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Exempel:

Tidskrift för X, Vol 1, Nr 1, 2023

ISSN: 1234-5678

2) Författarens/författarnas för- och efternamn, tillhörighet/institution/arbetsplats, ORCID-nummer (i förekommande fall)

Exempel:

Author P. Authorsen

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4) Artikelns DOI-nummer

Detta ska helst finnas på varje sida och *ska vara klickbart*. För information om hur du tilldelar DOI-nummer, se [denna guide](#).

Exempel:

<http://dx.doi.org/10.54807/kp.v31.1975>

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2. Datum för mottagande, (eventuellt revision), acceptering och utgivning av artikel

Detta kan anges på första eller sista sidan av artikeln.

Exempel:

Mottaget: 1 januari 2023; Reviderad: 28 februari 2023; Accepterad: 1 mars 2023;

Publicerad: 4 april 2023

3. Hur man citerar artikeln

Detta kan anges på första eller sista sidan i artikeln.

Exempel:

Citation:

Larsson, A. (2023). Artikeltitel. *Tidskrift för X*, 10(1): 1, 1–13.

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4. DOI-nummer för artiklar i referenslistan ska inkluderas där sådana finns

Dessa ska vara klickbara.

5. I slutet av artikeln bör det (i förekommande fall) anges information om finansiering, eventuella intressekonflikter och erkännanden

Exempel:

Erkännanden

Artikeln är en del av projektet "XXX".

<i>Finansieringsinformation</i>	Finansierat av Norges forskningsråd, projektnummer 12345.
<i>Konkurrerande intressen</i>	Författarna har inga konkurrerande intressen att deklarerat.

Se följande sidor för exempel på hur en artikels första sida och sista sida kan formateras.

Special issue: *Decolonising the school curriculum*

Editorial Artikel typ

Decolonising the school curriculum: a special feature

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Open access

London Review of Education is a peer-reviewed open-access journal.

In the wake of the murder of George Floyd, and subsequent antiracism protests, calls to decolonise the school curriculum have gained traction around the world. Internationally, educational systems have been engaged for some time with how to decolonise their national school curricula in, for example, Australia (Harvey and Russell-Mundine, 2018), Bolivia (Lopes Cardozo, 2012), Canada (Munroe et al., 2013) and the USA (Ladson-Billings, 2014). Such discussions have been amplified following protests from the Black Lives Matter movement both in the UK and worldwide. A sharper focus on the causes of global protests and events has resulted in growing pressures on governments around the world to resolve perceived discriminations embedded within schools' curricula, and to essentially 'decolonise' and diversify education. For instance, hundreds of thousands have signed petitions calling for schools not only to teach the links between the slave trade and imperialism, but also to acknowledge the contributions and achievements of Black, Asian and minority ethnic people in history lessons, and in the school curriculum more widely (Arday et al., 2021). Collectively, this movement aspires to transform inaccurate syllabuses and exclusionary pedagogical practices, and to eradicate the biased knowledge that school curricula can produce, espouse and communicate. Scholars have argued that schools, like universities, can be important transformative sites of intervention and disruption in challenging colonialist legacies in the curriculum (and other structures) and in rehumanising these institutions (Dawson, 2020; Gleason and Franklin-Phipps, 2019). Others have warned of the dangers of relativism in the curriculum that may even entrench racial thinking (Williams, 2017).

ORIGINAL ARTICLE Artikel typ

High availability of vegetables and fruit through government-funded school lunch is not reflected in 4th grade pupils' intake

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Popular scientific summary

- Little is known about the impact of government-funded vegetables and fruit (VF) provision in schools. Can this increase the generally low VF intake among children in high-income countries?
- This study indicates that a VF buffet, even as part of government-funded school lunch, does not contribute substantially to the recommended VF intake among pupils aged 10–11 years in Sweden.
- Pedagogic strategies could help make VF more attractive for pupils and increase the intake.

Abstract

Background: An increased intake of vegetable and fruit (VF) through school meals can contribute to the prevention of non-communicable diseases.

Objective: The purpose of this study was to investigate what types of VF 4th grade pupils (10–11 years old) choose, how much they eat when they are given the opportunity to serve themselves from the daily vegetable buffet available at lunch, and whether this varies with socioeconomic background and gender.

Design: A cross-sectional study design was used where pupils' VF intake was measured during 5 days with a photographic method. In total, 196 pupils from nine public schools participated.

Results: The results show that pupils on average ate less than one type of VF per day from the vegetable buffet. Girls, pupils with a higher socio-economic status (SES) and those with a more frequent VF intake at home, ate more types of VF per day from the vegetable buffet than their counterparts. The median intake of VF from the vegetable buffet was generally low, 20.4 g/day. The intake was two thirds higher for pupils with higher SES in comparison with pupils with lower SES; 25 g/day versus 14 g/day ($P = 0.001$). No gender differences in grams per day of VF were identified ($P = 0.123$).

Discussion: This study indicates that a well-stocked vegetable buffet as part of government-funded school lunch does not automatically contribute substantially to the recommended daily intake of VF among a sample of 4th grade pupils in a high-income country like Sweden.

Conclusions: The results of the study can be interpreted as a missed opportunity to increase the intentional consumption of VF among pupils in a way that would have implications for public health as well as attenuating differences between socioeconomic groups.

Keywords: school lunch; vegetables; fruit; dietary intake; pupils

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An increased intake of vegetable and fruit (VF) is essential in the prevention of non-communicable diseases such as cardiovascular disease and some cancers (1, 2), as well as being an important part of the changes needed for sustainability (3). To prevent non-communicable diseases, the recommended population goal from the World Health Organization is to eat at least 400 g/day (4), and in Sweden the recommendation is

to eat at least 500 g/day of VF. However, few children and adolescents reach that recommendation (5–8); vegetable intake is especially low (9, 10).

In a sample of 11-year-old pupils in 10 European countries, the reported VF intake was 14–45% below the World Health Organization's recommendation (4) and the intake of vegetables was lower than for fruit (10). Sweden is no exception; the latest national dietary survey showed

Tidskriftsnamn, upphovsrätt, licens, citering och DOI-nummer

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