

# National strategies for organic supply in healthy school food systems – results from policy analysis in four iPOPY countries

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# Introduction

- Meal
  - School meal
    - Organic school meal
      - Organic school meal systems
- Organic and healthy school meal systems
- National strategies for organic and school meal systems

# Innovative public organic food procurement - the policy research

- From complex practices - to research results?
  - Science-technology-society theories and methods
  - Change and evidence => policy processes;
  - How to stimulate action and make change based on (local) knowledge, evidence and experience
- Methods
  - Comparative studies: Denmark, Finland, Italy, Norway
    - National reporting: statistics, contexts and policies – partners + reviewers
    - Uniform guidelines, for data collection and compilation
    - Comparative analysis report
  - Case studies
- Analysis
  - Strategies
  - Embeddedness of organic food ?

# Evidence, policies and action

- Evidence based policy
- Policy not based on evidence
- Policy opposed to evidence
- Evidence with no policy

# Policies in different domains

- Strategies for the introduction of organic food commodities:
  - The food (0%-100% organic, climate freindly or not, sustainable, etc)
  - The people (network changes and learning)
  - The design (structures, artefacts and systems)

# Four european countries – the school meal

- Denmark
  - Lunch box tradition
  - No school catering tradition; scattered and individual schools/municipal catering
  - Major municipalities implementing school food systems
- Finland
  - Long school catering tradition
  - Centralised regulated – decentral managed
  - Plate model
- Italy
  - Long school catering tradition
  - Centralised leadership – decentral managed
  - Combined public and user payment
- Norway
  - Lunch box tradition
  - No school catering tradition (but milk and fruit schemes)

# The setting and the context

- The school
  - decentral institution with central regulatory frameworks
  - Cultural and symbolic setting (one of the most)
- The internal actors
  - Workplace, it's a job
    - Teachers, pedagogues (kindergarten teacher), caterer (?), head master, vice, health nurse, etc
  - "users" – local citizens (pupils, parents, board, etc)
  - Administration (municipal politicians, bureaucrats, nutritional, etc)
- The external interested partners
  - Legal bodies: government, educational minister and administration, etc
  - Suppliers of structures and school material: buildings, books, food, etc
  - farming community, food and catering industry

# The design

- Building structures (i.e. kitchen)
- Educational environment (i.e. integrated)
- Eating environment (i.e. canteen)
- Meal design (i.e. cultural traditions)
- Catering system (i.e. structures)
- Food production set-up (i.e. Production principles)

# Organic food embeddedness in the schools

- NO:
  - Political goal for organic school food have vanished
  - lunchbox on individual basis (organic?)
- IT:
  - Regulated through all institutional leveles (government, province, region, municipality)
  - Local implementation vary
- FI:
  - No organic regulation on organic school meal
  - Local policy/implementation of organic food
- DK:
  - Local policies promoting and/or supporting organic school meals
  - lunchbox on individual basis (organic?)

# Conclusions and recommendations

- It is possible to implement organic food on a local scale – on the basis of local commitment
- An extended use of organic food in school meals imply institutional changes
- The design of structures, systems and networks are path conserving
- Successful organic school food draw on all the above elements

Thank you for your attention

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