



Knowledge hub - Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

GoodFood@School Fruit Project

2. Country or countries where the practice is implemented *

Belgium

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

Rikolto, City of Leuven

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Inclusive, fruit, healthy snacks, solidarity, primary school, social correction, local fruit, fair price

6. What makes it a best practice? *

The project makes healthy snacks accessible to all pupils, regardless of their background, while the farmers also receive a fair price for their products.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

In the Flemish primary school of Sancta Maria, pupils were expected to bring fruit or vegetables as a snack. However, there were always some children who did not have such a snack. That is why the school decided to buy local and European fruit and carrots to provide snacks for the children every schoolday, so that all children could enjoy a healthy snack. Making healthy food accessible to all children contributes to more equal educational opportunities.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation? *

Sancta Maria was selected by the City of Leuven and Rikolto as one of six pilots to make healthy, sustainable food accessible to all children. They received a budget from the city to buy the materials necessary: knives, a big fridge to keep store the fruit for the week, a basket for every class, ... The school partnered with the cooperative of local farmers Kort'om Leuven for apples, pears and carrots; and with the local store The Food Hub that sells oranges from cooperatives in Southern Europe. Farmers from these cooperatives are given a fair price for their products.

Parents could chose to pay for their own child(ren), but were also given the option to pay for a another child - anonymously of course. With the extra funds, the school could buy some extra fruit, so that all children had access to it, regardless of the financial situation of their parents. Because the fruit was there for all children, it was not visible in class who paid and who didn't. This way, stigmatisation was avoided.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

As a direct result, all pupils from the primary school eat fresh fruit or vegetables every schoolday. It will also inspire other schools in the region. And as this project is a pilot, it's impact will go much further in the future. Rikolto will provide policy recommendations for the city of Leuven, based on this project and the other five pilots, to support schools in their efforts to make healthy, sustainable food accessible for all children.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

The project was easy to implement for the school, it did not require a lot of extra work. Everyone's role was very clear. A lot of parents were happy to pay a little extra to make sure that the school snacks were accessible for everyone. What helped to keep the children enthusiastic about the healthy snacks is that they were not forced to eat something they did not want to: if they did not like a certain type of fruit, they were allowed to exchange it for another. This way, eating fruit was something fun they could all share, instead of something they have to do.

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”.

What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

This project shows that schools can provide healthy, sustainable snacks that are accessible for and enjoyed by all pupils, without any stigmatisation and without requiring a lot of extra work.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

<https://www.goodfoodatschool.be/nl/nieuws/goodfoodschoon-fruitproject-sancta-maria-basisschool-leuven>