



**TOL: Taste of Life, regional, healthy food in schools**

**Project-number: 2014-1-NL01-KA202-001225**

**Intellectual Output 01: Activity O-1/A-1 “Manual Managing Tool”**

## **Chapter 2**

### **Marketing strategies**



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## 1. Introduction

On behalf of the WHO-initiative and the European Food and Nutrition Action Plan 2015 – 2020 the design of regional economic circles is going to help to develop and support rural areas as liveable and attractive. One of the major initiatives is to establish sustainable and healthy lunches/ meals in schools and support each partner country in their development of the program.

“The promotion and accessibility of a healthy and varied diet (that is both available and affordable) is thus a key lever to improve the health, well-being and quality of life of the population, promote healthy ageing and reduce health inequalities. This will require allocation of additional effort and resources and will be further supported by efforts to enhance food literacy, skills and knowledge. Supporting the most vulnerable groups so that all people living in the WHO European Region have the benefits of an affordable, healthy diet and an active life at a time of limited resources is an ethical imperative.”

Origin: European food and nutrition Action Plan 2015-2020

Based on successful experiences in the past the following marketing strategies should help to describe processes necessary for their implementation and to initiate their availability to all participating countries. The measures should help to develop European Food and Nutrition Action Plan 2015 -2020 targets to include in the strategic work of the school or bodies, and to contribute to their popularity among students, parents and teachers.

The marketing strategy is based on the objectives of the project, namely to increase the amount of local products in school lunches, to improve the quality of the food and the frame conditions as well as to increase the regional value.

These objectives are the key motivating factors for a number of other goals of the project:

Primarily, healthy nutrition for children and young people should be secured and furthermore, should be established in our society as an important factor of a school day. Children and teenagers should develop a sense of familiarity with the affiliation of education and food in school as well as in their social life and spare time. Moreover, it is important to strengthen the expanding regional economic cycles.

Generally speaking, it comes to further strengthening of the school and the living environment to secure social interaction and participation.

The marketing strategies are intended to provide an overview. Each school / institution, regardless of its age group, can choose the appropriate measures / tools for them. It is to be understood as a manual which is to be used in practice.

Based on uniform principles for the description of marketing strategies “local products” and “regional school lunches” are defined.

In the following step, a name, slogan is to be found, which is adapted to excite children and young people to deal with the issue of healthy nutrition in school and also by institutions actively involved in the process of development in schools. Therefore it is planning on providing a platform on which teachers, parents and students can exchange ideas.

Below the marketing strategies and their best practice are described.

## **2. Definitions**

### **2.1. Regional Products**

To understand what this project means by "regional products", an attempt will be made at this point to find a universal definition of the term. This should be the foundation for all further considerations, recommendations and activities.

The term "region" is not legally protected. So the countries and regions are on their own in their way of defining the concept of regional products. Some define "region" as a radius of 30, 50 or 100 kilometres to an urban area. Others consider the origin of raw materials, the manufacturing of the product or its sale as a central feature. "Regional" can describe a single location or circumference meaning a State, a cultural space ("Franks", "Allgäu") or a greater part of a country("Southern -", "East Germany").

Regionalism evolves to a trend; mainly in the consideration of sustainability factors (environment, short transport routes and local ingredients), domestic economy (jobs) and tradition, custom. The identification of the people with their homeland, the city has a significant influence on their purchase decisions of regional foods.

For the TOL project, the term "regional products" is understood as follows:

Regional products are considered regional as long as the production is taking place within a culture and community in which this product is also sold. High quality, short transport distances, stable regional economic cycles are essential criteria. The regional product is regional, if it can be identified with the place of manufacture. The expansion of a "region" also contains the borders set geographically, politically and historically.

### **2.2. Regional school lunch**

Based on the definition of "regional products" the concept of "regional school lunch" can be understood as followed:

The main components of the school food should be made from local products. Furthermore, it should be noted that a drink is necessary in addition to the school meals.

### 3. Motto and logo

#### Motto

For a good awareness and acceptance of an initiative or action in the target group, the formulation and development of a slogan and a logo is effective.

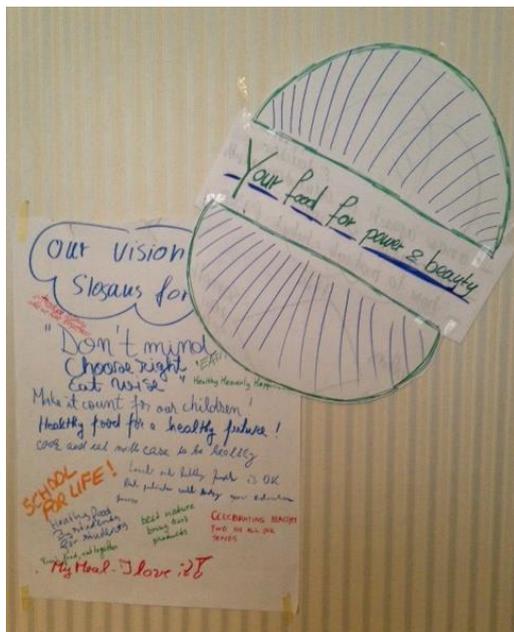
The motto is to be a memorable thought / phrase that describe in few words the main idea of the initiative / activity. It should be quickly grasp and encourage the reader to follow this motto to include the activity in his actions.

The following examples are presented for school lunches:

“Get your lunch – yummy and regional” or

“Yummy and regional – that’s your lunch” or

“You food for power and beauty”.



“our visions for slogans for TOL” (meeting in October 2015 in Oradea)

#### Logo

A logo is a graphic symbol (Signet), which represents a particular subject - for instance a product. It should be concise and recognizable, quickly and clearly identifiable.

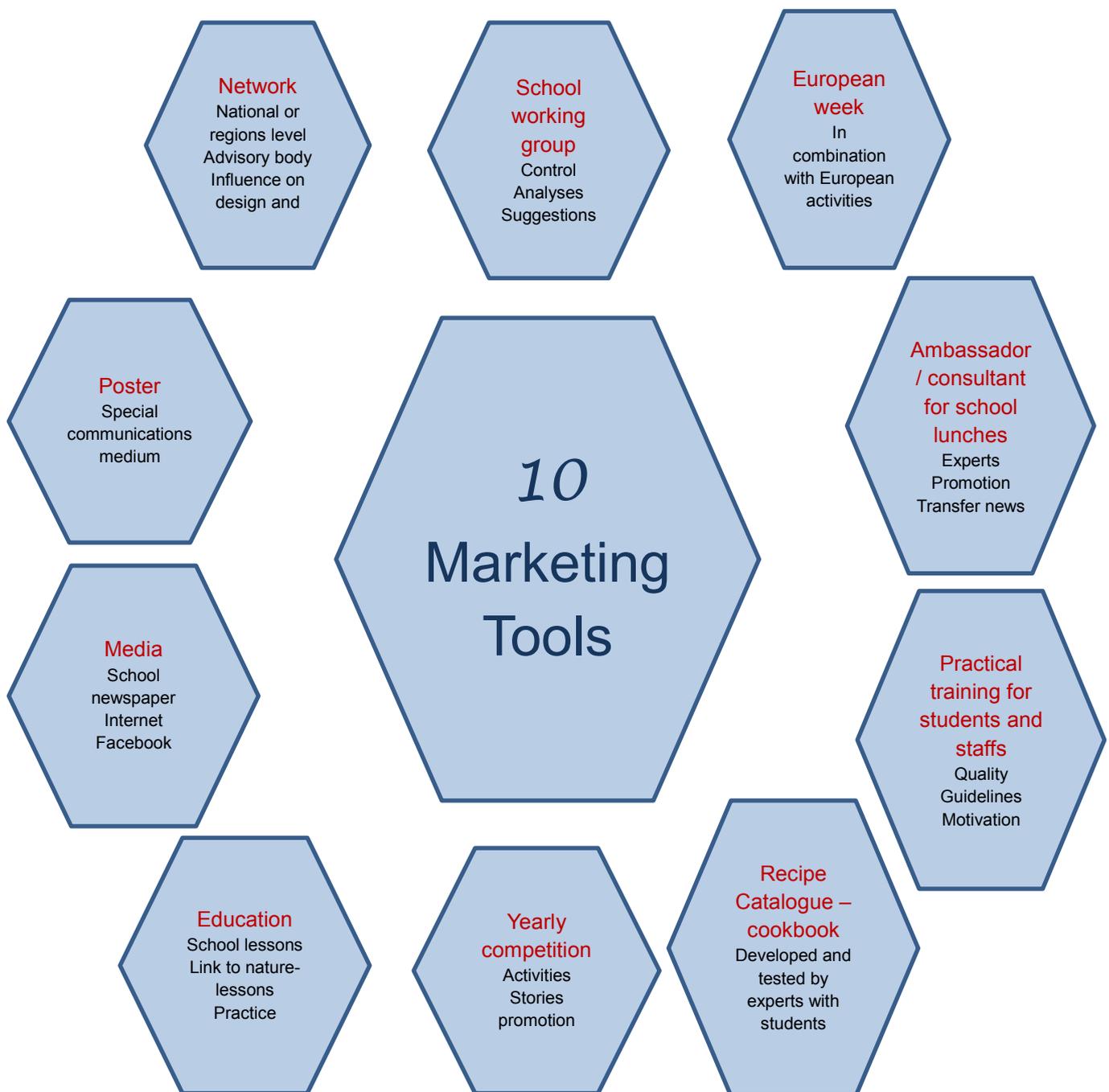
Three objectives should pursue a logo:

A logo carries the product Image - distinctiveness. It is the meaning of the name to emphasize or to the content and objectives of the product (in this case school lunches) point - of course. It is the sign of the product. Here should be the formula applicable KISS: "Keep It

Short (and) Simple" (mutatis mutandis: "consider it short and simple") - which is simple, easy to remember - memorability.

It is decisive that the logo appeals to the target audience directly. The logo should / can be worked out as part of an educational or school project by students / target group itself. Meeting those targets will be implemented directly and the logo is directly related to the product - connected School lunches -. (s. 4.8.)

## 5. Marketing tools





"Vital menu" in the school catering in Mecklenburg-Vorpommern" was funded for projects of the healthcare industry in Mecklenburg-Vorpommern as a project financed by the "European Regional Development Fund" (ERDF).

[www.agrarmarketing.de](http://www.agrarmarketing.de)

- Netherlands



What is Smaaklessen?

Taste, smell, hear, feel and look: with all their senses to explore children's daily food! Smaaklessen is a unique lesson about food and taste for group 1/8 of the primary school. The experience of food is central. By Smaaklessen children get a lot of knowledge about food and choose healthy and sustainable experience. It is also used by teachers and based on a network of all responsibilities.

[www.smaklessen.nl](http://www.smaklessen.nl)

- Finland

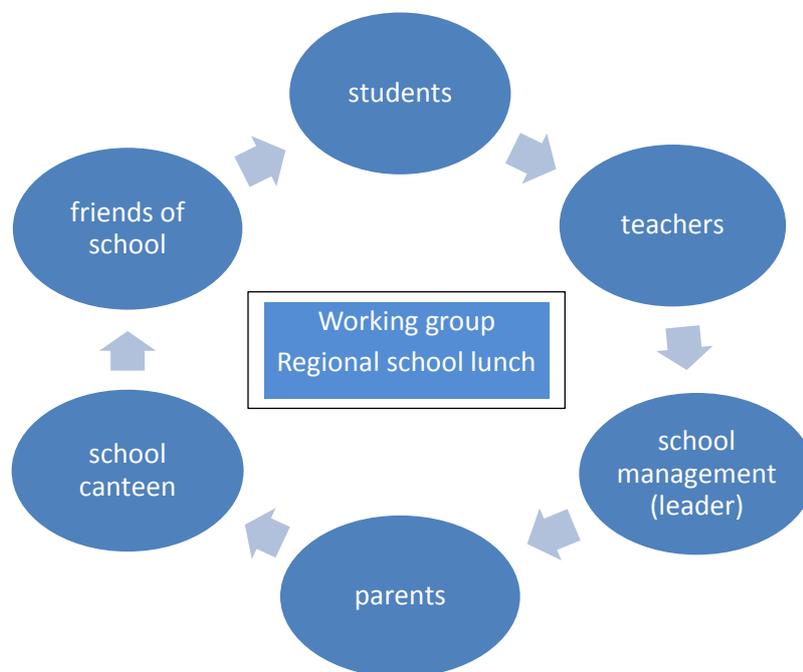
REKO

A group of friends started 2013 the REKO system (Swedish shortening for fair consumption). This REKO-circle based on a closed Facebook group. The goal is to bring producers and consumers together and to create local networks and logistics for local produces food. At the beginning of February 2015 they have 39 circles and more than 19.000 members.

[www.urgenci.net/reko-a-winning-concept-in-finland/](http://www.urgenci.net/reko-a-winning-concept-in-finland/)

## 4.2. School working group

The school working group "regional school lunches" should be composed of



It serves as a direct control device at the school.

Periodically school meals have to be checked for the implementation of the education strategy. The fact that students regularly eat at the school canteen gives them an accurate picture. The other members of the working group "regional school lunches" - teachers and parents - should check the lunches itself regularly.

With the staff of the school canteen the results can quickly be discussed and shortcomings can be turned off.

The results can be communicated within the school and with the school administration. There is a direct link to point 4.8. "Education". Furthermore, regular contact with the network "regional school lunches" in the region makes sense to balance the latest developments and trends, to exchange ideas about the quality and success of the "regional school lunches".

## 4.3. European week

Once a year, a week of the European school of interest should take place.

The aim of the European Week of school food is to raise awareness of the importance of developing a balanced, healthy school food using local products. At the same time knowledge of the origin of the food in the region and its treatment should be taught for a good school lunch.



Goal is, to eat together and share experiences about it; to restore the unity of body and mind and to create the best conditions for successful learning.

The European Week of school food is to be organized during the year for a week in September. These individual days of the European Week of the School of interest stand in focus of a particular topic, e.g. "5 fruit & vegetables a day" and "children cook". An official opening was held in Brussels. From there events should be planned in the Member States at national, regional and local level. Possibilities of video conferencing by pupils of the Member States to exchange ideas, discussions with the officials should be possible.

#### **4.4. Ambassador / consultant of school lunch**

The ambassadors of the school lunch will be students in schools or regions. Explore with the responsible claim to school lunches on site to learn more about the local products and their processing, network with other partners and to get ideas for their own work. They are the contact and promoter spot for school lunches.

An important side effect: by the transparency they get to know other departments and students and friends can provide better information on topics related to school lunches.

So they develop themselves to quality experts of school food. The ambassadors try to stimulate public interest and understanding through public appearances as well as to contact their fellow pupils and partners, and try to explore that a balanced school lunch is the basis for a good life development of all. They should be chosen by the students themselves. The title should be given to them by the highest school board.

##### Best practice:

*Germany*

##### **- Ambassador of the German Network eV school meals**

*The German Network School catering eV (DNSV) has now called 40 ambassadors who have the theme "school meals" prescribed. Apart from star chef's also world-famous athletes, scientists, experts involved as an ambassador. The youngest member is Jürgen M. Jordan, chef of DGG "service and logistics of education" in Eupen and responsible for school meals at the German Community of Belgium schools.*

[www.schulverpflegev.net/neuer-dnsv-botschafter-berufen#sthash.TJb3zusu.dpuf](http://www.schulverpflegev.net/neuer-dnsv-botschafter-berufen#sthash.TJb3zusu.dpuf)

[www.schulverpflegev.net/mitglieder](http://www.schulverpflegev.net/mitglieder)

#### 4.5. Practical training for students and staffs

What are school lunches made of? How can regional products be combined with modern school meals? These and other questions are faced by producers, caterers and school canteens today.

A well-proven way for the partners to exchange ideas and experiences about the content and quality of school lunches are practical courses in which they also can develop new strategies and concepts together.

This can be accomplished by working with celebrities, for example the star chef of a well-known cooking show. Children and young people, who generate the target group for the project, can cook together with them as a good way to meet the requirements of a "good school lunch - delicious and regional". The products should be made by producers from the region.

Basic for practical training should be guidelines, such as the quality of school food and motivation of the staff (caterers or canteen). In addition, the practical training should be consistent with the school strategy – including school meals. Nevertheless, serving as a central point is based on analyses of school food in qualitative terms and on the perspective of the target groups.

##### Best practice:

- Germany

*LEADER Action Group Saale-Orla organized school lunches cooking show with star chef and presenter TV KIKI.*



*The initiative school lunches Saale-Orla - Regional, healthy and well for their work has four main objectives for 2020: 1. Increase the number of participants on school lunches, 2. Increasing the proportion of local products in school meals, 3. Increasing the regional value added, 4. Improvement the quality of food and environment. Many experts and responsibilities, f.i. school working group, MoA Thuringia, caterer, are involved including the LEADER Action Group Saale-Orla. The LEADER Action Group has developed methods which are suitable to change habits in the diet; such as: • TO COOK! Regularly for themselves, classmates, parents or other people cook! The motivated, enjoy means community and recognition. • Try leave, try, comparing taste, to taste, to exchange about it: children are keen to experiment. What should you try you in "cooking experiments" and discover for them, they will repeat on occasion with joy. • Do not use the word "healthy" working, but with terms like "crunchy", "delicious", "Upper tasty", "cool", "spicy". • Participation aim: at school responsibility can be transferred to students around the daily meals in different ways. Who takes responsibility, is conscious. At the same time an educational campaign for local products has emerged. (And see 4.8.)*

#### 4.6. Recipe Catalogue – cook book

Recipe books currently build an inflationary market presence. Whether they are purely vegetarian or based on special regional recipes, there is a large variety of ways to cook.

The question is: What kind of lunch do children want to eat? What do they like and enjoy looking at? - Answers should be specific to form a recipe catalogue of school meals, which contains two directions:

- a) The food should be fit for big kitchens (caterer or school canteen), and the ingredients, quality standards and nutritional values should be described in detail.
- b) Dishes should be provided for you to cook with valuable cooking tips.

Children and young people should gather their favourite dishes, cook together and taste them. All recipes are to be tested by experienced nutritionists and provided with valuable nutrition tips.

A prominent person or a mascot performs during the "culinary works", which is also presented tasty with lots of pictures and illustrations. It should stimulate to cook. There should be an invitation to "joy of eating up". Within this European cooperation the establishment of a "European cookbook of favourite dishes" is proposed. The recipes should be collected and cooked for the students to taste and to exchange their thoughts about the food. This could be part of the "European week of school food".

##### Best practice:

- Germany

##### **Company NETTO - NETTO ApS & Co. KG, Reuterstadt Stavenhagen**

[www.netto.de/spiel-und-spass/Rezepte/Pages/Rezepte.aspx](http://www.netto.de/spiel-und-spass/Rezepte/Pages/Rezepte.aspx)

The company NETTO have been collected "Fun to eat" about 125 recipes which are described in detail with their ingredients and their preparation. Here's an example - layer salad in glass: a) Ingredients for 4 people b) Making.



#### 4.7. Yearly European competition

Within the European week of school food (see Fig. 5.5) there is a competition in the region that will be promoted as a national or European competition themed "school lunch 4you".

To organize the competition a committee should be formed; depending on the age group with the support of the AG school lunches and school management / regional management.

The participants tell in many ways, what they mean by a modern, regional and delicious school lunch. They can develop a movie, a photo-story, a music piece or a song, a theatre play or anything else to express their thoughts.

For the evaluation, a jury should be set up that evaluates the submitted projects according to criteria such as idea, creativity, originality and quality.

### Best practice

- Germany



### **European Competition**

*In the "European Year for Development 2015" the 62nd round of the European competition for the school year 2014/15 has been proclaimed. Global relationships and development prospects were the focus. Students were concerned with the protection of flora and fauna, or education in developing countries and shed light on the connection lines of low consumption in the so-called First World and exploitative working conditions in developing countries. They sat down with critical European asylum policy apart and analysed by topics the school life. About many forms students' works have emerged: illustrated thoughts and ideas, videos, photos and poetry slam, etc.*

<http://www.europaeischer-wettbewerb.de/nachrichten/zahlen-und-fakten-zum-62-europaeischen-wettbewerb/>

<http://www.europaeischer-wettbewerb.de/nachrichten/bilder-essays-videos-schuelerarbeiten-der-62-wettbewerbsrunde-veroeffentlicht/>

## **4.8. Education**

Education and food are interdependent. Johann Wolfgang von Goethe knew: "In a healthy body lives a healthy mind".

Awareness and knowledge of a balanced, sustainable and health-maintaining diet should be an important part of education in schools and at home. It should be about concepts such as school meals and education, about balanced nutrition in schools, about improving the link between them so they can benefit more from each other. A good, fresh and regional school lunch and the education of sustainable nutrition should complement each other.

The nutrition education has a direct key function, both in regards of a healthy diet and an increasing appreciation for food.

At the same time, the social component of the common interest is one of them, namely talk to each other, take responsibility, and comply with rules and integration - as important components of school nutrition and nutrition education.

Should be developed in an interaction:

### **School – farmer – school**

Experienced knowledge of the agricultural production is a good requirement to cook the daily lunch just as healthy food looks, smells and tastes that enrich knowledge. Such positive sentiments support and strengthen acquired knowledge about balanced and healthy diet.

The theme of "diet" should be presented in all its diversity in the classroom: from agricultural production to purchasing for cooking, for he who masters the "ABC of nutrition", can eat healthier and more sustainable.

#### Best practice:

- Germany

#### **Educational campaign for regional products**

*The Department of Rural Development and Land Consolidation in Gera has the LEADER Action Group Saale-Orla eV granted funding for their education campaign for local products. The project was supposed to go over three years and is now supported for the time being two years. This project is another important building block for school lunches Saale-Orla can - Regional, Healthy and Good 2020 stocky.*

*As part of the educational campaign is a permanent network of producers, schools, school kitchens and other educational institutions are built, which stands a toolbox of practical action-learning opportunities available. Among other things, a teaching guide developed, created adventure activities in agriculture and the website for use by teachers and students to be optimized.*

[www.leader-sok.de/projekte/schulessen-saale-orka/](http://www.leader-sok.de/projekte/schulessen-saale-orka/)

#### **Place of learning agriculture**

*With this offer, the schools will be a thematic lessons outside the classroom and allows the company offered the chance to imagine, to do their work to appeal to children, to raise interest in the profession. Many interesting projects in the agriculture, fisheries, forestry, horticulture, beekeeping, companies in the plant and animal breeding, as well as museums of agriculture are partners in this project. For students and teachers this place give a big profit, because where can practical lessons to touch and to understand some math problem are carried out in the fresh air (f.i. Why do you need the Pythagorean?).*

[www.lernort-landwirtschaft.de/](http://www.lernort-landwirtschaft.de/)



### **Nutrition driver's license (rural woman association)**

With the aid nutrition license children learn in six two-hour sessions food sensuous perceiving, prepare and enjoy. Teachers are able to implement the tried and tested teaching module for the 3rd class independently. Again, it's about all the practical things while preparing small meals in the classroom. In addition to these practical things students learn independence, teamwork and can set up their jobs in the kitchen, creating a nice atmosphere. For this purpose, the AID has created an extensive work material that it makes the school easily perform this project.



[www.aid.de/lernen/ernaehrungsfuehrerschein.php?aid\\_campaign=sw\\_ernaehrungsfuehrerschein](http://www.aid.de/lernen/ernaehrungsfuehrerschein.php?aid_campaign=sw_ernaehrungsfuehrerschein)

#### *Netherlands*

“Smaaklessen” present in a modern form – online – knowledge about the food, classifications, what is what etc. for children till 8 years old. Children can therefore explore in a fun way the issues surrounding the subject of nutrition and acquire their knowledge. Also it can help make the lessons Interactive and turn the soft skills, such as responsive handling of modern technology, communicating with. - A great teaching and learning material.

[www.smaaklessen-online.nl/](http://www.smaaklessen-online.nl/)

[www.smaaklessen.nl](http://www.smaaklessen.nl)

### **4.9. Media**

The average man in Germany uses media like TV, printed newspaper, the internet, radio etc. more than ten hours a day. That means that a man with today's statistical life expectancy spends 32 years of his existence only for the reception of the media. Their central task is the informational function. At the same time, they serve as educational, communicational and transparent systems of operations one's opinion. (Source: OWEP 2/2010 • Christian Klenk)

Eventually, the diversity of our media landscape (TV, Internet, social networks) has the task of imparting knowledge to impart action patterns, norms and social values. For the "school lunch" that means to use the media systematically. Thus, educational content and practical advice on the YouTube channel or the social networks, for example, are provided quickly, especially for the target groups.

Not to be forgotten are the student newspapers at the schools themselves. These are created by the students themselves (for the most part) with the appropriate content. And what is a better way to communicate experiences for their own classmate's knowledge in this way.

### Examples:

- School newspaper

A school newspaper is a magazine, made for students. Both the authors and the audience are mostly students, former students, teachers and sometimes parents. Inform you of updates, news and interesting at the school and are therefore a good medium to communicate the theme "regional school lunches" in an appropriate way.



- Wall newspaper

A wall newspaper is a compiled source of information on specific topics. Thematically, offers the wall newspaper, when either a project (eg a new activity) should be recorded. Created them is by an author or a team of authors. They usually have three columns: I criticize, I think well, I suggest.

- Facebook

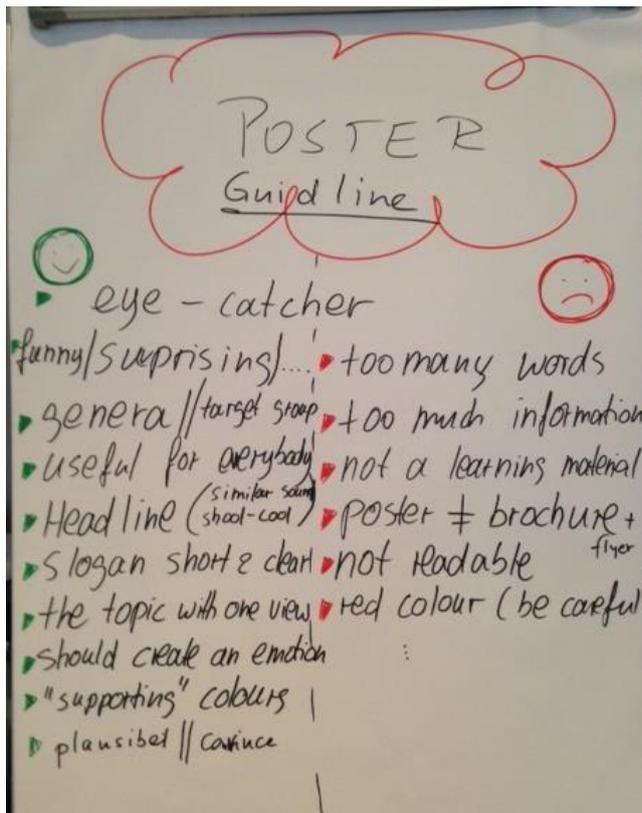
Facebook is an important platform for the rapid exchange of information for students and teachers. Long range and processed accordingly for target groups is the media "Facebook" a faster information provider and exchange platform simultaneously. The theme "Regional school lunches", to questionnaires or suggestions can be communicated via Facebook. The only drawback: the information quickly becomes obsolete.

#### **4.10. Poster**

The message is transmitted with his help to several anonymous recipients in order to influence them to raise their interest. It is a mass medium. Compared with the book, the leaflet and the newspaper the poster takes a special position: it is more recent than the book, but less current than the newspaper, it seems hardly periodically and to the public free of charge, there is a presence of medium, it is public installed and can all functions (information, socialization, criticism and supervision, opinion, service, bonuses and advertising) meet, except the articulation (see Blum 2002). However, the poster may well be used as a communications medium.

The attention of the viewer must be won. In an age of information overload, this is not that easy. If this is successful, the viewer should of course take a closer look at the poster. It informs ideally in a way that is suitable to the interest (interest) of the beholder "keep them happy". Finally, in him the desire mature to implement concrete into action, to which it invites the poster.

The guidelines (worked out in the working group during the meeting in October 2015 in Oradea) should help to create a useful and informative poster.



“Guidelines for poster” (meeting in October 2015 in Oradea)

In our case the poster should be based directly on the motto:

“Get your lunch - yummy and regional” or “You food for power and beauty”.

At the same time it should show a tension to sustainable agriculture, local produce to delicious school lunches.

## Annex 1

### Document Information

| Project Information        |  |                                    |
|----------------------------|--|------------------------------------|
| <b>Project name</b>        | Taste of Life  |                                    |
| <b>Project acronym</b>     | TOL  |                                    |
| <b>Project number</b>      | 2014-1-NL01-KA202-001225   |                                    |
| <b>Project web site</b>    | <a href="http://www.thetasteoflife.com">www.thetasteoflife.com</a> |                                    |
| Document Identification    |  |                                    |
| <b>Document title</b>      | Manual Managing Tool, chapter 2 Marketing                          |                                    |
| <b>Document type</b>       | Intellectual Output nr. 01/Activity O-1/A-2                        |                                    |
| <b>Filename</b>            | Marketing-strategies.pdf   |                                    |
| <b>Current status</b>      | Final  |                                    |
| <b>Current version</b>     | 1.0  |                                    |
| <b>Contact person</b>      | Elke Halm (Nordwin)  |                                    |
| <b>Dissemination level</b> | Confidential   |                                    |
| Version history            |  |                                    |
| Version                    | Contributor(s)   | Contribution                       |
| 0.1   22-Febr-2015         | Elke Halm (Nordwin)  | First draft                        |
| 0.2   19-March-2015        | Elke Halm (Nordwin)  | First reworked draft               |
| 0.3   23-April-2015        | Elke Halm (Nordwin)  | Discussed during PM in Prague      |
| 0.4   23-Aug-2015          | Elke Halm (Nordwin)  | Reworked draft (results of Prague) |
| 0.5   29-Sept-2015         | Elke Halm (Nordwin)  | Discussed during PM in Oradea      |
| 1.0   20-October-2015      | Elke Halm (Nordwin)  | Final version, including annex     |

## Annex 2

### List of sources of used pictures:

| Nrs.  | Sources of used pictures   |
|-------|--|
| 4.1.  | - Agrarmarketing Mecklenburg-Vorpommern e.V.<br>- Smaaklessen Netherlands  |
| 4.5.  | Leader-Aktion-gruppe Saale-Orla  |
| 4.6.  | Netto ApS&Co.KG  |
| 4.7.  | Europäische Bewegung Deutschland e.V.  |
| 4.8.  | - Kreisbauernverband Nordwestmecklenburg e.V.<br>- aid infodienst Ernährung, Landwirtschaft, Verbraucherschutz e. V. |
| 4.9.  | Jugendmediaverband Mecklenburg-Vorpommern e.V.   |
| 4.10. | Result of the working group – marketing and quality management during the meeting in Oradea in October 2015          |