reflections

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### 1. Difficult to find relevant actors

- I. We have used the technique of “snow- balling” and found several key actors. However it was typical the network of these actors were rather isolated. We didn’t find any persons who could give a broad overview of the situation on school meals and use of organic products at the same time.

### 2. Lack of trustworthy statistics

- I. Although the national statistics on organic production was improved in 2003, there is still no information about organic public procurement available. This also means that the existing data mainly is based on qualified estimates.
- II. This also counts for the general statistics on public procurement.

### 3. Time limits

- I. The fact that the area (public procurement) was in the middle a rapidly changes, meant that it was difficult to get updated literature. Most of the literature we could find was actually outdated, although it was the latest writings.

### 4. The organic agenda

- I. We noticed that several agendas were at stake, and that especially the organic agenda seemed to be subordinated other agendas, and especially the health agenda. The discussions of organic food was an appendix to the overall school meals discussion.

### 5. Uncertainty of the information’s

- I. We found examples of key actors who were reluctance to share their knowledge, especially from private consultants, who were afraid to “loose”

## 5 List of references and literature

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### 5.1 Literature on Danish Organic foods in foodservice and public procurement

#### Organic foods in foodservice and catering general

These articles and reports present a more general approach to sustainable procurement in public institutions. The focus is on the use of organic foods in municipalities e.g. kindergartens, hospitals, schools etc.

Mikkelsen, B., Kristensen, N.H. og Nielsen, T.: Innovation processes in large-scale public foodservice - Case findings from implementation of organic foods in a Danish county, in *Journal of Foodservice Business Research*, Vol.8, Nummer 2, 2005.

Anonymous: Evaluation of the funding programme Green purchase - organic foods in public institutions and foodservice, [in Danish] *Evaluering af tilskudsordningen "Grønne Indkøb - Økologiske fødevarer i offentlige institutioner og storkøkkener"*

Niraz Consultancy. Prepared on request of Directorate for Food and Agribusiness/ Direktoratet for FødevarerErhverv, Denmark, 2004.

Økologisk Landsforening (2006): *Fra holdning til handling - erfaringer med professionel omlægning til økologi i storkøkkenet*. ([www.ecocater.dk](http://www.ecocater.dk))

Elle, JC. *The Plate of the Future Challenges for the organic conversion of public sector catering in Denmark*, Food: new desires, new concerns and new forms of consumption IRSA 2004, July 25-28, Trondheim, Norway, 2004.

Mikkelsen, B.E. Kristensen, N.H. & Nielsen, T.: *Organic foods in catering - the Nordic perspective*, Veterinary & Food Administration, Denmark, 2002

Mikkelsen, B.E. *Organic foods in food service - the Scandinavian experience* Bent Egberg Mikkelsen, *Proceedings from the IFOAM 2000 Conference Basel 28.-31. August 2000*.

#### Evaluations on experiences

In these articles and rapports the focus is on the different experiences with the conversion from conventional foods to use of organic foods. The writings typically give a "state of the art" and a less analytical view.

Kristensen, N.H.; Nielsen, T.; Mikkelsen, B.E.: *Anvendelse af økologiske produkter i kommuner og amter*, Fødevaredirektoratet, 2002.

Nielsen, T.; Kristensen, N.H.; Mikkelsen, B.E: *Bio-Lebensmittel in der öffentlichen Gemeinschaftsverpflegung.*, *Proceedings from Wissenschaftstagung zum Okologische Landbau*, 2003 februar, Wien

Mikkelsen, B.E.: *The Nordic network for organic foods in catering - background and status*. In Mikkelsen, B.E (editor), *proceedings from Organic Foods in Nordic Catering - a multidisciplinary challenge 28-29 September 2001 in Copenhagen*. (2002). Veterinary & Food Administration Denmark, 2002.

Mikkelsen, B.E. (editor): proceedings from Organic Foods in Nordic Catering - a multidisciplinary challenge 28-29 September 2001 in Copenhagen. (2002), Veterinary & Food Administration, Denmark, 2002

Mikkelsen, B.E. Kristensen, N.H. & Nielsen, T.: Food service as a sales channel for organic food - results from a study in the Nordic Countries, In proceedings from IFOAM World Conference, Victoria, BC, Canada, 21-24 august, 2002.

### Learning aspects and school meals

The focus is here on the consequences of bad nutrition in Danish institutions for children's ability to learn. Together with the health argument the learning aspect has been one of the central themes in the discussion of school meals.

Lennernäs, M.; Uden mad og drikke dur helten ikke. In Høegh, B. D. (eds.). Læring kræver næring - Inspiration til udvikling af skolernes spisepauser og elevernes madkultur. Mejeriforeningen, 2003.

Det Fede Topmøde; Skolefrokost skal sikre bedre indlæring. [Online]. Available at: [www.detfedetopmode.dk/flora/user/webfiles/63/Gruppe2\\_Foodlab\\_01.pdf](http://www.detfedetopmode.dk/flora/user/webfiles/63/Gruppe2_Foodlab_01.pdf) [Accessed 08-11-2007], 2005.

Sabinsky, Marianne Sønderby; Statusundersøgelse om madordninger og mad og bevægelsespolitikker i dagtilbud og på skoler, Fødevarerinstitutionen DTU. Afdeling for Ernæring, Oktober 2007

Madsen, A. L. (2007b). Læring kræver godt brændstof. In Skolebørn - Udgivet af forældreorganisationen Skole og samfund. Vol. 9

### School meals and health aspects

The health aspects have of major impact on the discussion about school meals in general and on organic food in particular. As some of the writings below indicate there is no guaranty that organic food automatic will be healthy to the children e.g. it could be too fat.

Rasmussen, S.W. og Mikkelsen, B.E: Is an organic diet healthier? [in Danish] Er Økomad sundere?. Ernærings- og husholdningsøkonomen, (Danish Journal of Home Nutrition & Economics), p.12-15 nr 8 2003

O'Doherty Jensen, et. al.: Organic foods and human health [in Danish], Royal Veterinary and Agricultural University, Denmark. Økologiske fødevarer og menneskets sundhed. Rapport fra videnssynthese udført i regi af Forskningsinstitut for Human Ernæring, KVL, Forskningscenter for Økologisk Jordbrug, 2001

Dffe (2007c). Skolemaden skal være sund og lækker. [Online]. Available at: <http://dffe.dk/Default.aspx?ID=10074&M=News&PID=228538&NewsID=6661> [Accessed 12/11/2007]

Madsen, A. L. (2007a). Morgenmad og morgenknus: tanket op før skoledagen. In Skolebørn - Udgivet af forældreorganisationen Skole og samfund. Vol. 9

Biltoft-Jensen, A., Ygil, K. H., Christensen, L. M., Christensen, S. M. and Christensen, T. (2005): Forslag til retningslinier for sund kost i skole og institutioner. Danmarks Fødevarerforskning Bräuner, F. (2007) Kost - adfærd - indlæringsevne. Århus, Forlaget Klim

Christensen, L. M. (2007). Grundlag for ernæringsmæssige krav til skolemad. Fødevarerinstitutionen DTU. Afdeling for ernæring. Christensen, L. M. and Hansen, K. S.



(2007): Kvalitet af skolefrokost - mad- og drikkevareudbud i danske grundskoler. Fødevareinstituttet, Afdeling for ernæring.

DFVF (2007). Ernæringsmæssige krav til skolemad. [Online]. Available at: [www.dfvf.dk/Default.aspx?ID=21615](http://www.dfvf.dk/Default.aspx?ID=21615) [Accessed 12-11-2007]

### Policy and strategy articles

These writings deal with school meals in relation to a more strategic discussion e.g. how should the economy be tackled, how should the relation between parents, school and food producer be organised etc.

Dffe (2007d). Betydningen af skolemad skal undersøges. [Online]. Available at: <http://dffe.dk/Default.aspx?ID=10074&M=News&PID=228538&NewsID=6677> [Accessed 12/11/2007]

Dffe (2007b). Betingelser for tilskud til skolefrugtordningen. [Online]. Available at: [www.dffe.dk/Default.aspx?ID=34753](http://www.dffe.dk/Default.aspx?ID=34753) [Accessed 12-11-2007]

FVM (2007a). Gennemførte resultater på fødevarepolitikken I 2006. [Online]. Available at: [www.fvm.dk/Default.asp?ID=15884](http://www.fvm.dk/Default.asp?ID=15884) [Accessed 12-11-2007]

Lomborg, G. (2007). Håndbog skal give sundere skolemad. In Skolebørn - Udgivet af forældreorganisationen Skole og samfund. Vol. 9

### Status rapports

These reports give a short presentation of the status of school meals in general, e.g. food habits, more general statistics, suggestions to precautionary measures against obesity etc.

Dffe (2007a). Skolefrugt-, mælk og mad. Skolefrugt [Online] Available at: [www.dffe.dk/Default.aspx?ID=32913](http://www.dffe.dk/Default.aspx?ID=32913) [Accessed 12-11-2007]

Fagt, S., Christensen, T., Groth, M. V., Bilstoft-Jensen, A., Matthiessen, J. and Trolle, E. (2007): Børn og unges måltidsvaner 2000-2004. Fødevareinstituttet, Danmarks Tekniske Universitet

FVM (2007b) Skolemad. [Online]. Available at: [www.fvm.dk/Default.asp?ID=18287](http://www.fvm.dk/Default.asp?ID=18287) [Accessed 12-11-2007]

Fødevarestyrelsen (2006). Gi' madpakken en hånd. Fødevarestyrelsen.

Østerlund, M. (2007). Gør det enkelt. In Skolebørn - Udgivet af forældreorganisationen Skole og samfund. Vol. 9

Mølgaard, C., Dela, F., Froberg, K. Heitmann, B. L., Holm, L., Holstein, B., Madsen, S. A., Richelsen, B. and Tetens, I. (2007). Forebyggelse af overvægt blandt børn og unge - oplæg til strategi. Motions- og ernæringsrådet.

## 5.2 References to this report

Sabinsky, Marianne Sønderby; Statusundersøgelse om madordninger og mad og bevægelsespolitikker i dagtilbud og på skoler, Fødevareinstituttet DTU

Afdeling for Ernæring, Oktober 2007

Belt, Nina et al; Skolemad vs. fastfood - en skolemadsordning fra teori til praksis, RUC projekt, Sundhedsfremme- og sundhedsstrategier 1.kandidatmodul, 2007.

Dalsager, Michael, "Kampagne for gratis skolemad", Århus Stiftstidende, 30/8 2007  
Friis, Lea Wind-, "Københavnske børn skal have bedre skolemad", Politiken, 18/8 2007  
Weekendavisen, "Bendtsen på bænken", 1 .sektion, side 1, 31/8 2007

### 5.2.1 Information from interviews

Travel team employee, Århus: Telephone interview with employee at the Danish Veterinary and Food Administration's "travel team" in Århus. Conducted on 29 November 2007.

Travel team employee, Vejle: Telephone Interview with employee at the Danish Veterinary and Food Administration's "travel team" in Vejle. Conducted on 20 September 2007.

Travel team employee, Ringsted: Telephone Interview with employee at the Danish Veterinary and Food Administration's "travel team" in Ringsted. Conducted on 20 September 2007.

Travel team employee, Haderslev: Telephone interview with employee at the Danish Veterinary and Food Administration's "travel team" in Haderslev

Local authority employee, Roskilde: Telephone interview with local authority employee working in the School- and Children's administration in Roskilde. Conducted on 27 November 2007.

Member of task force, Food+Lab: Telephone interview with an agronomist, who is a member of the Food+Lab task force. Conducted on 28 September 2007.

Executive employee, 123skolemad.dk: Telephone interview with an executive employee at 123skolemad.dk. Conducted on 2 October 2007

### 5.2.2 Information from web pages

[www.skolemad.nu.dk](http://www.skolemad.nu.dk)

- a: [http://www.skolemad-nu.dk/svar\\_fra\\_kommunerne.htm](http://www.skolemad-nu.dk/svar_fra_kommunerne.htm)
- b: <http://www.skolemad-nu.dk/svar/Kerteminde.doc>

[www.eng.uvm.dk](http://www.eng.uvm.dk)

- <http://eng.uvm.dk/publications/factsheets/fact2.htm?menuid=1515>, Last updated on 22.12.06

[www.konservative.dk](http://www.konservative.dk)

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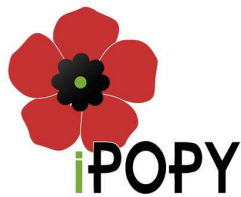
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## The iPOPY project

The aim of the project “innovative Public Organic food Procurement for Youth - iPOPY” (<http://www.ipopy.coreportal.org/>) is to study how increased consumption of organic food may be achieved by the implementation of strategies and instruments used for public procurement of organic food in serving outlets for young people. Supply chain management, procedures for certification of serving outlets, stakeholders' perceptions and participation as well as the potential of organic food in relation to health and obesity risks will be analysed. The research project is a cooperation between Norway, Denmark, Finland and Italy. German researchers also participate, funded by the Research Council of Norway. iPOPY is one of totally eight projects that were funded through a joint call of the ERA net CORE Organic in November, 2006. More at [www.coreorganic.org](http://www.coreorganic.org)

**Project manager:** Løes, Anne-Kristin, Organic Food and Farming Division, Tingvoll, Norway

**Project contributors:**

**Norway:** Organic Food and Farming Division and SIFO, National Institute for Consumer Research;

**Germany:** OEGS - The Organic Food Service Consultancy and Center for Technology and Society, Technical University Berlin;

**Denmark:** DTU, Technical University and DTU, National Food Institute;

**Finland:** University of Helsinki, Ruralia Institute; **Italy:** State University of Milano, Dep. of crop science and ProBER (Association of organic and biodynamic producers of the administrative region Emilia Romagna).

## iPOPY Publications:

All publications can be downloaded from the website:

<http://www.ipopy.coreportal.org/>