What are the effects of nutrition education in Dutch primary schools?

No registrations found.

Ethical review	Positive opinion
Status	Recruiting
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON27639

Source
Nationaal Trial Register

Brief title
not applicable

Health condition

A healthy diet is important for children’s growth and development. Children need encouragement and support to adopt healthy eating behaviours. Dutch nutrition education programs such as EU-Schoolfruit (EUS) and Taste Lessons (TL) contribute to this by providing children with fruit, vegetables (EUS) and nutrition education (TL). However, little is known about which components are most effective. Therefore, this research examines effective components of existing Dutch nutrition education programs for primary school children aged 9-11 years. Participating children will be in good health conditions and obtain regular education.

Keywords: healthy eating behaviour, nutrition education programs, primary school children.

Trefwoorden: gezond eetgedrag, voedseleducatie programma's, basisschoolkinderen

Sponsors and support

Primary sponsor: The Primary Sponsor for this effect study is Wageningen University & Research, Strategic Communication Chair Group (COM).

Source(s) of monetary or material Support: This study is partly funded by the Dutch Ministry of Economic Affairs, the Dutch Ministry of Health, Welfare and Sports and Wageningen University & Research.

Intervention

Outcome measures

Primary outcome

Primary outcomes: nutrition knowledge and food literacy.

Secondary outcome

Secondary outcomes: fruits and vegetables intake.

Process outcomes: degree of implementation of nutrition education by teachers. This outcome will be assessed immediately following the intervention (post-intervention, approximately 6 months after baseline, T1).

Study description

Background summary

A healthy diet is important for children’s growth and development. Children need encouragement and support to adopt healthy eating behaviours. Dutch nutrition education programs such as EU-Schoolfruit (EUS) and Taste Lessons (TL) contribute to this by providing children with fruit, vegetables (FV) (EUS) and nutrition education (TL). However, little is known about which components are most effective. It is hypothesized that children participating in nutrition education programs that implement both environmental and educational components will have greater nutrition knowledge, food literacy and higher FV intakes, compared to children participating in nutrition education programs with one component. This research examines effective components of existing Dutch nutrition education programs for primary school children (n=2250, n=45 schools) aged 9-11 years. Child nutrition knowledge, food literacy and FV intakes will be measured by questionnaire. This quasi-experimental study has three arms: (1) schools that implement EUS, (2) schools that implement EUS + TL and (3) schools that implement no nutrition education. Outcomes will be assessed pre-intervention (baseline), immediately following the intervention (post-intervention), and 6 months post-intervention. The results can contribute to the design of future effective nutrition education programs, which support addressing the problem of childhood obesity.

Study objective

The study investigates the hypothesis that children who participate in a nutrition education program that implements both an environmental component (EU-Schoolfruit) and an educational component (Taste Lessons) will have more nutrition knowledge, food literacy and a higher fruit and vegetable intake, compared to children who are not provided by both nutrition education and the availability of fruits and vegetables.

Study design

Outcomes will be assessed pre-intervention (baseline, T0), immediately following the intervention (post-intervention, approximately 6 months after baseline, T1), and 6 months post-intervention (approximately 12 months after baseline, T2).

Intervention

The intervention will be implemented in the same period as the EU-Schoolfruit program will be conducted, which will be for a period of 20 weeks (November 2018 – April 2019). Both programs (EU-Schoolfruit and Taste Lessons) will be conducted as usual (see Box 1). The distinction between these groups (EUS, EUTL and control) are divided in a way the effect of the environmental component (the availability of fruits and vegetables) and the educational component (nutrition education) will be measured separately.

Box 1. EU-Schoolfruit and Taste Lessons

EU-Schoolfruit

The EU-Schoolfruit program is a Dutch nationwide nutrition education program for primary schools, developed in 2011 and is about fruits and vegetables. Participating primary schools receive during 20 weeks (November-April) 3 pieces of fruits and vegetables per pupil for free in order to promote fruit and vegetable consumption. Next to the availability of fruit and vegetables, this program provides one lesson per grade (total of 8 lessons) that can be implemented by the teachers. Every year, around 3000 primary schools, out of the total approximate amount of 7000, are participating in this program.

Taste Lessons

Taste Lessons is another Dutch national school-based nutrition education program, developed in 2006 by the Netherlands Nutrition Centre and Wageningen University for grades 1-8 of primary schools. The programme consists of 5 lessons for each grade, discussing various topics in relation to five themes: ‘taste’, ‘nutrition and health’, ‘cooking’, ‘food production’ and ‘consumer skills’. Each lesson consists of several activities including experiments, cooking and tasting. Some lessons include home assignments which children are to complete with their parents. Also tips for extra activities, such as visiting a farmer, are

provided. Teachers are able to implement Taste Lessons in a flexible way, during the whole school year. Every year, around 4500 primary schools, out of the total approximate amount of 7000, are participating this program.

Contacts

Public

Scientific

Eligibility criteria

Inclusion criteria

Inclusion criteria: children (n=2250) in grades 6 and 7 (aged 9-11 years old) of Dutch primary schools and their teachers (n=90).

Exclusion criteria

Exclusion criteria: schools with special education will be excluded.

Study design

Design

Study type:	Interventional
Intervention model:	Parallel
Allocation:	Non-randomized controlled trial
Masking:	Open (masking not used)
Control:	Active

Recruitment

NL

Recruitment status:	Recruiting
Start date (anticipated):	25-09-2018
Enrollment:	1500
Type:	Anticipated

Ethics review

Positive opinion

Date:	16-10-2018
Application type:	First submission

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register	ID
NTR-new	NL7317
NTR-old	NTR7533
Other	Wageningen University & Research : 2100.733401

Study results

Summary results
Not applicable