

# Implementation of European School Fruit and Vegetables Scheme in Spain (2009-2017)

Panmela Soares<sup>1,2</sup>, Iris Comino<sup>1\*</sup>, M<sup>a</sup> Asunción Martínez-Milán<sup>1</sup>, M<sup>a</sup> Carmen Davó-Blanes<sup>1,2</sup>, Cesare Altavilla<sup>1</sup>, Pablo Caballero<sup>1</sup>

1. Department of Community Nursing, Preventive Medicine and Public Health and History of Science.  
University of Alicante. Alicante. Spain.

2. Public Health Research Group. University of Alicante. Alicante. Spain

\*Correspondence: iriscomino@gmail.com

**Abstract:** The School Fruit and Vegetables Scheme (SFVS) implemented by the European Union during 2009/10 aims to improve the diet of school children and to support agricultural markets and environmental sustainability. The objective of this study was to characterize the SFVS implementation in Spain (2009-2017). A descriptive, longitudinal, observational and retrospective study was carried out based on document analysis of annual strategies of the SFVS. We studied the average budget for the EU, the number of students enrolled, the cost of the SFVS by student and by day, the duration of the SFVS, the quantity of fruits and vegetables (FV) per student, the variety of FV, the inclusion of local, seasonal and organic foods, and the education activities (EA). The results were studied by autonomous community (AC). The budget increased from 7.4 million euros in 2009/10 to 14.4 in 2016/17. Since 2014/15, the increase came from EU funds, the number of students increased from 18% in 2009 to 20% in 2016. The quantity of FV went from 2,579 to 4,000 tons, duration increased from 9.8 to 19.6 days and the variety of fruits and vegetables increased from 20 to 21 and from 5 to 6 respectively. In AC there were important variations in EA, in the number of enrolled students (7.4% to 45.6%), in the cost per student (2.3€ to 28€) and in the duration in days (5.6 to 70 days). The inclusion of local, seasonal and organic foods was identified in 5 of the 8 years studied. The development and reach of the SFVS in Spain is still insufficient to influence dietary patterns and health in the school population. However, the SFVS has generated an economic market for agricultural production.

**Keywords:** Child; Fruit; Vegetables; School Health Services; Public Policy; Environment and Public Health.

## 1. Introduction

The low intake of fruits and vegetables (FV) is an important risk factor for the development of non-transmissible diseases[1,2]. Promoting their consumption starting in infancy is a priority for public health thanks to their ability to lower the burden of disease[3]

From this perspective, the European Commission (EC) recognizes the importance of developing a plan to promote the consumption of fruit and vegetables in schools, supported by the EU[4] (Commission of the European Communities, 2007), and in the 2009/10 school year the School Fruit and Vegetables Scheme (SFVS) was implemented. The SFVS aims to act on health, diet, agricultural markets, social equality and regional cohesion[5,6].

The SFVS is carried out through annual projects financed by the European Commission, by the central government and by regional governments ((autonomous communities) in the case of Spain)[7] It also includes the distribution of free FV to school students, and a series of education activities (EA) designed to stimulate healthy eating habits in the child population in the short and long term[5,7,8].

46 Following the international recommendations for promoting a healthy diet[2,9], the SFVS is an  
47 integral and coordinated strategy among different sectors, that articulates agricultural production of  
48 FV with consumption in schools[6]. This set up gives it potential to influence different determinants  
49 of health such as education, environment, agriculture and employment[10]. The SFVS aims to  
50 improve eating habits but also to support the distribution of local and seasonal products using short  
51 commercial chains with active participation of agricultural producers[4]. Using this distribution  
52 formula for foods has been identified as a strategy that contributes to promoting a more sustainable  
53 and healthy food system[11–13].

54 Currently in Spain the SFVS is being carried out in different AC in a coordinated way between  
55 the Ministry of Agriculture, Fishing and Food (MAPA) and the Ministry of Health, Social Services  
56 and Equality and the Ministry of Education, Culture and Sports[8]. However, although the SFVS  
57 has been implemented since 2009, there is little information on its development or evaluation to date.  
58 Given the potential of the SFVS to support more sustainable and healthy food systems, its  
59 implementation and development in Spain continues to be important. The objective of this study is  
60 to describe the implementation and evolution of the School Fruit and Vegetables Scheme in Spain  
61 from 2009 to 2017.

## 62 **2. Materials and Methods**

63 We carried out a descriptive, longitudinal, observational and retrospective study nationally  
64 based on secondary sources. Sources included all of the annual SFVS plans in Spain from 2009/10 to  
65 2016/17, available on the webpage of MAPA[7,14–20].

66 Of the documents consulted the following variables were extracted by academic course and AC:  
67 European and state budget (€), number of students enrolled (n), duration of the SFVS (days), quantity  
68 of FV included (t), varieties of FV (n), inclusion of local foods (yes, no), seasonal foods inclusion (yes,  
69 no), organic foods inclusion (yes, no) and education activities.

70 For each AC and academic course, the average budget financed by the EU and by state was  
71 calculated (€, %), the students enrolled in the SFVS (n,%), the cost of the SFVS per student and per  
72 day (€), the duration of the SFVS (days) the quantity per student (kg), and the variety of FV (n). In  
73 order to calculate the average number of students enrolled, the average cost per student and the  
74 average quantity of FV per student, the values were weighted by the number of students enrolled in  
75 the SFVS in each studied autonomous community. To calculate the percent of students served by the  
76 SFVS the group of those enrolled between 3–18 years in each respective autonomous community  
77 was used as the reference group[21]. The data are presented for the whole of Spain by academic  
78 course and by AC. In the case of AC, the number of times that local, seasonal and organic foods were  
79 included is also shown.

80 Also, with the objective of exploring the varieties of FV that were most frequent in the SFVS, we  
81 accounted for the number of times that each fruit or vegetable was included in the SFVS in each AC.

82 To know the educational strategies used by each AC in the SFVS, the EA were grouped into six  
83 categories: 1. Playful educational activities (campaigns, contests, workshops, games, theatrical  
84 performances and exhibitions on food habits, merchandising, FV calendars, gymkhana, comics and  
85 animations about FV consumption, miniseries; 2. Didactic material, 2. didactic material (posters,  
86 brochures, cards, posters, teaching units, pedagogical guides, web resources); 3. visits to the field and  
87 / or to farms, producers and commercialization of FV; 4. training sessions (lectures, talks, colloquia  
88 for teachers, students and parents); 5. cooking workshops (cooking competitions, preparation of  
89 dishes with FV, tasting of products, sensory tastings and preparation of recipes with fruit); and finally  
90 6. school gardens that included agricultural workshops and gardening sessions. The number of times  
91 each of them was present in the SFVS was counted by autonomous community and academic year  
92 and the first year of incorporation was identified.

## 93 **3. Results**

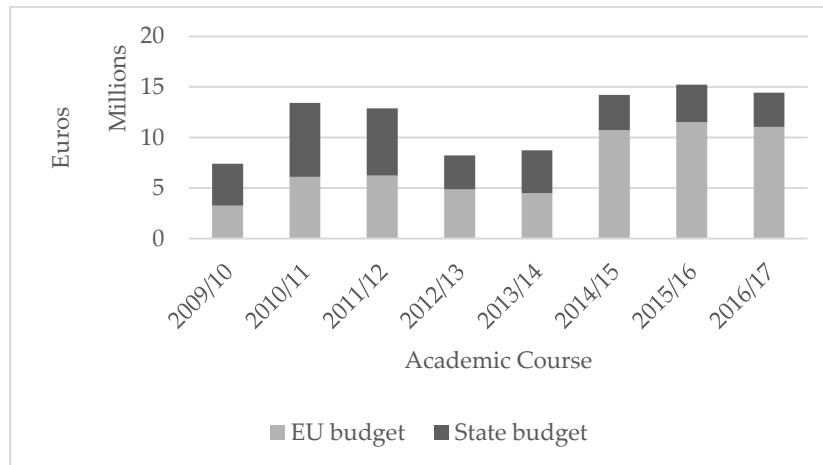
94 Table 1 describes the SFVS in Spain from 2009 to 2017. During the eight years studied, the SFVS  
 95 was implemented in 14 to 15 Autonomous Regions of the 17 that make up Spain. During the first  
 96 year, SFVS coverage reached 18.6 percent of the students. Although this figure fell in 2013 (15.6%), it  
 97 increased again in the following years, reaching 20.5 percent in the 2015/16 academic year. The cost  
 98 per student went from 7.8 euros in 2009/10 to almost 10 euros in the last year, and had a notable  
 99 reduction in the 2012/14 period. The duration of the SFVS grew gradually, with an average of 9.8 days  
 100 in 2009/10 rising to 19.6 days in the 2016/17 academic year. The average cost per student and day was  
 101 reduced across the entire period, from 1.80 euros in 2009/10 to 0.51 euros in 2016/17. The offering of  
 102 FV also increased, reaching 4,000 tons (2.8 kilos per student) in 2016/17. The variety of fruits remained  
 103 constant, including approximately 21 varieties. The variety of vegetables increased from 5 to 10  
 104 (between 2009/10 and 2016/17).

**Table 1.** Characteristics of the School Fruit and Vegetables Scheme in Spain: Averages for the 2009/17 period.

School year	AC	Students (mil.)	Cost per student/year	Durati on	Cost per student/day	Quantit y of FV include d	Quantity of FV per student	Variety	
		n	n (%)	€	days	€	Kg	F	V
09/10	14	1.29 (18.6)	7.8	9.8	1.80			20	5
10/11	14	1.28 (18.2)	8.2	12.4	0.66			20	7
11/12	15	1.32 (18.5)	8.3	10.2	0.81	2579.5	1.9	22	11
12/13	15	1.28 (17.9)	6.4	11.2	0.57	3992.8	3.3	21	7
13/14	14	1.12 (15.6)	6.9	12.3	0.56	2663.4	2.4	21	8
14/15	14	1.44 (19.9)	7.3	11.0	0.66	3068.8	2.1	17	9
15/16	14	1.49 (20.5)	7.8	16.2	0.48	3464.7	2.3	18	9
16/17	14	1.45 (20.0)	9.9	19.6	0.51	4000.8	2.8	21	10

AC: autonomous communities; FV: fruits and vegetables F: fruits; V; vegetables

105  
 106 Figure 1 shows the annual distribution of the country and EU budget for the SFVS in Spain. In 2009,  
 107 financing came mainly from country funding. In the two years after, there was an increase in the  
 108 country-level and European budgets. For the 2012/14 period, both budget sources decreased, with  
 109 the reduction from the country fund being more pronounced. In the last period of 2014/17, the  
 110 allocation of country funding continued to fall, however, the global budget increased due to the funds  
 111 allocated by the EU.  
 112



113  
114 **Figure 1.** Annual Distribution of Budget Supplied by the EU and the Country of Spain for the  
115 Implementation of the School Fruit and Vegetables Scheme.  
116

117 Table 2 shows the characteristics of the SFVS in the autonomous regions during the 2009/17  
118 period. Except for Madrid, which did not join the SFVS, the other autonomous communities  
119 participated in between three (Cantabria and País Vasco) and eight editions during the period studied.  
120 Andalucía and Cataluña had a higher average budget than the rest of the autonomous communities.  
121 However, SFVS coverage for students was higher in Cantabria (64%) and Castilla y León (45.6%). The  
122 average cost per student was higher in Navarra (€ 28.4) and La Rioja (€ 19.3). Both communities also  
123 had a longer average duration of the SFVS (69.9 and 70.8 days respectively). Galicia, Cantabria and  
124 Navarra were the autonomous communities with the lowest average cost of SFVS per student per  
125 day, (€ 0.20, € 0.30 and € 0.50, respectively). The autonomous communities that declared the highest  
126 number of fruits and vegetables per student per year were Navarra (8.1Kg) and Islas Canarias (5.1Kg).  
127 Regarding the variety of fruits, there was great variability among the Autonomous Communities:  
128 from 13.4 in Cataluña to 1.9 in Navarra. Vegetables were not included in four of the AC (Aragón,  
129 Asturias, Galicia and País Vasco). Except for Aragon and Navarra, the rest of the autonomous  
130 communities incorporated local foods in at least two editions of the SFVS from the 2012/13 academic  
131 year. Seasonal foods were incorporated in all of the AC in some edition. However, 7 of the 16 AC did  
132 not include organic foods in any edition of the SFVS.  
133

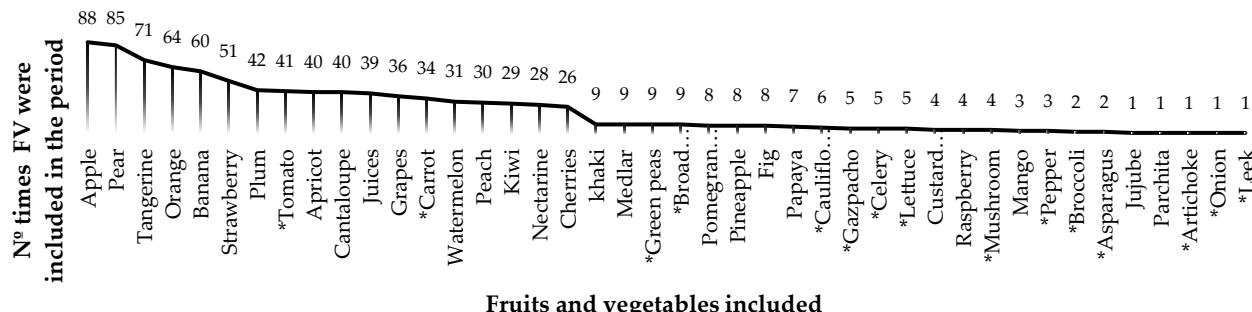
**Table 2.** Characteristics of the School Fruit and Vegetables Scheme by AC: Averages for the 2009/17 Period

Edition	Budget	Students (x1000)	Cost per student/ year	Duration	Cost per student/da y	Quantity of FV per student	Variety		Inclusion of foods		
							Fruits	Vegetables	Local	Seasonal	Organic
n	mill. (%)	n (%)	€	days	€	Kg	n	n	Nº of editions		
<i>Spain</i>	12011.3 (100.0)	1334.3 (18.7)	9.0	12.8	0.71	2.5	7.0	0.9	8	8	0
<i>Andalucía</i>	2154.6 (17.9)	255.2(17.6)	8.4	5.6	1.9	2.2	6.8	1.4	5	5	5
<i>Aragón</i>	555.8 (4.6)	60.3 (31.5)	9.2	16.3	0.8	2.3	6.1	0.0	0	2	0
<i>Asturias</i>	290.8 (2.4)	26.0 (21.8)	11.2	33.5	0.6	3.1	8.5	0.0	2	3	1
<i>Islas Baleares</i>	158.4 (1.3)	27.0 (16.6)	5.9	11.8	1.8	0.9	9.5	0.1	5	3	0
<i>Islas Canarias</i>	459.4 (3.8)	28.9 (9.5)	15.9	42.4	0.6	5.1	8.6	0.4	5	4	4
<i>Cantabria</i>	116.7 (1.0)	50.4 (64.0)	2.3	7.0	0.3	0.2	8.7	1.0	2	2	2
<i>CLM</i>	745.5 (6.2)	49.0 (14.7)	15.2	18.3	1.5	2.1	9.5	1.0	5	4	1
<i>CyL</i>	700.0 (5.8)	144.0 (45.6)	4.9	9.9	0.8	2.0	2.3	0.8	5	5	1
<i>Cataluña</i>	2149.2 (17.9)	297.3 (25.2)	7.2	13.0	0.9	3.6	13.4	1.8	2	5	0
<i>Extremadura</i>	378.2 (3.1)	36.7 (22.4)	10.3	13.9	1.1	2.4	7.7	0.3	4	5	0
<i>Galicia</i>	256.6 (2.1)	111.3 (32.8)	2.3	17.9	0.2	1.4	11.0	0.0	5	5	4
<i>La Rioja</i>	216.9 (1.8)	11.2 (24.1)	19.3	70.8	2.2	6.4	3.1	1.7	3	2	2
<i>Murcia</i>	512.0 (4.3)	43.4 (16.7)	11.8	22.8	1.1	1.6	6.5	5.5	5	5	0
<i>Navarra</i>	208.2 (1.7)	7.3 (7.4)	28.4	69.9	0.5	8.1	1.9	0.3	0	5	0
<i>País Vasco</i>	125.0 (1.0)	13.9 (4.4)	9.0	7.0	1.3	0.3	4.3	0.0	2	2	2
<i>Valencia</i>	1767.9 (14.7)	231.3 (30.9)	7.6	9.7	0.7	1.1	3.9	0.5	4	4	0

AC: autonomous communities FV: fruits and vegetables; CLM: Castilla la Mancha; CyL: Castilla y León

135  
136  
137  
138  
139

Figure 2 shows the frequency and variety of fruits and vegetables included in the SFVS in the schools in the whole of Spain. The frequency of and variety of fruits was more predominant than that of vegetables. The most frequent fruits were apples and pears (88 and 85 times respectively), and for vegetables the most frequent were tomatoes and carrots (41 and 34 respectively).



140 **Figure 2.** Frequency and Variety of Fruits and Vegetables Included in the School Fruit and Vegetables  
141 Scheme in Spain (2009-2017)

142  
143  
144  
145  
146  
147  
148  
149  
150  
151  
152

Finally, Table 3 shows the EA included in the strategies of the different autonomous communities. Andalusia and Murcia stood out for their greater variety of EA in the different editions of the SFVS, and Cantabria for not having any. Recreational-educational activities, elaboration of didactic materials and visits were the most frequent activities in AC during the 2009/17 period. Andalusia was a pioneer in the implementation of education activities to accompany the SFVS compared to the rest of the autonomous communities. By 2009 this community had declared recreational-educational activities, the elaboration of didactic materials, and training days, and in later editions it incorporated cooking workshops and school gardens. Visits to agricultural centers or vegetables gardens as well as fruit and vegetable producers and marketers were reported for the first time in Catalonia and Murcia in 2010/11.

153 **Table 3:** Education Activities Accompanying the School Fruit and Vegetables Scheme for each Autonomous  
154 Community (2009/2017): number of times (first year)

AC	Recreational- educational activities	Didactic materials	Visits	Training workshops	Cooking classes	School gardens
<i>Andalucía</i>	7 (2009)	7 (2009)	1 (2011)	5 (2009)	6 (2010)	1 (2013)
<i>Aragón</i>	4 (2011)	1 (2016)	2 (2015)		1 (2016)	
<i>Asturias</i>		2 (2015)	1 (2016)		1 (2016)	
<i>Islas Baleares</i>	3 (2012)	2 (2010)		1 (2010)	1 (2015)	2 (2015)
<i>Islas Canarias</i>	3 (2012)		2 (2012)	2 (2012)	2 (2012)	
<i>Cantabria</i>						
CLM	3 (2013)	1 (2009)		3 (2009)		
CyL			2 (2015)	1 (2016)	1 (2016)	
Cataluña	3 (2011)	4 (2010)	4 (2010)		1 (2016)	
<i>Extremadura</i>	3 (2014)	2 (2014)	3 (2014)		1 (2016)	2 (2015)
<i>Galicia</i>	1 (2015)	1 (2016)	2 (2013)			
<i>La Rioja</i>	2 (2015)	2 (2015)	2 (2015)		1 (2015)	
<i>Murcia</i>	6 (2010)	3 (2013)	4 (2010)	3 (2010)	1 (2016)	1 (2016)
<i>Navarra</i>	3 (2013)	3 (2014)				1 (2015)
<i>País Vasco</i>	2 (2012)	1 (2013)		2 (2012)		
<i>Valencia</i>	2 (2010)	4 (2010)	1 (2016)	5 (2010)		
<b>TOTAL</b>	41	33	24	22	16	7

CLM: Castilla la Mancha; CyL: Castilla y León

155 **4. Discussion**

156 The purpose of this study was to characterize the implementation and evolution of the School  
157 Fruit and Vegetables Scheme in Spain. The majority of the AC participated in the different editions  
158 of the SFVS. Although it had an increasing coverage of the students, its scope was limited. In addition,  
159 the development of the SFVS in each of the AC was very heterogeneous. The SFVS received more  
160 and more financial support from the European Union for its implementation, while funding at the  
161 state level was progressively reduced. Even so, the quantities of fruits and vegetables provided in the  
162 SFVS increased. This, together with the incorporation of local, seasonal and ecological foods in some  
163 autonomous regions is in accordance with the strategies to promote a healthy diet and a more  
164 sustainable food system.

165 The participation of the AC in the different editions of the SFVS, shows their interest in  
166 incorporating in their educational offerings the international recommendations to promote the  
167 consumption of fruits and vegetables among the child population. Childhood is the ideal time to  
168 establish healthy eating behaviors, since these will probably persist in adult life[22–24].

169 The availability of fruits and vegetables in the school environment seems to encourage  
170 consumption among children[25–27], which helps to reduce the intake of unhealthy foods[28,29].  
171 However, the distribution of fruits and vegetables alone is not sufficient to establish a healthy eating  
172 pattern[27,30–32]. Other complementary actions are required to increase information and raise  
173 awareness of the benefits of their consumption [31–34]. Thus the SFVS should be accompanied by  
174 education activities.

175 However, the large number of theory-based training activities (didactic material and training  
176 sessions) that are being developed may limit the scope of the educational objectives of the SFVS, given  
177 that they emphasize the conceptual objectives of the SFVS more than changing attitudes or  
178 procedures. In fact, previous studies show that with recreational-educational activities and cooking  
179 workshops better results are achieved[33–36]. In addition, the potential benefits of SFVS to improve  
180 the dietary pattern of school children can be compromised by the high variation observed in the  
181 different autonomous regions and the program sustainability[37,38]. As our results show, although  
182 SFVS coverage increased throughout the period studied, its scope was limited, both by the number  
183 of days devoted to its development and by the number of students enrolled.

184 The heterogeneous development of the SFVS in the autonomous communities observed in the  
185 variables studied suggests unequal access to the program of the students according to their place of  
186 residence. This could lead to greater inequality in health, especially in families with low incomes and  
187 difficulties in accessing adequate food supplies[25,28,29]. This heterogeneity could be explained by  
188 its management by the autonomous communities and the absence of a sufficiently structured  
189 common regulatory framework. The predominance of the European Union funding of the SFVS over  
190 that received by the state suggests the existence of a disconnect between the actions carried out by  
191 both actors. The development and implementation of policies to promote healthy eating in schools  
192 requires integrated efforts from different sectors[9,11]. Despite the interest shown by the Spanish  
193 state in promoting a healthier diet through other initiatives such as the NAOS Strategy (Nutrition,  
194 Physical Activity and Prevention of Obesity)[39], the Perseo Program (Guide for an Active Healthy  
195 School) [40] or the THAO program (Prevention of childhood obesity based on actions in  
196 municipalities)[41], these initiatives been carried out in parallel with the SFVS and in a disjointed  
197 way.

198 The progressive increase in the quantities of fruits and vegetables provided in schools can favor  
199 the development of agricultural markets. Prioritizing the purchase of local, seasonal and organic  
200 foods would contribute to a more sustainable food system[42,43]. In addition, this would be in line  
201 with the recommendations of the European Commission to reverse the negative impact of the current  
202 food production system on the environment and society[44]. Despite this, our results show that the  
203 incorporation of these recommendations in the SFVS is still just beginning.

204 When interpreting these results, we must remember that the information used came from the  
205 annual strategies of the SFVS, prepared by the strategy managers in each AC. This can result in certain  
206 limitations due to the consistency of the information. However, these strategy documents present the  
207 information in a homogeneous way for the different school years studied, which allows us to explore

208 the how the SFVS is implemented in Spain. On the other hand, although this study focuses on a single  
209 country (Spain) which makes it difficult to extrapolate and generalize results, the proposed  
210 methodology allows us to describe the characteristics of the implementation and evolution of the  
211 SFVS. This is the first study to explore the scope of the SFVS. Given that SFVS is an EU strategy, this  
212 study can contribute to decision making to strengthen or introduce changes in the SFVS.

213 **5. Conclusions**

214 The development and scope of the SFVS in Spain is still insufficient to influence the dietary  
215 pattern and the health of the school population. There are differences in implementation in the  
216 different autonomous communities and the continuity of the program depends largely on the funds  
217 coming from the EU. However, the program has generated a consumer market for agricultural  
218 production. Taking into account the potential of the SFVS to improve children's food consumption  
219 in line with sustainable development objectives, it is important to guarantee its implementation.  
220 Increasing the Spanish portion of the budget and promoting synergies among the agents involved  
221 could improve the coverage and duration of the SFVS, which would help promote sustainable food  
222 systems.

223 **Author Contributions:** conceptualization, PS and IC.; methodology, PS and PC.; formal analysis, IC, MAMM  
224 and PC.; investigation, IC and CA.; writing—original draft preparation, IC.; writing—review and editing, PS,  
225 MCDB and PC; supervision, PS, MCDB and PC.

226 **Funding:** This research received no external funding

227 **Conflicts of Interest:** The authors declare no conflict of interest.

228 **References**

1. Aune, D.; Giovannucci, E.; Boffetta, P.; Fadnes, L.T.; Keum, N.; Norat, T.; Greenwood, D.C.; Riboli, E.; Vatten, L.J.; Tonstad, S. Fruit and vegetable intake and the risk of cardiovascular disease, total cancer and all-cause mortality—a systematic review and dose-response meta-analysis of prospective studies. *Int. J. Epidemiol.* **2017**, *46*, 1029–1056.
2. WHO Diet, nutrition and the prevention of chronic diseases: report of a joint WHO/FAO expert consultation; 2003;
3. Lock, K.; Pomerleau, J.; Causer, L.; Altmann, D.R.; McKee, M. The global burden of disease attributable to low consumption of fruit and vegetables: implications for the global strategy on diet. *Bull. World Health Organ.* **2005**, *83*, 100–8.
4. Commission of the European Communities White Paper on a strategy for Europe on nutrition-, overweight- and obesity-related health issues. 2007, 1–25.
5. Commission of the European Communities Commission Regulation (EC) No 288/2009 of 7 April 2009 laying down provisions for the application of Council Regulation (EC) No 1234/2007 regarding the granting of Community aid for the distribution of Fruits and vegetables, Pub. L. No. 288/2009 (2009). Re; 2009;
6. Council of the European Union Council of the European Union. Council Regulation (EC) No 13/2009 of 18 December 2008 amending Regulation (EC) No 1290/2005 on the financing of the common agricultural policy and Regulation (EC) No 1234/2007 establishing A common organization of agricultu; 2009; pp. 9–12;
7. MARM Plan de Consumo de Fruta y Verdura en las Escuelas 2009-2010 2010, 1–47.
8. Ministerio de Agricultura y Pesca Alimentación y Medio Ambiente. *Plan de Consumo de Fruta y Verdura en las Escuelas*; 2017;
9. WHO Global Strategy on Diet, Physical Activity and Health. 2004.
10. Commission on Social Determinants of Health Redress inequalities in a nation. WHO 2009.
11. Hodder, R.K.; Stacey, F.G.; O'Brien, K.M.; Wyse, R.J.; Clinton-McHarg, T.; Tzelepis, F.; James, E.L.; Bartlem, K.M.; Nathan, N.K.; Sutherland, R.; et al. Interventions for increasing fruit and vegetable consumption in children aged five years and under. *Cochrane Database Syst. Rev.* **2018**.
12. Mikkelsen, M. V; Husby, S.; Skov, L.R.; Perez-cueto, F.J.A. A systematic review of types of healthy eating interventions in preschools. *Nutr. J.* **2014**, *13*.
13. Soares, P.; Martínez-Mián, M.A.; Caballero, P.; Vives-Cases, C.; Davó-Blanes, M.C. Alimentos de producción local en los comedores escolares de España. *Gac. Sanit.* **2017**, *31*, 466–471.
14. MAPAMA Plan de Consumo de Fruta y Verdura en las Escuelas 2016-2017 2017, 1–33.

259 15. MAPAMA Plan de Consumo de Fruta y Verdura en las Escuelas 2013-2014 2014, 1-27.

260 16. MAPAMA Plan de Consumo de Fruta y Verdura en las Escuelas 2012-2013 2013, 1-26.

261 17. MAPAMA Plan de Consumo de Fruta y Verdura en las Escuelas 2014-2015 2015, 1-27.

262 18. MAPAMA Plan de Consumo de Fruta y Verdura en las Escuelas 2015-2016 2016, 1-26.

263 19. MARM Plan de Consumo de Fruta y Verdura en las Escuelas 2010-2011 2011, 1-26.

264 20. MARM Plan de Consumo de Fruta y Verdura en las Escuelas 2011-2012 2012, 1-27.

265 21. Ministerio de Educación Cultura y Deporte. Enseñanzas no universitarias. Alumnado matriculado - Ministerio de Educación, Cultura y Deporte Available online: <http://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas/no-universitaria/alumnado/matriculado.html>.

269 22. Mikkilä, V.; Räsänen, L.; Raitakari, O.T.; Pietinen, P.; Viikari, J. Longitudinal changes in diet from childhood into adulthood with respect to risk of cardiovascular diseases: The Cardiovascular Risk in Young Finns Study. *Eur. J. Clin. Nutr.* **2004**, *58*, 1038-1045.

272 23. Ness, A.R.; Maynard, M.; Frankel, S.; Smith, G.D.; Frobisher, C.; Leary, S.D.; Emmett, P.M.; Gunnell, D. Diet in childhood and adult cardiovascular and all cause mortality: The Boyd Orr cohort. *Heart* **2005**, *91*, 894-898.

275 24. Welker, E.; Lott, M.; Story, M. The School Food Environment and Obesity Prevention: Progress Over the Last Decade. *Curr. Obes. Rep.* **2016**, *5*, 145-155.

277 25. de Sa, J.; Lock, K. Will European agricultural policy for school fruit and vegetables improve public health? A review of school fruit and vegetable programmes. *Eur. J. Public Health* **2008**, *18*, 558-568.

279 26. Pérez-Rodrigo, C.; Ribas, L.; Serra-Majem, L.; Aranceta, J. Food preferences of Spanish children and young people: the enKid study. *Eur. J. Clin. Nutr.* **2003**, *57*, S45-S48.

281 27. Wilkins, J.L.; Farrell, T.J.; Rangarajan, A. Linking vegetable preferences, health and local food systems through community-supported agriculture. *Public Health Nutr.* **2015**, *18*, 2392-2401.

283 28. Bere, E.; Klepp, K.-I.; Overby, N.C. Free school fruit: can an extra piece of fruit every school day contribute to the prevention of future weight gain? A cluster randomized trial. *Food Nutr. Res.* **2014**, *58*.

285 29. Olsho, L.E.W.; Klerman, J.A.; Ritchie, L.; Wakimoto, P.; Webb, K.L.; Bartlett, S. Increasing Child Fruit and Vegetable Intake: Findings from the US Department of Agriculture Fresh Fruit and Vegetable Program. *J. Acad. Nutr. Diet.* **2015**, *115*, 1283-1290.

288 30. Bere, E.; te Velde, S.J.; Småstuen, M.C.; Twisk, J.; Klepp, K.-I. One year of free school fruit in Norway – 7 years of follow-up. *Int. J. Behav. Nutr. Phys. Act.* **2015**, *12*, 139.

290 31. Hodder, R.K.; Stacey, F.G.; Wyse, R.J.; O'Brien, K.M.; Clinton-McHarg, T.; Tzelepis, F.; Nathan, N.K.; James, E.L.; Bartlem, K.M.; Sutherland, R.; et al. Interventions for increasing fruit and vegetable consumption in children aged five years and under. *Cochrane Database Syst. Rev.* **2017**, *9*, 260.

293 32. Upton, D.; Upton, P.; Taylor, C. Increasing children's lunchtime consumption of fruit and vegetables: an evaluation of the Food Dudes programme. *Public Health Nutr.* **2013**, *16*, 1066-1072.

295 33. Roccaldo, R.; Censi, L.; D'Addazio, L.; Berni Canani, S.; Gennaro, L. A teachers' training program accompanying the "School Fruit Scheme" fruit distribution improves children's adherence to the Mediterranean diet: an Italian trial. *Int. J. Food Sci. Nutr.* **2017**, *68*, 887-900.

298 34. Van Cauwenberghe, E.; Maes, L.; Spittaels, H.; Van Lenthe, F.J.; Brug, J.; Oppert, J.M.; De Bourdeaudhuij, I. Effectiveness of school-based interventions in Europe to promote healthy nutrition in children and adolescents: Systematic review of published and grey literature. *Br. J. Nutr.* **2010**, *103*, 781-797.

301 35. Gold, A.; Larson, M.; Tucker, J.; Strang, M. With Fruit and Vegetable Taste Testing Improves Children's Dietary Intake. *J. Sch. Health* **2017**, *87*, 106-113.

303 36. Rosi, A.; Scazzina, F.; Ingrosso, L.; Morandi, A.; Del Rio, D.; Sanna, A. The "5 a day" game: A nutritional intervention utilising innovative methodologies with primary school children. *Int. J. Food Sci. Nutr.* **2015**, *66*, 713-717.

306 37. Jaime, P.C.; Lock, K. Do school based food and nutrition policies improve diet and reduce obesity? *Prev. Med. (Baltim.)* **2009**, *48*, 45-53.

308 38. Overby, N.C.; Klepp, K.-I.; Bere, E. Introduction of a school fruit program is associated with reduced frequency of consumption of unhealthy snacks. *Am. J. Clin. Nutr.* **2012**, *96*, 1100-3.

310 39. AECOSAN Estrategia NAOS. Estrategia para la nutrición, actividad física y prevención de la obesidad 2005, 38.

312 40. AESAN Programa PERSEO. Guía para una escuela activa y saludable. ¡Come sano y muévete! 2008, 161.

313 41. AECOSAN Programa Thao-Salud Infantil: "La temporada temática de promoción de la dieta mediterránea" 2014, 26.

315 42. Santivañez T, Grandos S, Jara B, Chibbaro A, H.M. Reflexiones sobre el sistema alimentario y perspectivas para alcanzar su sostenibilidad en América Latina y el Caribe 2017, 20.

317 43. Soares, P.; Davó-Blanes, M.C. Comedores escolares en España: una oportunidad para fomentar sistemas  
318 alimentarios más sostenibles y saludables. *Gac. Sanit.* **2019**.

319 44. European Commission Adquisiciones ecológicas. Manual sobre la contratación pública ecológica. 2016,  
320 75.

321