

Implementation of school meal programmes and promotion of healthy eating habits among pupils – A case study



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Abstract

Introduction and aim: Today non communicable diseases, overweight and obesity are one of the leading causes of death worldwide each year, where a poor diet contributes to this development. Since eating habits are founded early in life it is important to promote healthy eating habits already in childhood to decrease the prevalence of non communicable diseases, overweight and obesity prospectively. Schools are viewed as one of the most promising strategies to promote healthy eating habits among children, which can prevent weight gain and overweight. The aim of the present study was therefore to examine how a school meal programme can contribute to promote healthy eating habits among pupils. A specific school called Paradisbakkeskolen located on Bornholm was used to investigate the opportunities and challenges found in the implementation of the new school meal programme with an external supplier. The implementation was viewed as important since a school meal programme has to be present at a school in the first place to promote healthy eating habits among the pupils. Furthermore, the study examined how the new school legislation could be used to think in new patterns concerning health and food in the schools since the school legislation will change the schools structure. To rethink food and meals in the schools could promote healthy eating habits among the pupils prospectively.

Methods: Seven qualitative semi-structured interviews were conducted to gain insight and knowledge about the new school meal programme at Paradisbakkeskolen and how the new school legislation can be used to include health and food in the school. The semi-structured interviews were conducted with the school meal supplier at Paradisbakkeskolen, one of the school managers at Paradisbakkeskolen, a school teacher at Paradisbakkeskolen, a home economics teacher at Paradisbakkeskolen, the SFO cook from the SFO (*after school care*) next to Paradisbakkeskolen, the health consultant from Bornholm municipality and an expert on school meal programmes. Situational Analysis and Mapping were used to analyse the data from the interviews. A small quantitative survey was conducted with the parents at Paradisbakkeskolen to support the findings from the semi-structured interviews.

Results: The findings indicate that the main challenges when implementing the new school meal programme was the low numbers of servings, economy and the school's facilities. Economy seemed to be an overall challenge for the school meal programme both in relation to the school meal supplier, the parents and the school. The school's facilities were perceived as a challenge for the school meal programme since the school did not have a production kitchen or a canteen. It was perceived as opportunity for the new school meal programme if the pupils were involved in the production of the school meal and if the pupils had an eating environment since it increases the likelihood for the pupils gaining ownership of the programme, which might increase the number of pupils using the programme. In relation

to the facilities it could be an opportunity with shifting lunch breaks since this would minimize the requirements for the size of the eating environment. The school meal programme was only a food service and did not involve teaching, which was a challenge since involvement of the pupils can increase the ownership of the school meal programme and promote healthy eating habits among the pupils. Some of the other opportunities for the school meal programme were the food patrol, the older pupils could eat in the sports club café, a discount system, more social gathering around the school meal, promotion and involve the pupils in the school meal programme. Additionally, the pupils and parents seemed satisfied with the new school meal programme. Some of the other challenges for the school meal programme were that the pupils had to pick up the school meal and the pupils only had 15 minutes to eat their lunch. A challenge for the school meal programme seemed to be the lack of communication and collaboration between the supplier and the school. However, it could be an opportunity for the school meal programme if the supplier and representatives from the school engage in a dialogue to discuss their future collaboration and their expectations to their partnership in relation to the new school meal programme. The school's food policy was an opportunity to promote healthy eating habits among the pupils at Paradisbakkeskolen, but since the food policy was not clearly defined it was perceived as a challenge. The new school legislation includes new methods of teaching, which was viewed as an opportunity to promote healthy eating habits among the pupils by integrating health and food into the teaching, projects and activities. However, it might not be included in the teaching since health and food are not specifically included in the new school legislation, which could be a challenge for promoting healthy eating habits among the pupils. Additionally, an opportunity to promote healthy eating habits among the pupils is that the school day will be longer with the new school legislation, which could provide more time for health and food in the school.

Conclusion: The main challenges when implementing the new school meal programme at Paradisbakkeskolen seemed to be economy and facilities. The main opportunities when implementing the new school meal programme at Paradisbakkeskolen seemed to be the food patrol, the older pupils could eat in the sports club café, a discount system, more promotion, more communication and collaboration in the partnership between the school and the supplier. The school meal programme and the new school legislation can both be viewed as opportunities and challenges in relation to promoting healthy eating habits among the pupils at Paradisbakkeskolen.

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Chapter 1:

Introduction



1. Introduction

Today non-communicable diseases, including cardiovascular diseases, cancer, obesity and type-2 diabetes, comprise one of the leading causes of death each year where poor diet is one of the major factors causing this development (Robertson et al. 2004). World Health Organisation (WHO) has estimated that 10-15 % of premature death in Europe is caused by an unhealthy diet and about a third of all cases of cardio vascular disease can be prevented by an improved diet. Worldwide overweight and obesity among adults are rapidly increasing and has turned into an epidemic (Robertson et al. 2004). This development is also seen both in Europe and Denmark (Kommissionen for de Europæske fællesskaber 2007, Christensen et al. 2014). Overweight and obesity has also turned into a global epidemic among children and adolescents (Kommissionen for de Europæske fællesskaber 2007, Matthiessen et al. 2014). Especially children from lower socio-economic groups are more likely to be or become overweight or obese (Matthiessen et al. 2014, Kommissionen for de Europæske fællesskaber 2007, Mikkelsen, Ohri-Vachaspati 2013). Eating habits are founded early in life and health promotion among children can have a positive impact on their eating habits, health and decrease the risk of developing overweight during childhood and later in life (Mikkelsen, Ohri-Vachaspati 2013, Kommissionen for de Europæske fællesskaber 2007, Fødevarestyrelsen 2012, Vine, Elliott 2013, Van Cauwenberghe et al. 2010, Wang, Stewart 2013). The latest reports on Danish children's dietary habits show that children in general consume too much sugar and saturated fat compared to the dietary recommendations. Additionally, the intake of dietary fibre, fish, vegetables and fruit among the Danish children are too low compared to the dietary recommendations. The increased development of overweight and obesity among children and the children's eating habits indicate a need for improving their diet (Christensen et al. 2012, Pedersen et al. 2010, NNR 2014). Evidence suggests that school based interventions are a promising strategy to promote healthy eating habits among children since the children's eating habits are influenced by the school (Wang, Stewart 2013, Mikkelsen 2014). Children spend up to 50 % of their day in the school and consume several meals per week here, which makes the school-based interventions relevant when promoting healthy eating habits (Mortensen, Mikkelsen & Husby 2010, Fødevarestyrelsen 2012, Vine, Elliott 2013, Mikkelsen, Ohri-Vachaspati 2013). School based interventions have evoked a growing interest among policy-makers (Wang, Stewart 2013, Mikkelsen 2014). However, further research is still required in order to deliver sufficient evidence to convince policy-makers that school based strategies can promote healthy eating habits among children (Mikkelsen, Ohri-Vachaspati 2013). Literature indicates that providing pupils with a healthy school meal can enhance the pupils' health status (Fødevarestyrelsen 2012, Wang, Stewart 2013). Research has also shown that school meals are often more in line with nutritional recommendations compared to packed lunch and meals purchased outside schools (Mikkelsen 2014). Nevertheless, research indicates that one of the most efficient school based strategies is

the health promoting school approach where health promotion is integrated in every aspect of the school (Wang, Stewart 2013). The health promoting school approach recognizes the importance of healthy food available in school, health specifically integrated in the curriculum, a food policy and cooperation between the school, family and local community (Wang, Stewart 2013). In order for a school meal programme to be efficient in promoting healthy eating habits among children it can therefore be essential to include aspects such as learning and collaboration combined with healthy meals available (Mikkelsen 2014, Wang, Stewart 2013).

Worldwide there are several approaches to school meals and each country is handling food and nutrition at schools very differently (Mikkelsen 2014). Sweden and Finland have a collective approach to school meals where the welfare system provides free school meals paid by taxes (Mikkelsen 2014). France and the United Kingdom have a semi-collective approach where the school meal is paid by the parents. Denmark, Netherlands and Norway have a non-collective approach where it is not a national obligation to offer school meals (Mikkelsen 2014). In Denmark, this non-collective system has resulted in a number of different approaches to school meals. Some schools do not offer school meals, some offer snacks, some offer school meals produced at the school and some offer school meals provided by external suppliers (Mikkelsen, Ohri-Vachaspati 2013). Some schools have engaged in projects like the Food schools (*Madskolerne*) and the EAT schools where there is a noticeable focus on food and nutrition. A common feature of these projects is that they have a participatory, holistic approach to school meals, which can be associated with the health promoting school approach (Rambøll 2011, Københavns Kommune b, Mikkelsen et al. 2013).

In August 2014, a new school legislation will be implemented at all elementary schools in Denmark. This legislation will restructure the schools by introducing longer and more flexible school days with increased time for teaching and new and more varied methods of teaching (Folketinget 7/6/2013). The school legislation introduces 45 minutes of physical activity as a mean for promoting health among the pupils, but does not include food and meals, which can be just as important for a healthy lifestyle (Gibney et al. 2013, Undervisningsministeriet 2014). We see the introduction of the new school legislation as an opportunity to rethink the approach to school meals since the school day will become longer resulting in more meals being consumed in school. Furthermore, the new teaching methods and the new structure of the school could be an opportunity to include interdisciplinary teaching about health and food (Undervisningsministeriet 2014). As Masters in Integrated Food studies, we are concerned about the rapid development of the obesity epidemic and diet related diseases and in this context we see the school as an important arena to promote healthy eating habits. School meal programmes associated with the health promoting school approach should be considered as a means to promote healthy eating habits among pupils (Wang, Stewart 2013).

However, it is essential that the school meal programme is implemented and well-founded since school meal programmes often are faced with challenges such as low number of pupils using the programme and economy (Brinck, Hansen & Kristensen 2010). Therefore, it is important to identify the opportunities and barriers that lie within the implementation of a school meal programme before it can promote healthy eating habits prospectively. According to the Situational Analysis, it is essential to recognize that each situation or school in this case differ in terms of human actors, nonhuman actors and discourses (Clarke 2005). Due to this, the same initiative will work differently depending on the school and it is therefore important to look at each school in order to identify how a school meal programme can be implemented at the specific school and how it can promote healthy eating habits among the pupils (Clarke 2005). We have therefore chosen to study a specific school Paradisbakkeskolen that implemented a new school meal programme in February 2014. Paradisbakkeskolen is located at Bornholm, which is a challenged municipality in relation to its citizens' health status and it could therefore be relevant to promote healthy eating habits among the pupils to decrease the development (Robinson et al. 2014). The school had established a collaboration with the local sports club café in Nexø concerning the school meal programme. Paradisbakkeskolen and Nexø sports club are located side by side and the sports club café supplies the school with lunch meals every day. Research on how a healthy school environment can be extended beyond the school buildings and into the local community is needed, which makes this collaboration interesting to study (Mikkelsen, Ohri-Vachaspati 2013). Paradisbakkeskolen was used to investigate what it requires for a school meal programme to be implemented and well-founded and the opportunities and barriers in relation to this. Additionally, it was examined how the new school meal programme and Paradisbakkeskolen could promote healthy eating habits among the pupils from 0-9 grade. In this context the new school legislation was included to investigate how the new structure of the schools can be used to include health and food in the school and promote healthy eating habits among the pupils prospectively. The present study focused on the lunch meal and did not address breakfast, morning snack or afternoon snack even though these meals also can be important in relation to promotion of healthy eating habits. The new school meal programme at Paradisbakkeskolen includes only lunch and therefore lunch was the focus in this study.

The present study primarily used qualitative semi-structured telephone interviews with key actors involved in the school meal programme. Additionally, a small quantitative survey was conducted to support the findings from the interviews. In this study, it was relevant to use qualitative methods because it can provide in depth understanding of the opportunities and challenges when implementing the school meal programme, which can contribute to adjust the programme and strengthen the target group's satisfaction with the programme (Wang, Stewart 2013). A recent systematic review suggests that more qualitative

studies on how school meal programmes can be implemented and modified are needed to support the quantitative studies, which our study can contribute to (Wang, Stewart 2013). To understand and embrace the complexity concerning school meal programmes and the different actors involved in the programme, the Situational Analysis and Mapping by Adele Clarke was used (Mikkelsen 2014, Clarke 2005).

1.1. Problem statement

What are the opportunities and challenges when implementing the new school meal programme at Paradisbakkeskolen?

How can the new school meal programme and the new school legislation be used to promote healthy eating habits among the pupils from 0-9 grade at Paradisbakkeskolen?

1.2. Clarifications of central terms

1.2.1. Opportunity

When referring to opportunities in this study and in the problem statement it can also mean possibilities, options and sometimes advances in relation to the school meal programme.

1.2.2. Challenge

Challenges and barriers are perceived as the same in this study and they are referred to when there is a problem or difficulties in relation to the school meal programme.

1.2.3. Health

In this study, health is perceived as WHO defines it:

“Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”

(WHO b)

1.2.4. Well-founded school meal programme

In this study, a well-founded school meal programme is defined as a school meal programme that is profitable for the supplier and can continue infinitely in relation to economy and workload. A well-founded school meal programme is also overall perceived by the school staff, the pupils and the parents as satisfactory.

1.2.5. Food service and school meal programme

A food service at a school only provides school meals to pupils unlike a school meal programme, which can consist of other aspects as well such as teaching linked to the school meal programme and involvement of pupils in the school meal programme.

1.2.6. Discourse

In this study the term discourse will be used as Adele Clarke perceives it. Discourses include a person's, a group's or the societies' opinions, thoughts and views on a specific area as they express themselves verbally or written. The discourses are the stories behind the situation and are essential to understand a situation (Clarke 2005).

1.2.7. Elements

When referring to elements it includes discourses, nonhuman actors (objects) and human actors.

1.2.8. SFO

The SFO or the "skolefritidsordning" is the Danish word for the after school care, where many children spend their afternoon after being in school. There is an after school care connected to Paradisbakkeskolen and when referring to the after school care in this study the word SFO will be used.

Chapter 2:

Postmodern society and Situational Analysis and Mapping



2. Postmodern society and Situational Analysis and Mapping

The characteristic of the postmodern society will first be described to understand how we perceive the world and the terms we claim research today has to abide by when conducting research since the present study are affected by this. The schools are a part of the postmodern society and therefore affected by its changeability. An example of how the schools have to adjust to the postmodern society's changeability is the new school legislation because it changes the schools structure radically. In this chapter, the considerations behind the qualitative method Situational Analysis and Mapping and the actual method will be explained since this was the foundation of the study and the method used to analyse the situation regarding the new school meal programme at Paradisbakkeskolen. In the last section of this chapter, our preconception will be explained.

The postmodern society is characterized by a new way of understanding science, technology and societal development (Andersen, Kaspersen 1996). The technological science is evolving and changing rapidly and along comes a societal complexity. It is therefore essential to acknowledge the fact that chaos, randomness and ambiguity is a part of society (Andersen, Kaspersen 1996). The society is characterised by specialization and individualisation and due to this, populations no longer have a mutual awareness (Fuglsang, Bitsch Olsen & Rasborg 2013). This means that traditions, values and norms are disintegrating, which requires individuals to be critical and consider every choice constantly (Andersen, Kaspersen 1996). However, the postmodern society is connected through specializations and mutual dependency (Fuglsang, Bitsch Olsen & Rasborg 2013). An example could be that when pupils prepare a meal they could depend on their computer and the internet to search for recipes, specialized farmers to produce ingredients and the supermarket to store and sell the ingredients, electricity to cook and store the meal, designers who have designed the kitchen equipment and the factories which have produced it etc. This example illustrates the mutual dependency between different elements.

The postmodern society's changeability and complexity requires researchers to look at each research situation, which is emphasized by Adele Clarke in the Situational Analysis and Mapping (Clarke 2005).

Situational Analysis and Mapping by Adele Clarke is inspired by Grounded Theory by Glaser and Strauss. However, Adele Clarke also disagrees on many points from Grounded Theory (Clarke 2005). Grounded Theory is a research method studying social life by analysing the "basic social processes" through qualitative data (Clarke 2003). Grounded Theory has roots in a positivist tradition and it uses a systematic approach to analyse the qualitative data (Clarke 2005). Largely, the method includes coding of textual material, categorizing the codes and at the end developing a more formal theory (Clarke 2003). Adele

Clarke's vision was to resituate Grounded Theory around the postmodern turn. This is done by using new approaches to analysis, which are Situational Analysis and Maps (Clarke 2003).

Adele Clarke emphasizes that the postmodern society is characterized by instabilities, contradictions, heterogeneity and fragmentation (Clarke 2003). The world is complex and in constant change and it does therefore not make any sense to develop a theory of something that is always changing (Clarke 2005). New methods are therefore needed to address and analyse the complex and heterogeneous world. These methods should embrace situational thinking, variations, differences, complexities and instabilities. Adele Clarke argues that the analytic focus should be on each situation and the researcher should be aware that it is constantly changing. Due to this, it is impossible for researchers to draw any final conclusions and generalizations about social life. It is only possible to draw conclusions on the individual situation.

Nevertheless, she claims that in each situation you still have to be careful about drawing final conclusions since the social life is an ongoing negotiation between people (Clarke 2003). Situational Analysis offers provisional grounded theorizing of a specific research situation, but it does not necessarily offer a comprehensive "grounded theory" like traditional Grounded Theory does (Clarke 2003). It is only possible to compare the grounded theorizing with similar situations, but it is not possible to transfer the grounded theorizing directly to another research situation (Clarke 2005).

Adele Clarke also claims that Grounded Theory oversimplifies and minimises the differences in the results where it seems more important to report coherence in the data instead of addressing the contradictions and incoherence within the data. In contrast to this, Situational Analysis wants to address silence in the data, silence of resistance and contradictions (Clarke 2005).

The Situational Analysis allows researchers to draw together empirical data, studies, literature, etc. to analyse a complex situation. By the use of Maps it is possible to lay out all the key human actors, nonhuman actors and discourses in the complex situation, in order to capture and discuss the relations among them (Clarke 2003). Adele Clarke argues that the maps can provoke one to see the situation of interest from a different perspective and gain new knowledge and relations regarding the study, because the maps visualize the research area and introduce a different way of working. One can also more easily and quickly move around in a map than in a text (Clarke 2005). It is crucial to keep an open mind when mapping the data and allowing the data to reveal the possibilities and barriers in the situation and use that as the foundation to choose the theory that suits the situation (Clarke 2005). In the present study, this was done by collecting the data before determining the theory.

There are three types of analytical maps; Situational Maps, Social Worlds and Arenas Maps, and Positional Maps (Clarke 2003). In this master thesis, the Situational Maps were only used since they can facilitate the analysis of the situation concerning the school meal programme at Paradisbakkeskolen. These maps lay out

all the important human actors, nonhuman actors also called objects and discourses in a situation and can provoke analyses of relations among the different elements (Clarke 2003). In this study, the nonhuman actors will mainly be referred to as objects and the human actors will primarily be referred to as actors. The Situational Maps include Messy Maps where all the elements in the research situation are mapped and include Ordered Maps where the elements are divided into categories. Lastly, there are Relational Maps, where one element is selected and all the actors, discourses and objects, which have a relation to the element are placed on the map and connected by lines (Clarke 2003). In this master thesis, a Messy Map was created to identify our preconception and first thoughts concerning the project. When all the data from the semi-structured interviews were collected, a new Messy Map was created. From the Messy Map important elements or themes emerged and these elements were used to create different Relational Maps that provided an overview of the key elements in the current situation at Paradisbakkeskolen. When the findings from the semi-structured interviews were analysed, the relations between the elements were perceived as essential for the understanding of the situation. The Ordered Map was therefore not used since it separates the actors, objects and discourses.

According to Adele Clarke, the researchers cannot be 'invisible' in a study, because the research is influenced by the researchers' knowledge and interests. Prior knowledge is considered as valuable because it is not necessary to invest time to reinvent aspects, which have already been invented (Clarke 2005). Even before a study is initiated, researchers store a lot of knowledge, information and assumptions about the area and that affects the chosen research topic. Additionally, due to the researcher's theoretical background there is a chance for the researcher to impose new meaning into the collected data even though the new meaning has not appeared in the collected data. For this reason, it is important to do an attempt to assess the preconceptions (Clarke 2005). Our thoughts, prejudices and knowledge concerning the research were included in a Situational Messy Map, which will therefore be presented in the next section.

2.1. Preconception

The approach Situational Analysis and Mapping claims that researchers cannot be objective since the researchers are embedded in their preconception and it is therefore important for researchers to be aware of their preconception and then challenge it (Fuglsang, Bitsch Olsen & Rasborg 2013, Clarke 2005, Kvale 1997). When the present study was initiated Adele Clarke's Situational Map was used to unfold our preconception embedded in our current understanding, knowledge and prejudices about the specific situation. This was done by creating a Messy Map (Appendix 1). The Messy Map was created based on literature, studies, our preconception and assumptions in the very beginning of the study to 'open up' the problem field and get an overview of the study (Clarke 2005). The Messy Map was also based on

information about the school meal programme at Paradisbakkeskolen as we received before the actual data collection. The Messy Map was created by the use of a big poster, where post-its were used to write down and place the different actors, objects and discourses. To begin the process some of Clarke's questions like "Who and what are in this situation?" and "Who and what matter in this situation?" were used. All the elements that matters in the situation were mapped, knowing that later some of them could be removed if they did not continue to be of interest (Clarke 2005). Actors, objects and discourses were assigned a specific colour, to keep track of the different elements. The map provided insight in the situation as we perceived it and identified important actors, objects and discourses in order to recognise important actors to interview and what issues the interviews could address.

Since the preconception is dynamic, our preconception continued to change alongside with new knowledge and understanding both derived from literature, interviews and the final analysis (Clarke 2005).

The Messy Map revealed some of our preconceptions (Appendix 1). We had a preconception that school meal programmes can promote healthy eating habits among pupils. We believe that in order for a school meal programme to promote healthy eating habits among pupils they have to be taught about health and food and should also be involved in the food production.

We have a preconception that healthy eating habits should meet the Nordic Nutrition Recommendations (NNR 2014). Nevertheless, we believe that pupils might perceive healthy food as boring and that healthy food taste bad. We believe that the Danish government perceive school meal programmes as expensive and time consuming. The new school legislation only involves physical activity and we were puzzled about why food was not a part of it, but we saw an opportunity to involve food and health in the school when the new school legislation is implemented. We perceive the collaboration between Paradisbakkeskolen and Nexø sports club, regarding the new school meal programme as an opportunity for promoting healthy eating habits among the pupils. We see the potentials and the link between the project SMIL and the new school meal programme since both could improve the children's eating habits.

We have to acknowledge that we are embedded in our preconception about health and food as important due to our profession. Our preconception is not necessarily the same as other people's preconceptions. We have to challenge and be aware of our preconception in order to stay "true" to the methods we have chosen, to produce our data and knowledge.

Chapter 3:

Theoretical framework



3. Theoretical framework

In this chapter, the literature search will be explained since this is the foundation for the theoretical framework. The next section will address the Danish children's eating habits to provide an understanding of why and how the eating habits can be improved. The next sections of the chapter will provide an understanding of how Danish schools in general are organized in relation to food and meals and food policies. Furthermore, the new school legislation will be presented since it will change some of the schools' structures, which can influence the organization of food and meals at the schools. These first sections should provide an understanding of the context that Paradisbakkeskolen is submitted to in relation meals and food at the school. Paradisbakkeskolen will be presented along with the public private partnership between Paradisbakkeskolen and Nexø sports club café concerning the new school meal programme. Theory about communication will be presented since this can be important when implementing the school meal programme. Lastly, the health promoting school approach will be explained since this approach could be a possible strategy to promote healthy eating habits at Paradisbakkeskolen. This chapter was completed after collecting and analysing our data and the data was the foundation for the theory that appropriate the situation since it is important to allow the data to determine the theory according to Adele Clarke (Clarke 2005).

3.1. Literature search

To create a thorough evidence base for the present study, relevant literature and studies were applied. However, evidence on school based strategies in relation to promotion of healthy eating habits among pupils is still limited (Mikkelsen, Ohri-Vachaspati 2013, Wang, Stewart 2013).

Systematic literature searches have been done in the following electronic databases: Academic Search Premier, Scopus, Web of Science, PubMed and Eric. The searches focused on the following search questions and key words:

- How can school food facilitate healthy eating habits among children? With the key words; "school food", facilitate, "healthy eating habits" and children.
- How can a health promoting school facilitate healthy eating habits among children? With the key words; "health promoting school", facilitate, "healthy eating habits" and children.
- What are the effects of a food and nutrition policy and what does it take in order for it to have a positive effect on healthy eating habits among pupils in schools? With the key words "food policy", effect, "healthy eating habits" and school.

Synonyms for the key words were identified such as the key word "children" can be referred to as "pupils" in the literature (Appendix 2). The key words and the synonyms were used in the searches where different

components were included or excluded from search to search. For example some of the key words were excluded if the search was too narrow. If it was too broad the search was adjusted to only search for the key words in the abstract or the title or only search for systematic reviews or peer-reviewed articles. What specifically was included and excluded in each search is described in appendix 2. To identify the relevant literature generated from the searches, all titles or abstracts were reviewed. Articles were rejected if it was possible to determine from the title and abstract that the article was not relevant when having to answer the search questions.

Searches in Google Scholar were based on selected references, titles, authors etc.

The most recent literature, primary sources, systematic reviews and peer-review articles have been prioritised to use in the study. However, it has been necessary to use other literature from webpages, articles and reports as a supplement since these can reflect tendencies in the society and expresses the situation as it is now, compared to scientific articles, which can take years or month to write. These sources have therefore been relevant to include because the situation is constantly changing. Additionally, the new school legislation is a relatively new topic and the scientific literature is limited. Throughout the study, the literature, studies and theories will be critically examined and evaluated. The searches were mainly done in English, but Danish literature has been applied to gain insight to the problem field nationally.

3.2. Danish children's meal habits

In this section Danish children's eating habits will be elaborated based on the latest reports *Danske børn og unges måltidsvaner 2005-2008* and *Danskernes kostvaner 2003-2008*, which is assumed to be representative for children dietary habits today. The findings of the two reports will be compared to the Danish dietary recommendations and the Nordic Nutrition Recommendations to provide an understanding of children's diet and how it can be improved.

The comparison will provide a foundation for what school meal programmes should focus on in relation to nutrition. Table 1, on the next page, provides an overview of the nutrients and food items Danish children consume compared to the recommendations. The specific nutrients and food items are selected since they can characterize a healthy diet and the children's diet does not meet the recommendations of the specific nutrients and food items (NNR 2014, Tetens et al. 2013). As presented in table 1, the Danish children's diet contains in general 15 E% saturated fat, which is higher than the recommended 10 E% (Pedersen et al. 2010, NNR 2014). Additionally, Danish children consume in average 12 E% added sugar, which is more compared to the recommended since added sugar should be below 10 E% (Pedersen et al. 2010, NNR 2014).

Table 1: Danish children intake of nutrients and food compared to the dietary recommendations and the Nordic Nutrition Recommendations

Nutrients/food	Danish children's intake	The recommendations
Saturated fat	15 E%	10 E%
Added sugar	12 E%	10 E%
Dietary fibre	17-18 g/day	25-35 g/day
Vitamin-D	2,3 µg a day	10 µg a day
Fish	11-12 g/day	77-84 g/day (200-300 g/week)
Vegetables and fruit	122 g/day vegetables and 260 g/day of fruit correspond to 382 g/day in total from children from 4-10 years of age	300-500 g/day for children from 4-10 years of age
Vegetables and fruit	131 g/day vegetables and 274 g/day of fruit correspond to 405 g/day in total from people over 10 years of age	600 g/day for people over 10 years of age

Table 1: The left column lists the nutrients and food items. The middle column lists the Danish children's intake of the nutrients or food items. The right column lists the recommended intake of the nutrients or food items.

The high intake of saturated fat and added sugar is primarily caused by a diet high on fatty- meat- and dietary products, soft drinks, candy, etc. (Christensen et al. 2012). The children consume in average 17-18 g/day of dietary fibre, which are lower than the recommended 25-35 g/day (Pedersen et al. 2010, NNR 2014). The children's intake of vitamin-D is in average 2,3 µg a day, which is considerable lower than the recommended intake of 10 µg a day (Pedersen et al. 2010, NNR 2014). The low intake of dietary fibre and vitamin-D are primarily caused by a low intake of fish products, vegetables and whole grain products (Christensen et al. 2012). The children consume in average 11-12 g/day of fish corresponding to 77-84 g/week, which is lower than the recommended 200-300 g/week (Pedersen et al. 2010, Tetens et al. 2013). The children from 4-10 years of age consume in average 122 g/day of vegetables and 260 g/day of fruit, which corresponds to 382 g/day in total and is in accordance with the recommended 300-500 g/day vegetables and fruit for children between 4-10 years. However, the children over 10 years consume in average 131 g/day vegetables and 274 g/day of fruit correspond to 405 g/day in total and is notably lower than the recommended 600 g/day vegetables and fruit (Pedersen et al. 2010, Tetens et al. 2013). Lunch and dinner are the daily meals that in average contribute most to the children's intake of fat. The children below 11 years of age have a diet more consistent with the dietary recommendations than the children over 11 years of age. From this age, they eat less rye bread, vegetables and more fast food (Christensen et al. 2012). The children below 10 years of age have a consistent meal pattern throughout the day. However, with the children who are more than 11 years of age old this consistent pattern changes and becomes less consistent because the children often skip meals. Children over 11 years of age often skip the

lunch box on weekdays and purchase lunch outside school (Christensen et al. 2012). Since the lunch box is often deselected in this age group it could be beneficial to offer other healthy options in the school than the lunch box (Christensen et al. 2012). Additionally, research has shown that school meals are often more in line with nutritional recommendations and healthier than the lunch box and meals purchased outside schools. The findings therefore indicate that a strategy to improve the children's diet could be through school meal programmes (Mikkelsen 2014). The skipping of meals is unfortunate since it can affect the children's ability to concentrate and memorise specific things (Christensen et al. 2012).

Overall, the findings indicate a need for improving children's diet especially among the children over 11 years of age. However, drawing conclusions based upon this data should always be interpreted with caution since dietary surveys are often biased due to people over- and underreporting their food intake (Christensen et al. 2012, Pedersen et al. 2010). In the reports used in this section, the parents have either helped the children with reporting their eating habits or done it by themselves. There is a risk that the parents might over-report their children's intake of healthy food products like fruit and vegetables and underreport their children's intake of unhealthy food products like candy, soft drinks etc. (Christensen et al. 2012, Pedersen et al. 2010).

3.3. Organization of meals and food in Danish schools

This section provides an understanding of how the schools in Denmark are organized concerning food and meals since this affects the context that Paradisbakkeskolen is submitted to.

School food has often been a debated topic in Denmark throughout the years, which has been illustrated in legal texts, articles, journals etc. (Benn 2010). In Danish schools many pupils bring their own packed lunch every day. The packed lunch can symbolize a greeting from home in the middle of the school day and an emotional contact between parent and child. Simultaneously the packed lunch consists of the food items the parents consider as a proper meal for that particular child (Benn 2010). In Denmark free school meals have never been offered and each pupil and their parents have responsibility for the school lunch. In some Danish schools though, it is possible to purchase school meals (Benn 2010). The study *Statusundersøgelse om madordninger og mad- og bevægelsespolitikker i dagtilbud og på skoler 2008* showed that in 2008, 61 % of the Danish schools that participated in the study, had a school meal programme where the pupils could buy lunch and 61% of these schools had the school meals delivered by external suppliers (Christensen 2009). Nevertheless, the school meal programme is often considered as a supplement to the lunch box (Haastrup 2005).

Food and meals are a part of the everyday life at the school even though the school legislation does not provide any rules or guidelines for how the school should address this (Undervisningsministeriet 2014). There are no provisions concerning school meals, the duration of the lunch or where to eat the lunch (Benn 2010, Undervisningsministeriet 2014). However, some schools and municipalities have developed requirements for the food served at the schools through food policies (Benn 2010). Additionally, there are some initiatives from the Danish Veterinary and Food Administration with suggestions for food policies, recommendations for healthy school meals and a “mobile task force”, which can guide schools on school food (Benn 2010, Fødevarestyrelsen 2010).

There are different rules concerning what pupils are allowed to do depending on the grade, which influence the pupils’ eating behaviour. In the small grades the teachers often manage the eating situation in the school, but the older the pupils become, the more responsibility the pupils are given to manage their own lunch break (Haastrup 2005). The older pupils are often allowed to leave school in the lunch break and this offer is used by many pupils. Due to this, the social gathering around the meal is often dissolved and the food is eaten “on the go”. The parents do also lose some control with the children’s meals and the pupils have to manage time, money, content and the social aspect to a greater extent (Haastrup 2005). The older pupils are liberating themselves from their parents and other authorities like the school and it can provide the pupils with a sense of freedom when leaving the school area (Mortensen, Mikkelsen & Husby 2010). When the older pupils leave the school, it gives them the opportunity to go to shops nearby and buy lunch, which is often healthier than the lunch box or the school meal (Mortensen, Mikkelsen & Husby 2010, Nelson 2012).

Many schools do not have a canteen or a room to eat in, but the schools’ eating environment has a significant influence in regard to the pupils’ eating behaviour (Haastrup 2005, Sobal, Wansink 2007). An important factor when wanting to improve the pupils’ eating habits is therefore the environment where they eat lunch, since this can affect the intake of food and whether they eat at the school or leave to purchase unhealthy food (Sobal, Wansink 2007, Mortensen, Mikkelsen & Husby 2010). A project called “*Effektvurdering af Interventioner omkring frokost for børn og Unge i Skoler*” (EVIUS) evaluated the effect of interventions in relation to school meal programmes in Denmark (Mikkelsen et al. 2010). The project EVIUS shows that by improving the canteen’s environment it made the pupils use the school meal programme to a greater extent than before the change. Furthermore, EVIUS argues that the lunch should be eaten in nice surroundings where the meal becomes a natural gathering with social interaction (Mortensen, Mikkelsen & Husby 2010).

The pupils typically have about 15 min. to eat the lunch in the school and for some pupils it is important to eat fast in order to get out in the schoolyard to play (Haastrup 2005). Lunch is rarely used in relation to

educational and pedagogical work, but is often perceived as annoying extra work that is time consuming for the teachers. Additionally, the teachers' break is often during the same time as the pupils' lunch break, which can be a barrier when wanting to include educational and pedagogical work connected to the eating situation. The teachers own social aspect of the meal therefore compete with the pupils' (Haastrup 2005).

3.4. School food policy

This section will provide an understanding of how a school food policy can provide guidelines for a healthy environment at schools, which can contribute to promote healthy eating habits among pupils.

A school food policy can be an important tool to create the basis for a healthy eating environment at schools (van Ansem et al. 2013). 53% of the public schools in Denmark had a food policy in 2008 (Christensen 2009). A school food policy includes nutritional guidelines, availability of food and beverages sold at the school, food rules concerning what is allowed to be eaten at the school and price regulations regarding food and beverages sold at the school. The effect of a food policy depends on the content of the policy, how it is implemented, how it is enforced and if key actors, such as teachers and parents support the policy (van Ansem et al. 2013). The communication between the key actors is important for the implementation of the food policy as well (Vine, Elliott 2013). It is essential that the policy is clear and well-formulated in order for all the actors to know what is allowed and recommended and to avoid confusion. Additionally, it is important to know what the procedures are if the policy is not followed (van Ansem et al. 2013). Van Ansem (2013) and Vine and Elliott (2013) recommend schools to cooperate with experts in public health nutrition about the food policy since it can be difficult for the teachers and other school staff to determine, which food items that are healthy or not (van Ansem et al. 2013, Vine, Elliott 2013).

3.5. The new school legislation

This section will provide an overview of some of the aspects the new school legislation will introduce and how the Danish schools will be structured since this will affect Paradisbakkeskolen.

The new school legislation will be implemented in august 2014 in all public schools in Denmark. The new school legislation includes a longer school day with increased teaching hours (Folketinget 7/6/2013). There will be an increased involvement of pedagogues and other staff with relevant qualifications to support and supplement the teachers in the school. Additionally, the link between theory and practice will be increased. A new concept called supporting courses (understøttende fag) will complement and support other courses

like math and Danish (Folketinget 7/6/2013). The supporting courses will for example be used to learning activities that are either directly related to other courses or aim to enhance the pupils' learning, social skills, development, motivation and well-being. It seems to be the schools' responsibility to decide how these supporting courses should be used, practically (Undervisningsministeriet 2014).

45 minutes of physical activity in average will be included in the school day, which can both be part of the course's physical activity and the supportive courses (Folketinget 7/6/2013). The increased physical activity should enhance the motivation and learning and increase the overall health and wellbeing among the school children (Folketinget 7/6/2013). However, a healthy lifestyle includes more than just being psychically active and healthy eating habits could be considered equally important to increase the health and wellbeing and enhance the motivation and learning among the pupils (Gibney et al. 2013, Wang, Stewart 2013). Furthermore, satiated children are often concentrated to a greater extent during classes than hungry children are (Fødevarestyrelsen 2012, Valaitis, Hanning & Herrmann 2013). Nevertheless food and meals are not included in the new school legislation except on a voluntary basis and specific leaning about food is only included in the course "home economics" (Undervisningsministeriet 2014). Food and meals are primarily addressed in the course home economics in Danish public schools (Haastrup 2005). Home economics is a mandatory course in the seventh grade, but the schools also have to offer it as an optional course. The new school legislation aims to simplify the course to include knowledge and skills related to food and cooking (Undervisningsministeriet a). Food will be the focal point for the activities in home economics and the aims for the course will be changed to reflect this (Undervisningsministeriet a). Nevertheless, final aims of the course are not done (Undervisningsministeriet b). However, the key themes food and cooking can include different courses and it could be used in interdisciplinary courses like the supporting courses (Haastrup 2005).

3.6. Paradisbakkeskolen and school meal programmes

This section will provide an understanding of Paradisbakkeskolen in relation to health and food and in relation to their partnership with Nexø sports club café concerning the new school meal programme.

Paradisbakkeskolen is located in Bornholm municipality, which is a challenged municipality in relation to its citizens' health status (Robinson et al. 2014). The latest report on the citizen's health profile in Region Capital shows that Bornholm's citizens have unhealthy eating habits and sedentary lifestyles compared to the rest of Region Capital's citizens. It also shows that those with low educational levels are the ones with the unhealthiest lifestyles (Robinson et al. 2014). Due to this, the project "*Sundhed og Lokalsamfund*" (SoL) focussed their research on Bornholm to decrease the prevalence of overweight and lifestyle-related

diseases among children and adults on Bornholm (Aalborg Universitet). The aim of the project SoL is to promote health among families on Bornholm by influencing their purchasing- and eating habits and physical activity level. SoL involves three local communities Allinge-Sandvig, Hasle and Nexø, where Nexø is the community that the case school Paradisbakkeskolen is located in (Aalborg Universitet). SoL also involved Paradisbakkeskolen in their research where they covered the pupils' opinions about school food and their evaluation of the previous school meal programme at the school at a meeting with the student council in September 2013. The meeting was documented by two interns in an assignment (Kjærsgaard, Andreasen 2013). Furthermore, a future workshop with the second grade pupils was used to collect data for a master thesis (Schmidt 2013). The studies show that some of the criticism the pupils had regarding the previous school meal programme were that the meals were unhealthy because it contained white pasta and bread and the meals were not satiating. Furthermore, the pupils found the school meal was too expensive considering the quality, amount of food and the food was not diverse enough. The pupils want to eat together with their classmates and they did not always want to eat in the classroom (Kjærsgaard, Andreasen 2013, Schmidt 2013). The pupils would like to have the opportunity to eat outside (Schmidt 2013). The pupils want healthy snacks to be available and a bigger selection of food to buy. The pupils want warm dishes, which satiate like soups, chicken, tacos, tortillas and healthy pizzas and they make their own sandwiches. Additionally, the pupils considered fresh food as being important and they would like to have more than one place to pick up the food. Furthermore, the pupils would like to participate in the food production, the selling and the serving of the food (Kjærsgaard, Andreasen 2013, Schmidt 2013). The pupils also want to have an outdoor kitchen where they could prepare food. The pupils would like to produce meals together with cooks because they can give them advice (Schmidt 2013). Some of the pupils suggested establishing a food patrol, which they could sign up for and help to prepare some of the food. The pupils emphasized that they could order the food in advance to avoid food waste (Kjærsgaard, Andreasen 2013).

It was not possible to find a food policy on the official webpage of Bornholm municipality, which indicates that Bornholm municipalities have not developed any requirements or food policies for the food served at the schools (Bornholms Regionskommune b). However, Paradisbakkeskolen has developed a food policy (Appendix 3). The food policy primarily includes food rules concerning what is not allowed to eat at the school. The policy does not allow candy, chips, cake and soda at the school including on birthdays. The policy states that:

“The school may waive the food policy on special occasions”

(Appendix 3)

However, it is not specified what special occasions include. Additionally, one of the policy's goals is that the food and beverages sold at the school are of high quality, but it does not specify what a high quality means.

3.6.1. Private public partnership between Paradisbakkeskolen and Nexø sport club café

The new school meal programme at Paradisbakkeskolen is a collaboration between the public school and the private business Nexø sports club café. The new school legislation wants schools to engage in cooperation, including partnerships with the local community such as music schools and sports clubs that can contribute to meet the aims of school courses (Undervisningsministeriet 2014). The cooperation Paradisbakkeskolen has engaged in with Nexø sports club is in line with this aspect of the legislation. The development of these private-public partnerships is increased and recognized to have considerable potential for the performance of both partners (Austin 2000). The findings from project EVIUS shows that most of the schools had school meals delivered by private external suppliers (26 out of 35 schools) and for most of the suppliers, school food was a new area, just like it is for Nexø sports club café (Brinck, Hansen & Kristensen 2010). However, many of the suppliers withdrew, went bankrupt or raised the price (which was 20 kr.) after the project ended. The authors of EVIUS mention that it could be because it was a new area for the suppliers. Additionally, they mention that the suppliers did not receive much support and were quite alone with the task (Brinck, Hansen & Kristensen 2010). This implies that cooperation between a school and a private supplier can be a challenge and it is therefore important to know how to strengthen such cooperation. One of the main factors for having a successful collaboration is to have a clear purpose (Austin 2000). To ensure a clear purpose, it can be beneficial for the partners to create a written statement concerning the purpose and what to expect from each other and the partnership. Additionally, both partners should benefit from the collaboration and it should be relatively balanced. However, it can be difficult to assess or measure some of the benefits, but a sense of equal partnership is important to keep both partners interested in the cooperation. Communication is also important for a successful collaboration (Austin 2000).

3.7. Communication and collaboration in school meal programmes

This section will provide an insight to the importance of collaboration and communication between the actors involved in a school meal programme since this can be important when implementing a school meal programme.

Danish schools are not obligated to provide pupils with school meals and school meal programmes in Denmark are therefore primarily “bottom-up” approaches since these schools have decided by themselves to implement school meals (Ruge, Mikkelsen 2013). The “bottom-up” approach can make the programmes

more vulnerable since they rely more on the commitment and involvement of the different actors in the school meal programmes and cannot rely on higher public standards determined by the Danish government (Ruge, Mikkelsen 2013). It therefore seems to be important that everybody understands and supports the school meal programme otherwise it will not be well-founded (Valaitis, Hanning & Herrmann 2013). Communication could be crucial to establish a well-founded school meal programme.

It is essential to understand the complexity concerning school meal systems and to understand the different actors involved in a school meal programme in order for it to become a success and promote healthy eating habits among pupils (Mikkelsen 2014). The actors involved in a school meal programme need to be committed and collaborate in order for school meal programmes to be well-founded and become a joint project (Mikkelsen, Ohri-Vachaspati 2013). This is also in accordance with the findings from the project EVIUS (Mikkelsen et al. 2010). Furthermore, EVIUS argues that communication between the involved actors are important, which is also recommended by Danish Veterinary and Food Administration in *“Sund skolemad – med smag, smil og samvær”* (Mikkelsen et al. 2010, Fødevarestyrelsen 2012). A recent study emphasizes the need for stronger communication between all school staff and the school meal supplier when implementing food policies at schools (Vine, Elliott 2013). The study argues that is crucial to have a consistent communication and dialogue between the stakeholders involved in order to successfully implement food policies at schools. It also stresses that early consultation with the key actors involved is important since this can influence the long-term effect of the policy (Vine, Elliott 2013).

The literature indicates that communication between key actors is essential for schools meal programmes (Vine, Elliott 2013, Mikkelsen et al. 2010, Fødevarestyrelsen 2012, Mikkelsen, Ohri-Vachaspati 2013, Mikkelsen 2014). Therefore, it might be beneficial to consider communication and dialogue between the key actors involved when implementing the new school meal programme at Paradisbakkeskolen.

Additionally, the programme is a partnership between the school and the local sports club café and the foundation for a solid partnership is an effective ongoing communication since communication is essential for trust building and for a coherent collaboration (Austin 2000).

It can be a beneficial communication strategy to use two-way communication, where the communicator can gain information and knowledge about the audience through dialogue (Windahl, Signitzer & Olson 2013). The receiver is much more active and contributes to the communication, which makes it more dynamic. This way of communicating aims at a mutual understanding, negotiation and problem solving between the sender and receiver. A relevant communication strategy could be Communication Network, which is based on two-way communication and could potentially be applied to the new school meal programme at Paradisbakkeskolen (Windahl, Signitzer & Olson 2013). Communication Network is

characterized by interconnected individuals linked together by patterned communications flows where they share and exchange information with each other (Windahl, Signitzer & Olson 2013).

Figure 1: Kincaid's model of convergence communication

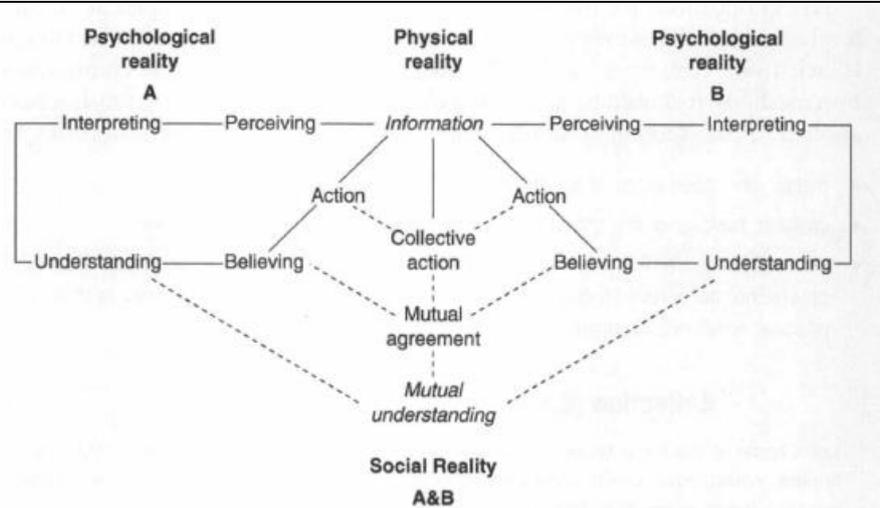


Figure 1: Kincaid's model of convergence communication (Rogers and Kincaid 1981). In the middle of the figure is the actual reality and in the right and left side of the figure is the reality as two different people perceive it. In a communication process, information is shared and each participant perceives it and arrives at her/his own unique interpretation, understanding and beliefs about the shared information. When each person reach their understanding and beliefs it can then be expressed to others, which is one type of actions and the action will create new information, which can be interpreted by other participants. In a dialogue the two people can also reach a mutual understanding, mutual agreement and collective actions.

Figure 1 illustrates how two people share and exchange information in a communication situation (Windahl, Signitzer & Olson 2013). The two people have two different psychological realities and when communicating together they perceive, interpret and understand the information, which might lead to a new belief and might lead to actions if the new belief is communicated to others. An ongoing communication process can lead to a mutual understanding and agreement between the two participants, which can lead to collective action. An example could be if a school established a food policy that everyone could agree upon and understand. This might lead to a collective action where all the actors follow the food policy. However, communication can also lead to misunderstandings between the actors, which can affect the outcome of the message (Windahl, Signitzer & Olson 2013). If this is the case the communication will not go through the whole model since the actors will not reach a mutual understanding or a collective action. Furthermore, it is also possible that the two participants simply do not agree on the topic. Mutual understanding between people usually occurs when meanings and information are exchanged in an ongoing process of interactions and communication (Windahl, Signitzer & Olson 2013).

In Communication Network it is essential to understand the individuals and groups linked together by the communication (Windahl, Signitzer & Olson 2013). Researchers and communication planners are therefore encouraged to communicate through people's network since it can be more effective to get a message out because there is often a connectedness, integration, diversity and openness within the network.

Communication Network might help the involved actors in the new school meal programme to reach a mutual understanding and commitment to establish a well-founded school meal programme (Windahl, Signitzer & Olson 2013). Through dialogue between the actors involved a new understanding of the programme can occur, which might make them supportive in relation to the programme.

Communication also takes place in open systems, which makes it hard to predict and steer (Windahl, Signitzer & Olson 2013). It is essential to keep in mind that communication is dynamic and not static and the communication between the involved actors will therefore change over time. It is therefore important for the involved actors in the new school meal programme that they continuously communicate both internally, but also externally (Austin 2000).

3.8. Health promoting school approach

This section will provide an understanding of the health promoting school approach since this approach can be an effective method to promote healthy eating habits at schools (Wang, Stewart 2013). The health promoting school approach will be used to discuss how healthy eating habits among the pupils at Paradisbakkeskolen can be promoted and how aspects of the approach can be integrated at Paradisbakkeskolen. Furthermore, in the last part of the section two school meal concepts using parts of the health promoting school approach will be presented.

School-based health promotion approaches have sparked a growing interest among public health nutrition researchers because children spend considerable time in school and consume many of their meals there (Mikkelsen, Ohri-Vachaspati 2013, Mikkelsen 2014, Mortensen, Mikkelsen & Husby 2010, Fødevarestyrelsen 2012, Vine, Elliott 2013). This interest is also reflected in the increased amount of published articles, which examine how school-based interventions impact and effect children's health status, but further research is still required to establish a thorough evidence base (Mikkelsen 2014, Mikkelsen, Ohri-Vachaspati 2013). The current evidence indicates that school-based nutrition interventions can act as facilitators to positively affect pupils' eating patterns in a healthy direction (Mikkelsen 2014, Kommissionen for de Europæske fællesskaber 2007). Furthermore, school-based interventions offer an opportunity to promote healthy food in an environment where unhealthy food options might not be available for the pupils (Davis et al. 2007). A systematic review shows that school based interventions have

been successful in positively changing the eating habits among the pupils, but has not been effective in demonstrating a lower body weight among the pupils (Davis et al. 2007). Studies have shown that elimination of unhealthy food products and increased availability of healthy products at schools have a preventive effect since the school meal does not have to compete with the more unhealthy food products at the school (Davis et al. 2007).

In 1995, WHO launched a new global initiative called the health promoting school where the goal was to improve health at schools (WHO a). The health promoting school model has a holistic or whole school approach to food and nutrition, which aims at integrating health promotion in every aspect of the school. Health is specifically integrated in the curriculum and healthy food choices are available at the school (Wang, Stewart 2013). The health promoting school model emphasizes interdisciplinary cooperation between all actors at the school including involvement of the pupils and the approach underlines the importance of involving parents and the local community as well (Mikkelsen, Ohri-Vachaspati 2013, Wang, Stewart 2013).

A systematic review suggests that the health promoting school model is an effective method to promote health and nutrition in schools and there is notable evidence to support this (Wang, Stewart 2013). Studies indicate that the health promoting school approach can improve the pupils eating habits and knowledge about nutrition (Wang, Stewart 2013). There are a limited number of studies done on nutrition attitudes and skills in relation to the health promoting school model, but the studies suggest that the pupils increase their skills in healthy eating and menu planning. Additionally, the studies indicate that the pupils' ability to identify different vegetables was increased and the pupils were more willing to taste vegetables (Wang, Stewart 2013).

When wanting to influence pupils' eating habits positively, involvement of the pupils in the food production is important (Mikkelsen et al. 2010). A study indicates that cooking skills is associated with a higher intake of vegetables and lower intake of convenience food (Hartmann, Dohle & Siegrist 2013). The study suggests that food choices are affected by the cooking skills and it is therefore important to increase cooking skills when promoting health. The study also emphasizes the importance of teaching children how to cook and develop their cooking skills (Hartmann, Dohle & Siegrist 2013).

Research has shown that in order for school meal programmes to be effective in promoting healthy eating habits it should both include availability of healthy food and learning about health and food (Mikkelsen, Ohri-Vachaspati 2013, Wang, Stewart 2013). Eating behaviour is a complex issue, affected by multiple factors, which makes it difficult to change eating habits (Wang, Stewart 2013). Due to this, an ecological approach can be beneficial when wanting to improve pupils' eating habits, since it incorporates the multiple contexts that influence health and nutrition behaviour (Story et al. 2008). The ecological approach

focuses on the interaction between people and the environment and has shown to be powerful in changing health behaviour among populations (Story et al. 2008, Reynold, Klepp & Yaroch 2013, Davis et al. 2007). The health promoting school model includes the ecological framework, which aims to integrate health promotion on an individual level, in the social and cultural environment and in the physical environment (Reynold, Klepp & Yaroch 2013, Whitman 2005). The individual level focuses on the individual's attitudes, perceptions and skills in relation to health. This level can be addressed in for example teaching and is connected to the term action competences, which will be addressed later in the section. The social and cultural environment includes interactions with families, friends, peers, institutions and the government. These factors can influence one another and influence the eating behaviour as well (Reynold, Klepp & Yaroch 2013). Evidence has for example shown that children's eating habits are less influenced by their parents as they grow older and after a certain age the children's dietary behaviour is more influenced by peers (Wang, Stewart 2013). Moreover, the level includes the school legislation, but also each schools nutrition policy. The physical environment focuses on the characteristics of the environment, which contributes to shape eating habits. This level includes availability of food, but it also includes the eating environment (Reynold, Klepp & Yaroch 2013). Worldwide researchers are acknowledging how built environment can affect the population's health status and contribute to the obesity epidemic (Davis et al. 2007). Additionally, research indicates that individuals are more likely to change behaviour if the environment is changed in order to support choosing healthy food items (Larson, Story 2009). The health promoting school approach emphasizes that it is not only the availability of healthy food that is essential, but that it is important to integrate food and nutrition in multiple settings and in a wider sense in for example, projects and practical activities at the school (Mikkelsen, Ohri-Vachaspati 2013).

In the Ottawa Charter for Health Promotion, Health promotions are defined as:

"...the process of enabling people to increase control over, and to improve, their health. To reach a state of complete physical mental and social wellbeing, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment."

(WHO 1986)

This definition suggests that health promotion is a process where the target group is involved and has to develop competences to take control of their own health. Action competences are therefore strongly connected to health promotion and it is therefore relevant to address this concept (Jensen 2005). Action competences are the prerequisite for actions and action competences do not depend on a specific setting such as a school. It can be used in other settings and be applied in adulthood as well (Jensen 2005). The

concept action competences are especially focus on four aspects; knowledge and insight, commitment, visions and experiences (Figure 2).

Figure 2: Action competences and what it is influenced by



Figure 2: Action competences are displayed in the middle of the figure surrounded by the four aspects; Knowledge and insight, commitment, visions and experiences. These aspects can influence action competences. The figure is based on Jensen (2005).

Action competences can be developed through knowledge and insight on how to handle a healthy lifestyle, but the academic content has to be action-oriented (Jensen 2005). The key aspect “knowledge and insight” is displayed at the top of figure 2. When talking about action-oriented knowledge there are different considerations to address. Knowledge about incidence and prevalence of health problems and how the environment and lifestyle affect this can be important because it can create attention and the foundation for actions in relation to take control of their own health. This kind of knowledge is for example the consequences of a fat or sugary diet. It is also important to address the cause of health problems and why different groups are at higher risk of developing lifestyle diseases. Additionally, action-oriented teaching needs to address the process of change and how to handle own life and how to change social conditions of life. Lastly it needs to address how to develop your own visions, which can be inspired by how others manage the problems (Jensen 2005). One of the reasons why people do not take action based on their knowledge can be because health communication often focuses on health problems and the effects of lifestyle. This kind of knowledge is not action promoting and if people do not develop the knowledge about how to change, there is little likelihood that action will be taken (Jensen 2005, Jensen 2000). However, this action-oriented knowledge does set some requirements for the teachers’ competences and knowledge

(Whitman 2005). On the right side of figure 2 is where the key aspect “commitment” is placed. This commitment emphasizes the importance of develop pupils’ motivation for change, otherwise the pupils will not transform the acquired knowledge into health promoting actions (Jensen 2000). The key aspect, “vision” shown in the bottom of figure 2, is about pupils being able to be creative and develop visions of how their life and environment can be improved in relation to a problem. The last key aspect “experiences”, placed in the left side of figure 2, is about the need for pupils to participate in activities and consider how to overcome barriers in order to develop action competences (Jensen 2005). The health promoting school approach has a participatory and action-oriented approach that aims to develop the pupils’ action competence in relation to health. It has to be emphasized that developing the pupils’ action competences are a dynamic process that can take place throughout the school years (Jensen 2005). In the following section two Danish examples of school meal programmes that contain elements of the health promoting school approach will be presented. The two examples illustrate that it is doable to use the health promoting school approach in Denmark and that there are many initiatives in the schools that are already well-founded and prioritize health and nutrition.

3.8.1. Food schools (*Madskolerne*)

The Food schools (*Madskolerne*) in Copenhagen use a health promoting school approach to their school meal programme since they include health and food in different aspects of the school. One of the goals for the Food schools is to improve the children’s health status (Rambøll 2011). There are seven Food schools in Copenhagen (Københavns Madhus b). A report was conducted to evaluate the effect of three whole schools in Copenhagen, which are also Food schools. The study found that the Food school approach is important and recommends that it is maintained as an integrated part of the whole school approach. This is recommended for several reasons, but one of them is that the meal can be used as an effective teaching and pedagogical tool (Rambøll 2011).

The Food schools differ from many other schools, since they have a production-kitchen, where fresh meals are prepared every day with help from the pupils (Rambøll 2011). The production of the food is used as an educational tool, which offers a platform for learning about food literacy, health and it develops the pupils’ skills in the kitchen. Furthermore, the schools are supplied with new canteens where the pupils eat lunch with their teacher. The meals are used as an educational tool since the teacher creates a conversation with the pupils about health, food literacy, the norms and cultures that influences the meal. Health is integrated in the teaching and the Food schools have projects that involve food and physical activity (Rambøll 2011). At the Food school “Gasværksvejen skole”, the pupils eat in shifts to make the eating situation more relaxed (Københavns Madhus a)

According to the evaluation of the effect of the three whole schools in Copenhagen, the lunch in the Food schools is affordable and healthy. The pupils are also offered breakfast every day and organic fruit and vegetables during the day. The pupils have to sign up and purchase the meals a whole month ahead (Rambøll 2011). The goal is that all pupils at the schools are signed up and eat the lunch prepared at the schools. The evaluation showed that up to 2/3 of the pupils were signed up for lunch each day (Rambøll 2011).

The parents report an overall satisfaction with the Food schools. They find the school meal offer healthy and believe that the meal is the main reason for their children's healthy lifestyle. Furthermore, the parents are pleased with the fact that their children are offered lunch every day in school (Rambøll 2011).

3.8.2. The EAT schools

Another line of schools in Denmark that has included elements from the health promoting school approach are the EAT schools. The Copenhagen municipality has established EAT schools to give the pupils an opportunity to buy healthy school meals (Københavns Kommune b). There are over 30 EAT schools in Copenhagen (Københavns Madhus c). EAT includes nice café environments, healthy meals available, food literacy and organic food. The food is delivered to the schools by an external supplier and the older pupils are actively involved in the school canteen. The goal with the EAT schools is to promote healthy eating habits among the pupils both now and prospectively (Københavns Kommune b). Copenhagen provides financial support for the school meal since they argue that the EAT schools can improve the overall public health. Furthermore, the municipality provides financial support to children from lower socio-economic status since they are often the ones most in need of a school meal. The youngest pupils eat in the classrooms with their teacher who acts as a host so the eating situation becomes cosy. The oldest pupils eat by themselves in the café designed as a lounge (Københavns Kommune b). The EAT schools do however not include specific teaching about health and food, but they use the involvement of the pupils in the serving of the food as a mean to create food literacy (Københavns Madhus).

Chapter 4:

Methodological approach



4. Methodological approach

Integrated Food Studies has an interdisciplinary approach to public health and food (Aalborg University). The interdisciplinary approach to research requires various scientific disciplines to examine a problem (Fuglsang, Bitsch Olsen & Rasborg 2013). This master thesis approached the problem statement from an interdisciplinary view involving both qualitative and quantitative methods and literature, but the approach to research was primarily qualitative.

4.1. Hermeneutic

In this section the Hermeneutic approach will be described since this approach was used in the semi-structured interviews to understand the different actors involved in the school meal programme at Paradisbakkeskolen.

The Hermeneutic approach claims that understanding and interpretation are a fundamental part of being human. Furthermore, it claims that knowledge is always determined by the specific situation and embedded in history and tradition (Fuglsang, Bitsch Olsen & Rasborg 2013). The Hermeneutic tradition is founded on the belief that before researchers can present their findings, they have to understand and interpret their data first. The actors that are being studied are carriers of important and meaningful contexts and this has to be interpreted and presented in scientific work. However, when researchers interpret there is constantly a risk of misunderstanding the data (Fuglsang, Bitsch Olsen & Rasborg 2013). By using the Hermeneutic point of view in interviews it is possible to obtain an understanding of the actors by engaging them in a dialogue. The use of semi-structured interviews allows researchers to operate in new directions and include the actors' different point of views, views the researches might not have considered. During the interviews the researcher interprets the answers and tries to reach a mutual understanding with the interviewee. The Hermeneutic approach encourages researches to keep an open mind for new perspectives (Fuglsang, Bitsch Olsen & Rasborg 2013). A preconception is how a person understands the world or a phenomena. The Hermeneutic approach claims that a researchers' preconception is important and has an active role during the interpretation of data. The researches cannot put the preconceptions aside nor try to because researchers are influenced by prior knowledge (Fuglsang, Bitsch Olsen & Rasborg 2013). This view is strongly supported by Adele Clarke and her method Situational Analysis (Clarke 2005). Researchers do not have an objective approach to the world and the chosen research is embedded in the researchers' values, interest and motivation. Moreover, the researcher's preconceptions are embedded in the historical, cultural and societal contexts, which make it important to challenge the preconception to achieve new perspectives and preconceptions. Researchers therefore have to keep an open mind and continue to ask questions (Fuglsang, Bitsch Olsen & Rasborg 2013). Throughout the semi-structured

interviews we asked questions that might evoke reflections within the interviewees and we engaged in dialogue to try to reach a common understanding.

4.2. Semi-structured interviews

In this section the semi-structured approach to interviews will be explained to understand why this approach was used in this study.

We used semi-structured interviews to understand the actors involved in the new school meal programme at Paradisbakkeskolen and gained knowledge about the programme. By using qualitative semi-structured interviews researchers get the opportunity to ask about and listen to the interviewees' perspectives, dreams, expectations etc. (Kvale 1997). Qualitative research seeks to understand the uniqueness in each situation and context (Fuglsang, Bitsch Olsen & Rasborg 2013). It is called semi-structured interviews since the conversation is neither based on everyday questions nor on fixed questions like in a survey (Kvale 1997). During the interview researchers register and interpret the responses from the interviewees and the interviewer can reformulate the question to either confirm or disconfirm the interviewer's interpretations of the interviewee's replies. The first analysis begins when asking clarifying and controlling questions to the interviewees' statements. This helps the later analysis to be better founded and facilitates the validation of the final interpretations (Kvale 1997). We have therefore asked clarifying questions during each interview to avoid incorrect interpretations and to validate our final interpretations. However, qualitative methods cannot be applied by the same rules for analysis, validation and reliability as the quantitative methods (Fuglsang, Bitsch Olsen & Rasborg 2013).

This master thesis will mostly use semi-structured telephone interviews due to practicalities. Telephone interviews can be beneficial because it can minimize the bias of the interviewees' answers being affected by the interviewer since the interviewees cannot see the personal characteristics of the interviewer (Bryman 2012). Nevertheless, the interviewer cannot observe the interviewee's body language like puzzlement or discomfort when asking questions and therefore the interviewee is not able to act on these signals. If the interview is face-to-face, the interviewer can for example observe confusion and respond by reformulating or clarifying the question. Additionally, in face-to-face interview it is easier for the interviewee to intercept the fact that interviewer acknowledges their replies (Bryman 2012).

Chapter 5:

Methodology



5. Methodology

This chapter reviews the methodological approach of this study. The study design and the analysis methodology of the semi-structured interviews will be presented. The last part of the chapter will present the study design of the survey.

The study was primarily conducted by the use of qualitative methods including semi-structured telephone interviews. The qualitative research method is used to explore and understand a social phenomenon like school meal programmes and health from the individual actors' perspective (Malterud 2001). Qualitative research is characterized by generating data on actors' experiences, opinions, thoughts, feelings, etc. The study design also makes it possible to include aspects that the researchers had not considered in advance and explore these aspects (Kvale 1997). A Hermeneutic approach was used in the interviews when trying to understand the school meal programme seen from the interviewees' point of view and to evoke reflections concerning the topic, which the interviewed might not have considered before (Kvale 1997). Furthermore, a survey was used to support or disprove the key findings from the interviews.

Relevant literature was read before the interviews, to obtain an overall impression of other school meal programmes and the opportunities and challenges other schools have experienced in relation to implementing school meal programmes.

5.1. Study design of the semi-structured interviews

The semi-structured interviews were conducted in March and April 2014 and included six telephone interviews and one face-to-face interview.

5.1.1. Selection of interviewees

To help determine the selection of relevant interviewees, personal contact with the project coordinator of SoL was established. The project coordinator provided insight about key actors in the school meal programme at Paradisbakkeskolen and the present situation at Paradisbakkeskolen. This partly defined which actors to interview. However, the interviews revealed and opened up for other relevant actors that were not considered in advance. These actors were interviewed to stay true to the method Situational Analysis, which claims that researchers have to allow the data to lead the data collection (Clarke 2005). The following actors were interviewed:

- The supplier of the school meal programme at Paradisbakkeskolen, owner of Nexø sports club café
- One of the school managers from Paradisbakkeskolen, in charge of the new school meal programme

- The school teacher responsible for the student council and the food patrol at Paradisbakkeskolen
- The teacher in home economics at Paradisbakkeskolen
- The health consultant at Bornholm municipality
- The SFO cook at Paradisbakkeskolen's SFO (the after school care)
- Bent Egberg Mikkelsen, professor at Aalborg University (AAU)

These interviewees could provide a nuanced perspective on the school meal programme since they have different roles, professions and views on school meal programmes. We chose to interview the SFO cook since the new school legislation encourage more cooperation with the SFO and the SFO cook could therefore be a potential useful actor.

The head master of Paradisbakkeskolen was considered an important actor, but it was not possible to obtain an interview with her. Nevertheless, during the interview with the school teacher we became aware of the fact that the school manager was more relevant to interview since she is in charge of the new school meal programme. An interview with her was therefore conducted.

It was also important to get the parents' perspective on the school meal programme since they are the ones deciding whether their children should buy the school meal. However, it was not possible to interview any of the parents, but it was possible to send out a questionnaire, which will be described later in the chapter.

The pupils at Paradisbakkeskolen were also considered key actors, but since SoL has investigated the pupils' perspective on school meal programmes in the autumn 2013, this resent data presented in section 3.6. was used in this study (Kjærsgaard, Andreasen 2013, Schmidt 2013). Additionally, the interview with the school teacher in charge of the student council and the food patrol has provided second hand information on how the pupils perceive the new school meal programme.

Professor Bent Egberg Mikkelsen from Aalborg University was selected as an expert because of his involvement in a number of studies done on school meal programmes including EVIUS and LOMA and his involvement in parliamentary hearings concerning school meals.

5.1.2. Conducting and processing the semi-structured interviews

The aim of the semi-structured interviews was to obtain the different key actors' perspective on the school meal programme and identify opportunities and barriers the actors experienced in relation to the programme. Additionally, the aim was to get the actors' perspective on the new school legislation and their view on the potential of integrating health and food in the school.

Semi-structured interview guides were developed to increase the likelihood that the interviewees' answers would cover the problem statement (Appendix 4). The guides cover overall themes with suggested questions and sub-questions (Kvale 1997). The guide was designed with additional questions to ensure that the interviews provided a nuanced picture of each theme. Since the interviews were semi-structured, it also meant that the interviewer during the interview discarded some questions because they were not relevant to the actor or the question had already been addressed. It also meant that the interviewer could "follow" new paths and add new questions if relevant aspects appeared. The interviewer was allowed to move around in the themes and prioritize the questions according to relevance (Kvale 1997). In the construction of the interview guides reports, articles, other research and the problem statement was used as a foundation and inspiration for the questions. More specifically the interviews with the actors involved in the new school meal programme should cover (Appendix 4):

- Assessment and status of the school meal programme, which includes how the new school meal programme at Paradisbakkeskolen is working and how the practical aspects are perceived, such as payment and the eating environment. Additionally, it includes the assessment concerning the establishment of the school meal programme and the actors involved.
- The theme, organization includes how the school meal programme has been established and which actors initiated it.
- The collaboration between Paradisbakkeskolen and Nexø sports club and the different partners' responsibility in relation to the school meal programme.
- The theme, new school legislation covers the changes the school will have to incorporate when the new school legislation is implemented and the potential of the new school legislation concerning school meals and teaching about food and nutrition.
- The pupils' role in the new school meal programme.
- The theme, the meal includes what is served, the requirements for the food and how the interviewees perceive the satisfaction among the pupils and parents in relation to the school meal programme.
- The theme, health includes the actors' view on who has the main responsibility for the pupils' health.
- The theme, the future includes the interviewees' visions with the school meal programme and what they think will make the school meal programme a success prospectively.

The interview guides were formulated differently for each actor, but addressed the themes presented above. The reason for this was that the interviewed actors had different positions in relation to the school meal programme and different knowledge. Due to this, it was not relevant to ask all the same questions to the actors.

The aim of the interview with the expert professor Bent Egberg Mikkelsen was to get a scientific angle on school meal programmes in general and the potential of the new school legislation in relation to promote healthy eating habits among pupils. The school legislation is relatively new and thus there is not much scientific literature on the subject and the need for interviewing an expert therefore occurred. More specifically the interview with the expert should cover (Appendix 4):

- The theme, school meal programmes includes the importance of school meals programmes and the different approaches to school meal programmes and their effect. Additionally, it includes the role of the government, the municipality and the school in relation to school meal programmes.
- The theme, the new school legislation concerns how the new school legislation can be used to promote healthy eating habits among pupils and the potential of the new school legislation in relation to integrate health and food in schools.

The interviews lasted between 30 and 60 minutes. The interview duration varied depending on the actors and the information needed. For example during the first interviews we received a lot of practical information about the new school meal programme and it was therefore not necessary to address this during the last interviews. Additionally, some of the actors had less time to be interviewed and therefore the questions were prioritized based on importance.

The contact information on the interviewees was provided by the project SoL. The actors were at first contacted by mail to schedule a telephone interview. At the agreed time the interviewees received a call and were asked if they still had time to be interviewed.

The interviews were conducted by one researcher, where the second researcher could add additional questions by writing them down so the first researcher could use them. This was to avoid that the interviewee might be uncomfortable and confused due to interruptions and too many voices.

The interviews were conducted on a telephone on speaker while another telephone recorded it. The interviewees were informed of this. The choice of making telephone interviews was due to practicalities. The school and the actors are located in Bornholm and we are located in Copenhagen. It was less time consuming for both parts to schedule a telephone interview, which can take place anywhere (Bryman 2012). This also allowed us to conduct one interview, transcribe it and use some of the information to

formulate additional questions for the next interview. The data collection and the data analysis was thereby interdependent, which means that theory was used as inspiration for the interviews to begin with, but each interview provided new understanding and perspectives on the school meal programme and therefore new questions occurred in relation to other interviewees (Boolsen 2010). Information from the interviews was therefore used to slightly adjust the following interviews. However, we were aware that people have different views on a specific situation and all the questions should therefore not be influenced by the previous interviews since we aimed obtain a nuanced view on the situation. Nevertheless, it was assumed that by using the previous interviews to add additional questions we achieved the best picture of the situation, because questions arising from the data are more likely to provide answers expressing the situation than questions based on the researchers' knowledge (Boolsen 2010). Allowing the data collection and the data analysis to be interdependent could not have been done if the interviews were conducted face-to-face, because the interviews then had to be conducted over a couple of days due to travel expenses and there would therefore not be time to adjust the interview guides (Bryman 2012).

The interview with Bent Egberg Mikkelsen was the only one conducted face to face, where one researcher asked the questions and the other one asked additional questions.

All the interviewees are from Denmark and our preconception was that they more easily could express their opinion and thoughts in Danish and was more comfortable speaking Danish. Due to this, the interviews were conducted in Danish.

After the interviews were conducted they were transcribed (Appendix 5-11). Since most of the interviews were conducted as telephone interviews, it was impossible to interpret body language and tone (Bryman 2012). In the transcription the initiating conversation and the closing conversation were omitted.

Furthermore, empty words like eh and pauses were also omitted since this was considered not relevant for the analysis.

The interviewees are anonymous in the study, which they were told. Our preconception was that this would make them feel free and confident to express their thoughts, feelings and opinions concerning the new school meal programme at Paradisbakkeskolen. The interviewees will only be referred to by their title like supplier, school teacher etc. The expert will be the only one mentioned by name since he is not personally involved in the case (Kvale 1997). When referred to persons in the interview the name will be changed to their title in the transcription.

5.2. Analysis methodology of the semi-structured interviews

Situational Analysis by Adele Clarke was used to analyse the situation regarding the school meal programme at Paradisbakkeskolen and the new school legislation. Grounded Theory by Glaser and Strauss

was used as an inspiration to code the semi-structured interviews. However, it was not the goal in this present study to develop a formal theory, but instead to analyse the social phenomenon meaning the school meal programme at Paradisbakkeskolen (Glaser, Strauss 2008).

To start the analysis, codes inspired by the problem statement were created, to make sure that the problem statement guided the process. The software NVivo was used to facilitate the coding process. The software made it possible to store and organise the textual material and to extract sections of text for each code. The codes were:

- School meal programme
 - Opportunities
 - Challenges
- School legislation
 - Opportunities
 - Challenges

Then the data was analysed by open coding where the researchers coded the transcriptions word by word and labelled each phenomena. This was done by the use of the pre-made codes, where sub-codes were added (Clarke 2005). For example, the pre-made code “school meal programme” expanded to also include health, food literacy, communication and cooperation. The premade codes and all the added codes are displayed in appendix 12. When all the interviews were coded each code was summarized and a Messy Map was created (Appendix 13)(Clarke 2005). Each summarized code was examined and important actors, objects and discourses were identified and added to the Messy Map. This was done by the use of a big poster, where post-its were used to write down and place the important actors, objects and discourses. Actors, objects and discourses were assigned a specific colour, to keep track on the different elements. The map was based on all the semi-structured interviews to address the complexity within the situation at once (Clarke 2005). To begin with, the idea was also to include literature and studies that had an effect on the situation, but we realized that this would make the map too messy to keep track of. The actors, objects and discourses with a pronounced relation were placed close to each other so it was more obvious to see different relations when doing the final Relational Maps. It was therefore a “Semi” Messy Map. Through the summarizing and the Messy Map five key themes occurred across the original codes. The summarizing was therefore coded with the following final codes/objects:

- The organisation of the new school meal programme at Paradisbakkeskolen
- Eating environment
- No production kitchen at the school

- Health and food
- Health and food in the curriculum

The codes were again summarized and five Relational Maps were created based on this. Each of the five objects were placed in the middle of a poster and all the actors, discourses and objects that have a relation to the object were placed around it and lines were drawn to symbolise the relation. The nature of the line was written down to specify the nature of the relationship and to remember this insight later in the process (Clarke 2005).

A data set can be coded in many different ways and there is no right or wrong way. Even one researcher can code a data set from different perspectives. To embrace this and challenge the readings, the coding process was carried out by both researchers together. This allowed the researchers to discuss the multiple reading approaches and to negotiate among the different codes produced (Clarke 2005).

The key findings from the semi-structured interviews and the Relational Maps will be presented in the results. The quotes used in the results (chapter 6) from the interviews are translated from Danish to English. To minimize the risk of errors in the translation one researcher first translated the quotes and then the other researcher compared the translated quote to the original quote. This was assumed to limit the possibility of adding new meaning into the quotes unknowingly (Clarke 2005, Fuglsang, Bitsch Olsen & Rasborg 2013).

5.3. Study design of the survey

It was important to obtain the parents' perspectives on the new school meal programme at Paradisbakkeskolen since the parents decide whether their children are allowed to use the school meal programme and they pay for the meals, which make them important actors. An online survey was conducted to get the parents perspective on the school meal programme. The questions in the survey were developed and based on the key findings from the semi-structured interviews since these provided insight into the challenges and opportunities that might lie within the new school meal programme in relation to the parents. Some of the findings from the semi-structured interviews raised new questions that needed to be answered or confirmed by the parents, which the survey could contribute to. The survey was mainly designed with closed questions. However, there were also open questions to give the parents the opportunity to express other points of views that might not appear in the closed questions.

The survey mostly involved questions concerning:

- How satisfied the parents are with the new school meal programme
- Whether the parents use the school meal programme or not and for what reasons

- How the parents perceive the overall quality of the meals
- The practical aspects concerning the school meal programme
- Whether the parents have received enough information about the school meal programme
- What would make the programme more attractive for the parents

The survey is attached in appendix 14. The survey was conducted in Danish since Paradisbakkeskolen is a Danish school and it cannot be expected that all parents are comfortable reading and writing English. If the survey was conducted in English it might keep some parents from answering and to increase the probability of getting as many replies as possible the survey was conducted in Danish. However, the final findings were translated and presented in English.

The survey was conducted in the online programme SurveyXact and was distributed to Paradisbakkeskolen's intranet by the school management. The survey was approved by both the school and the school meal supplier before it was made available on the intranet for all the parents at Paradisbakkeskolen from April 24th to April 30th 2014.

The findings will be presented in different figures as descriptive statistics and mostly as percentages to summarize the key findings. This method is used since it provides an overview of for example how satisfied the parents are with the new school meal programme in average (Carlin, Doyle 2000).

Chapter 6:

Results and analysis



6. Results and analysis

The first section of this chapter will present the findings from the semi-structured interviews with the key actors involved in the new school meal programme at Paradisbakkeskolen and the expert in school meal programmes Bent Egberg Mikkelsen. The interviews were used to gain knowledge regarding opportunities and challenges within the implementation of the school meal programme at Paradisbakkeskolen.

Additionally, the interviews were used to understand the key actors' perspective and discourses concerning how the new school meal programme and the new school legislation can be used to promote healthy eating habits among the pupils at Paradisbakkeskolen.

The last section of this chapter will concern the findings from the survey with the parents, which was based on the findings from the interviews. The survey was used to gain knowledge about the parents' perspective concerning the new school meal programme, including how the parents perceived the practicalities, the food etc. Additionally, the survey provided an indication of why the parents used or did not use the school meal programme and what would make the school meal programme more attractive to them. The survey was used to confirm or reject some of the opportunities and challenges found in the semi-structured interviews in relation to the parents.

6.1. Results and analysis of the semi-structured interviews

Table 2, on the next page, shows the interviewed actors and their role in relation to the new school meal programme at Paradisbakkeskolen. Additionally, it provides an overview of the interviewed actors' discourses concerning health and food determined by using Adele Clarke's definition on what discourses are in Situational Analysis and Maps (section 1.2.4). Furthermore, the actors' health and food discourses will be elaborated in section 6.1.3. However, professor Bent Egberg Mikkelsen's health and food discourse was not relevant for the situation and is therefore not displayed in table 2 since he was not directly involved in the school meal programme at Paradisbakkeskolen.

To facilitate the analysis of the semi-structured interviews, a working Semi Messy Map was developed as described in *Analysis methodology of the semi-structured interviews* section 5.2 (Appendix 13). The map presents key elements that describes the current situation concerning the school meal programme at Paradisbakkeskolen and is solely based on the key findings from the interviews. In the Semi Messy Map, five important objects occurred concerning both opportunities and challenges in relation to the implementation of the new school meal programme and with regard to promoting healthy eating habits among the pupils.

Table 2: The interviewed actors' role in relation to the new school meal programme at Paradisbakkeskolen and the actors' health and food discourses

The interviewees	Role/occupation	Health and food discourse
The school meal supplier (Referred to as "supplier" in the maps)	Owns Nexø sports club café, which is located next to Paradisbakkeskolen. He prepares and delivers the school meals. He has an education as a waiter. He is involved in project SoL and SMIL.	Protein and carbohydrates were perceived as important for a healthy meal. It was important that the children try new food. A healthy meal should also contain vegetables and whole grain. It was important that the meal satiates the pupils. It was easy to change unhealthy meals to more healthy ones.
The school manager	Manager for a part of Paradisbakkeskolen. She is the contact person for the school meal supplier and has the responsibility for the school meal programme.	It was important that the school meal was mainly homemade and consisted of fresh ingredients and was healthy. The school meal should follow the food policy.
The school teacher (Referred to as "the teacher" in the maps)	Contact person for the student council and the food patrol who evaluates the school meal programme. She is involved in project SoL.	Sugar was perceived as unhealthy and it should not be a part of the school. It was important that the children had a healthy lunch box.
The home economics teacher	Employed at Paradisbakkeskolen and teaches home economics.	If the everyday food was diverse and healthy, then sugar was okay. A healthy meal should contain vegetables and whole grain. It was important with social gathering around the meal and the pupils should be challenged to try new food. Food was important in order for pupils to learn.
The SFO cook (Referred to as "cook" in the maps)	Employed at the SFO (the after school care) next to Paradisbakkeskolen and produces afternoon-snacks for the pupils at the SFO. He is involved in project SoL.	It was important that the pupils learn about food from cradle to grave and he viewed health as boring and less important. Food should be made from scratch. He perceived processed food as "dead meat". In order for pupils to learn it was important that they were satiated.
The health consultant	Employed at Bornholm's municipality. Has supported the supplier in the implementation of the school meal programme. She is involved in project SoL and SMIL.	It was important that social inequality in health was decreased. She had a holistic health approach, which included physical, mental and social health. Social gathering around a meal was important and pupils were affected by each other to try new food. A healthy school meal should follow the recommendations from the Ministry of Food, Agriculture and Fisheries on school food.
Bent Egberg Mikkelsen (Referred to as "the expert" in the maps)	Professor at Aalborg University and research coordinator for the MENU center. He has been involved in many research project concerning school meal programmes.	

Table 2: The left column lists all the interviewees in this study. The middle column lists the interviewees' role in relation to the school meal programme at Paradisbakkeskolen and their occupation. The right column lists the interviewees' discourses concerning health and food.

These five objects are called; “The organisation of the new school meal programme at Paradisbakkeskolen”, “Eating environment”, “No production kitchen at the school”, “Health and food” and “Health and food in the curriculum”. The objects are presented in five different Relational Maps (Figure 3-7). The five overall selected objects are highlighted in bold and placed in the middle of the Relational Maps where lines connect the different actors, objects and discourses with a pronounced relation. The relations were identified based on the findings from the semi-structured interviews. For example during the interviews it became clear that the school did not have a canteen, which is why the overall object “Eating environment” became a point to consider. This object had a pronounced relation to the object “Eat in classrooms” because there was no eating environment at the school and therefore the pupils had to eat in the classrooms. The actors are presented in red boxes and include the human-elements like individuals, organizations and institutions. The objects are presented in blue boxes and include the non-human elements like payment and the school meal. The discourses are presented in green boxes and include the actors’ expressed values and opinions related to other actors and objects. When presenting the actors, objects and discourses on the Relational Maps it provided a visual picture of the key element in the current situation in relation to the new school meal programme and its complexity. Furthermore, the Relational Maps shows an overview on how the actors, objects and discourses are mutually influenced by each other.

The Relational Map in figure 3, on the next page, presents the organisation of school meal programme at Paradisbakkeskolen and includes the practical aspects concerning the school meal programme. Additionally, it includes the actors’ discourses concerning how school food is and should be organized in Denmark. This map provides an understanding of the opportunities and challenges in relation to the organization of the school meal programme. The key object “The organisation of the new school meal programme at Paradisbakkeskolen” is among others connected to the object “Non-collective system” because Denmark has a non-collective approach to school meal programmes, which affects the organisation of the school meal programme at Paradisbakkeskolen. The key object is also connected to the actor “Bornholm municipality” since the school is located in Bornholm and affected by its citizens and by the fact that the municipality has to save money. The key object is also connected to “Nexø sports club café” because the café delivers the school meals. The actor “Supplier” is connected to the discourse “Goal 100 servings” since this is the supplier’s goal for the school meal programme. The discourse “Goal 100 servings” is connected to the discourse “Might not be fulfilled” since some of interviewed actors were concerned that the goal might not be fulfilled connecting it to the discourse “jeopardize the cooperation”. Furthermore, the discourse “Goal 100 servings” is connected to the object “Economic” since the goal has to be fulfilled in order for the supplier to make a profit of the school meal programme. Moreover, the object

“Economic” is linked to the actors “Parents” since they have to buy the school meal programme in order for the supplier to reach the goal.

Figure 3: Relational Map on the organization of the school meal programme at Paradisbakkeskolen

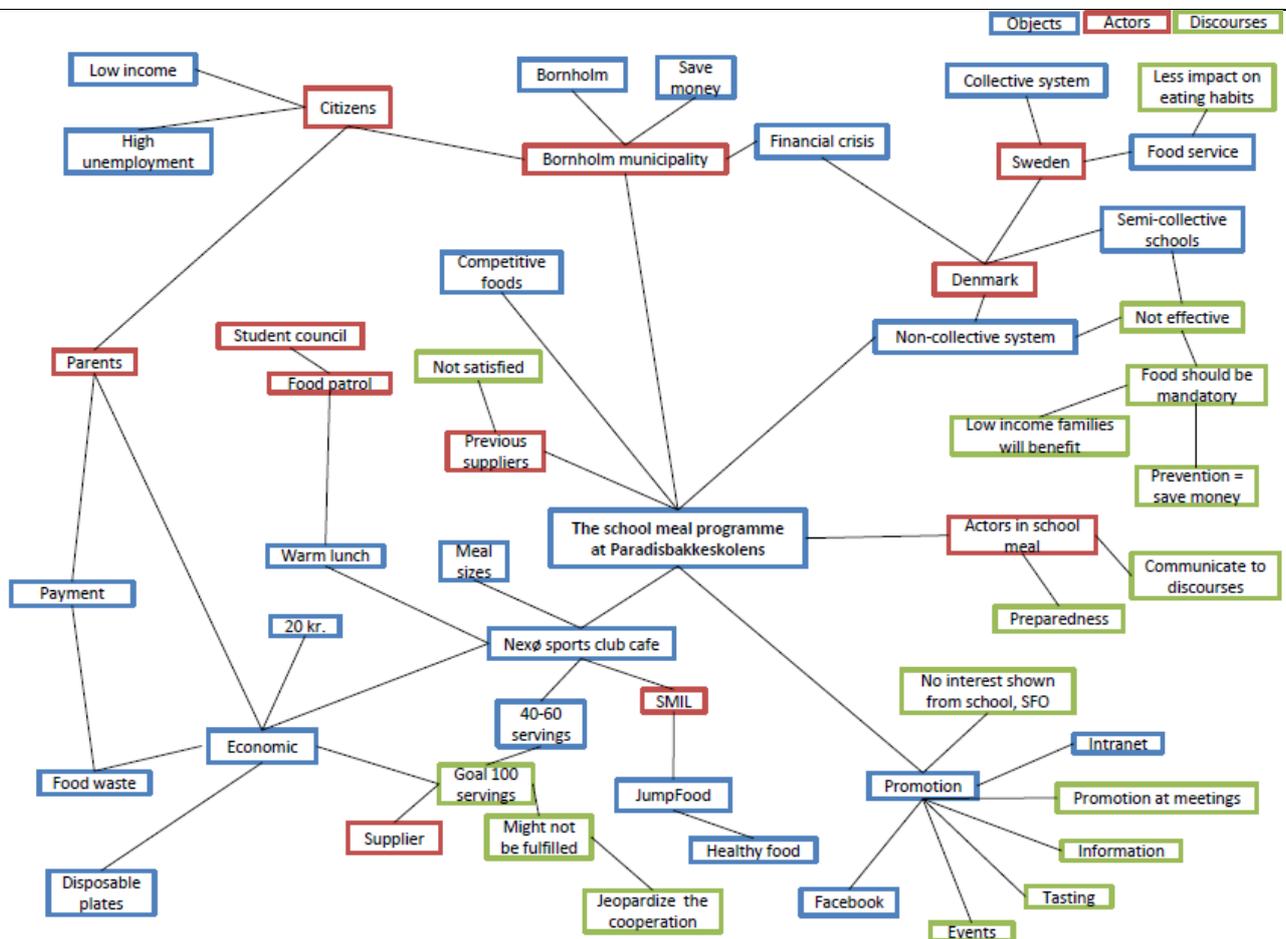


Figure 3: The relational map provides an overview of the key elements concerning the organization of the school meal programme at Paradisbakkeskolen. The actors, objects and discourses with a pronounced relation are connected by lines.

The Relational Map in figure 4, on the next page, shows the school and Nexø sports club café’s facilities concerning the eating environment. The map presents the interviewed actors’ view on the opportunities and challenges regarding these facilities and how these can be important for a well-founded school meal programme and can contribute to promote healthy eating habits among pupils. The key object “Eating environment” is connected to the object “Eat in classroom” because the pupils have to eat in their classroom since the school does not have a canteen. The key object is also connected to the object “School legislation” because this will change the school’s structure and can open up for new opportunities in relation to the eating environment.

Figure 4: Relational Map on the eating environment at Paradisbakkeskolen

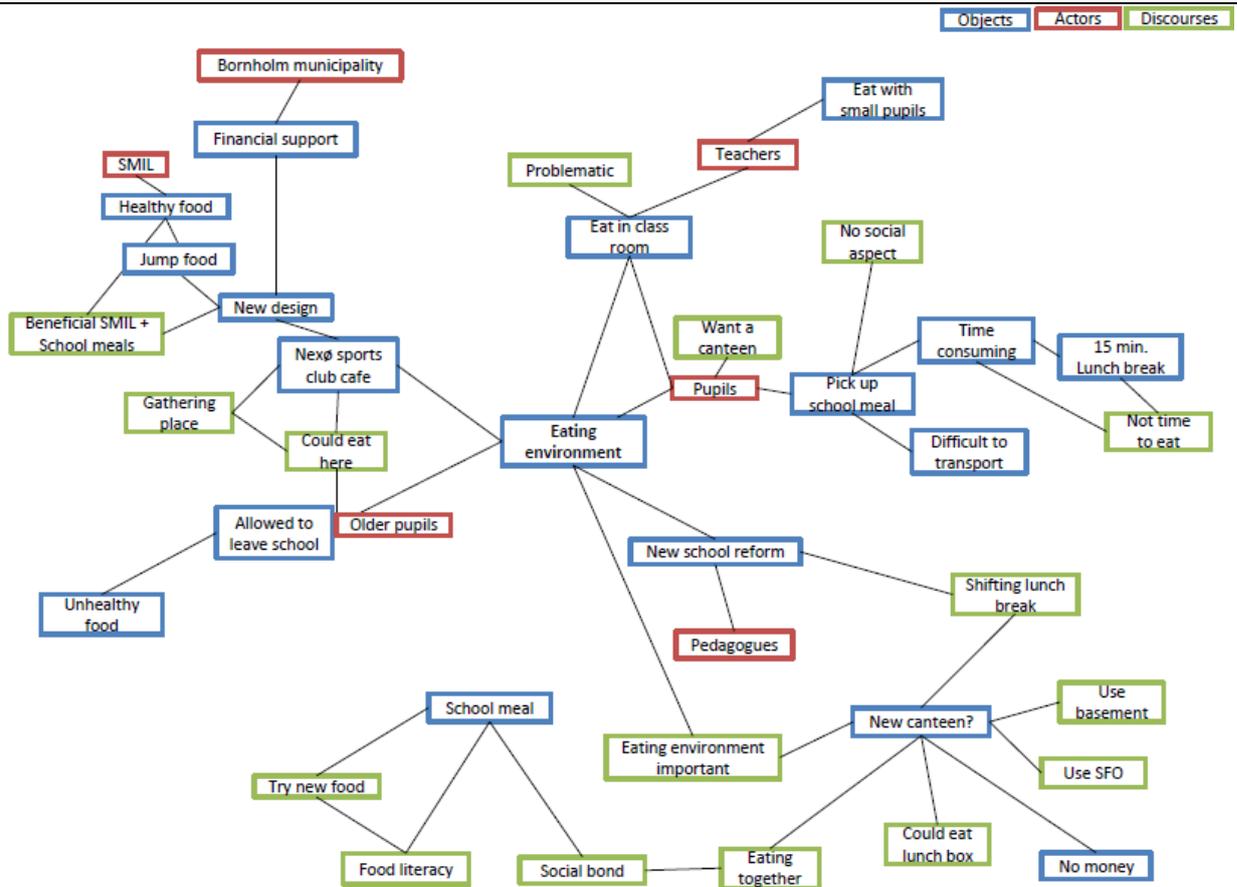


Figure 4: The relational map provides an overview of the key elements concerning the eating environment and the challenges and opportunities in relation to this. The object “Eating environment” is connected to the actors, discourses and objects, which are affecting or affected by the object.

“Eating environment” is linked to “Nexø sports club café”, because there is a possibility for the older pupils to eat at the café. The “Eating environment” is connected to the discourse “Eating environment important” because some of the interviewees perceived this as important and this is linked to the object “New canteen” since a new canteen can provide a proper eating environment. “New canteen” is connected to the object “No money” since the school has no money to build a canteen. “New canteen” is also connected to the discourses “Eating together” and “Social bond” because some of the interviewees perceived that a new canteen could facilitate these aspects.

Figure 5: Relational Map on the kitchen facilities on Paradisbakkeskolen

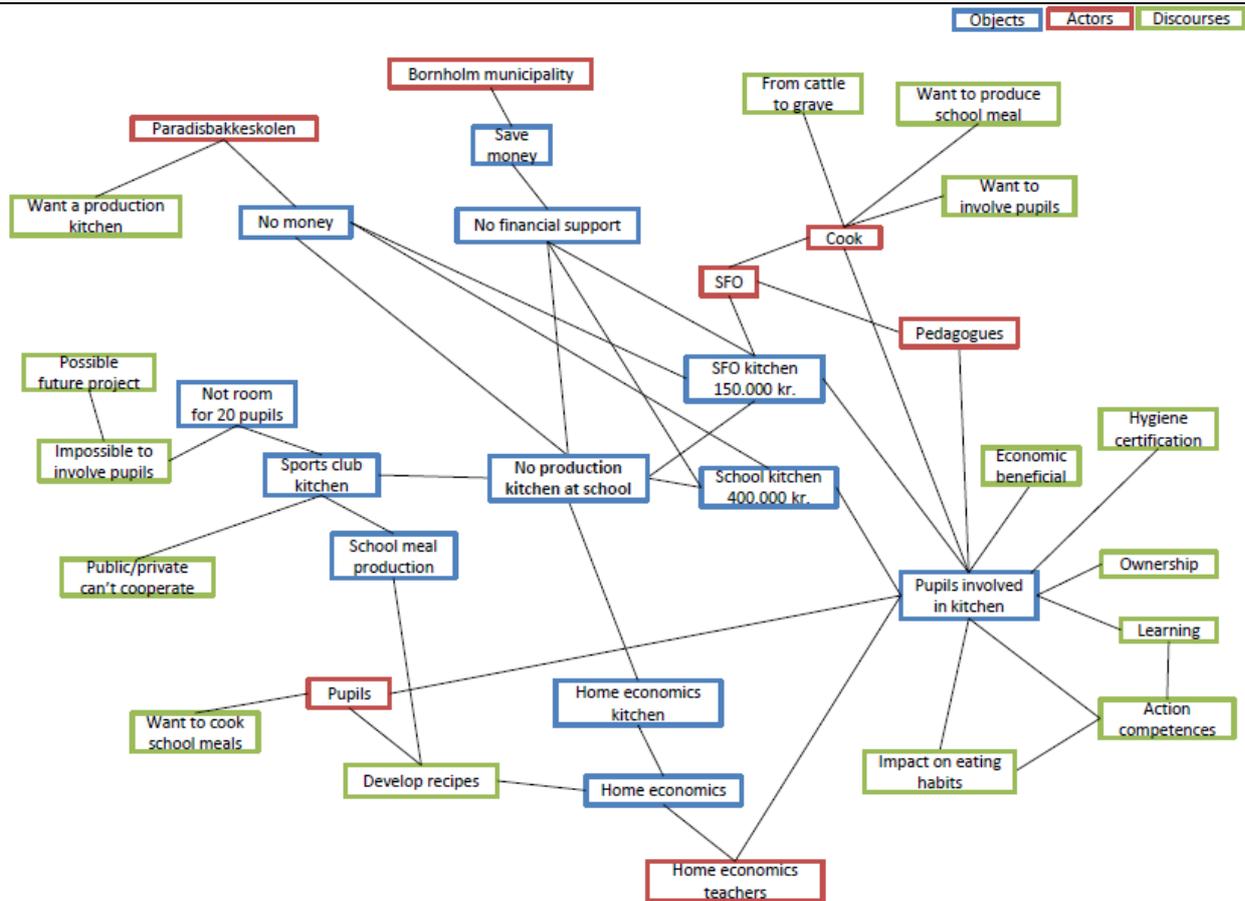


Figure 5: The relational map provides an overview of the key elements concerning the facilities in relation to a production kitchen and the challenges and opportunities regarding this. The object “no production kitchen at the school” is connected to the actors, discourses and objects, which are affecting or affected by the object.

The Relational Map in figure 5 shows the school, the SFO (the after school care) and Nexø sports club café’s facilities concerning production kitchens. The map presents the interviewed actors’ views on the opportunities and challenges regarding these facilities and how these can be important for a well-founded school meal programme and can contribute to promote healthy eating habits among pupils.

The object “No production kitchen at the school” is connected to “No financial support” since the municipality has no money to support building a production kitchen at the school. The key object is also connected to the object “No money” because the school does not have the money to build a production kitchen either. “No production kitchen at the school” is linked to the object “Sports club kitchen” because the sports club has a production kitchen where the school meal is produced. The key object is connected to the object “SFO kitchen 150.00 kr.” and the object “School kitchen 400.000 kr.” since these are the offers the SFO cook has collected on building new kitchens. These objects are connected to “Pupils involved in

kitchen” because if the school builds a production kitchen many of the interviewed found it possible to involve the pupils in the food production. “Pupils involved in kitchen” are linked to the discourses “Ownership”, “Learning”, “Action competences” and “Impact on eating habits” since some of the interviewees perceived this as the benefits of involving the pupils in the food production.

Figure 6: Relational Map on the discourses concerning health and food

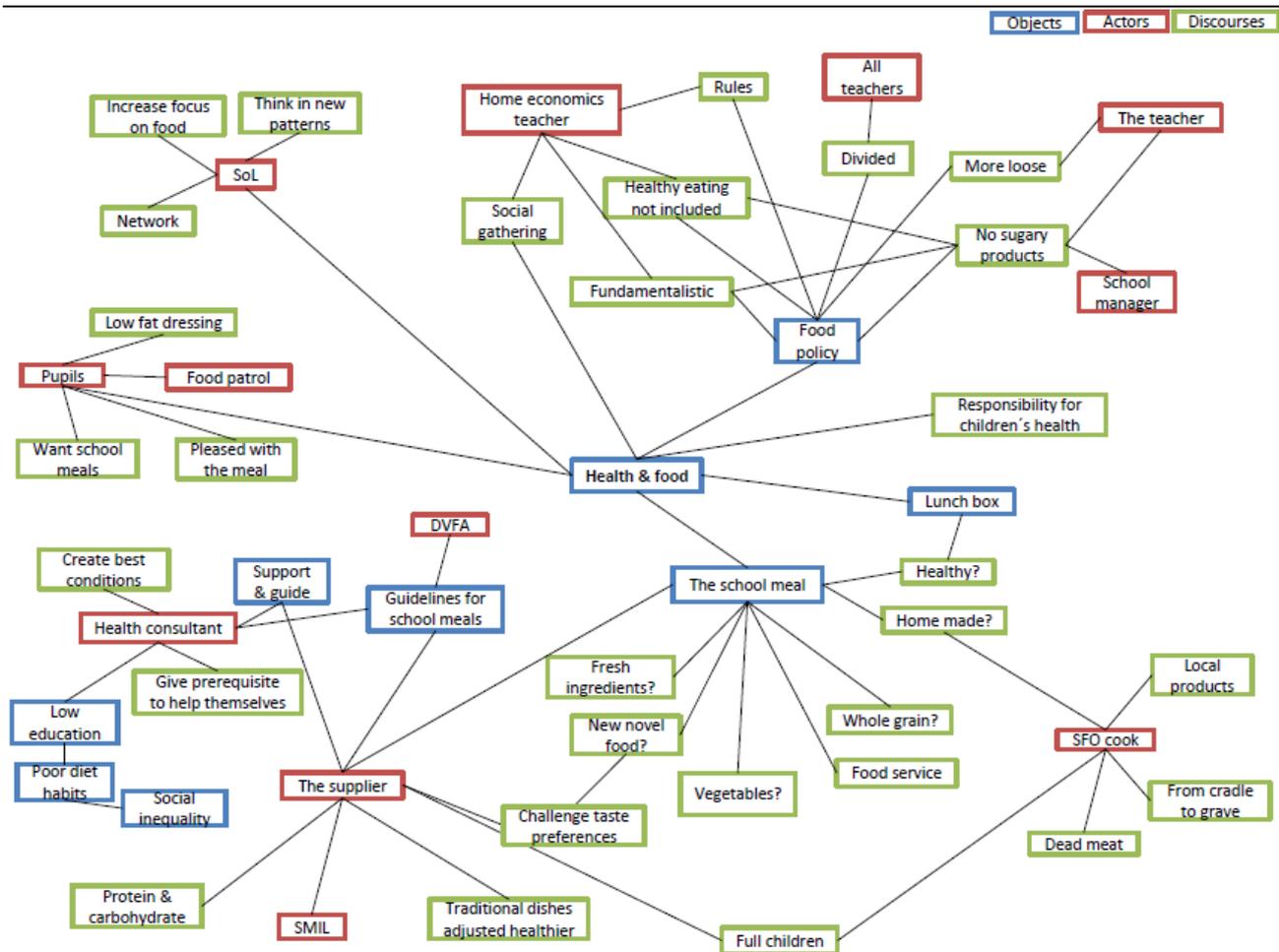


Figure 6: The relational map shows the different actors perspectives concerning food and health and the discourses in relation to the school meal and the school's food policy. The object “health and food” is connected to the actors, discourses and objects, which are affecting or affected by the object. DVFA refers to Danish Veterinary and Food Administration.

The Relational Map in figure 6 concerns the actors’ discourses on health and food in general and in relation to the school meal programme and the food policy at Paradisbakkeskolen. This map provides an understanding of the actors’ discourses on health and food, which can both be opportunities and challenges in relation to the new school meal programme and to promote healthy eating habits among the pupils. The key object “Health and food” is connected to the object “Food policy”, which displays the different discourses among the teachers concerning the school’s food policy. The key object is also

connected to the object “The school meal”, which is linked to many conflicting discourses concerning whether the school meal is healthy, homemade, contains enough whole grain and vegetables and whether the school meal challenges the pupils to try new novel food. These conflicting discourses are illustrated by the question marks on the map.

Figure 7: Relational Map on how health and food can be integrated on Paradisbakkeskolen

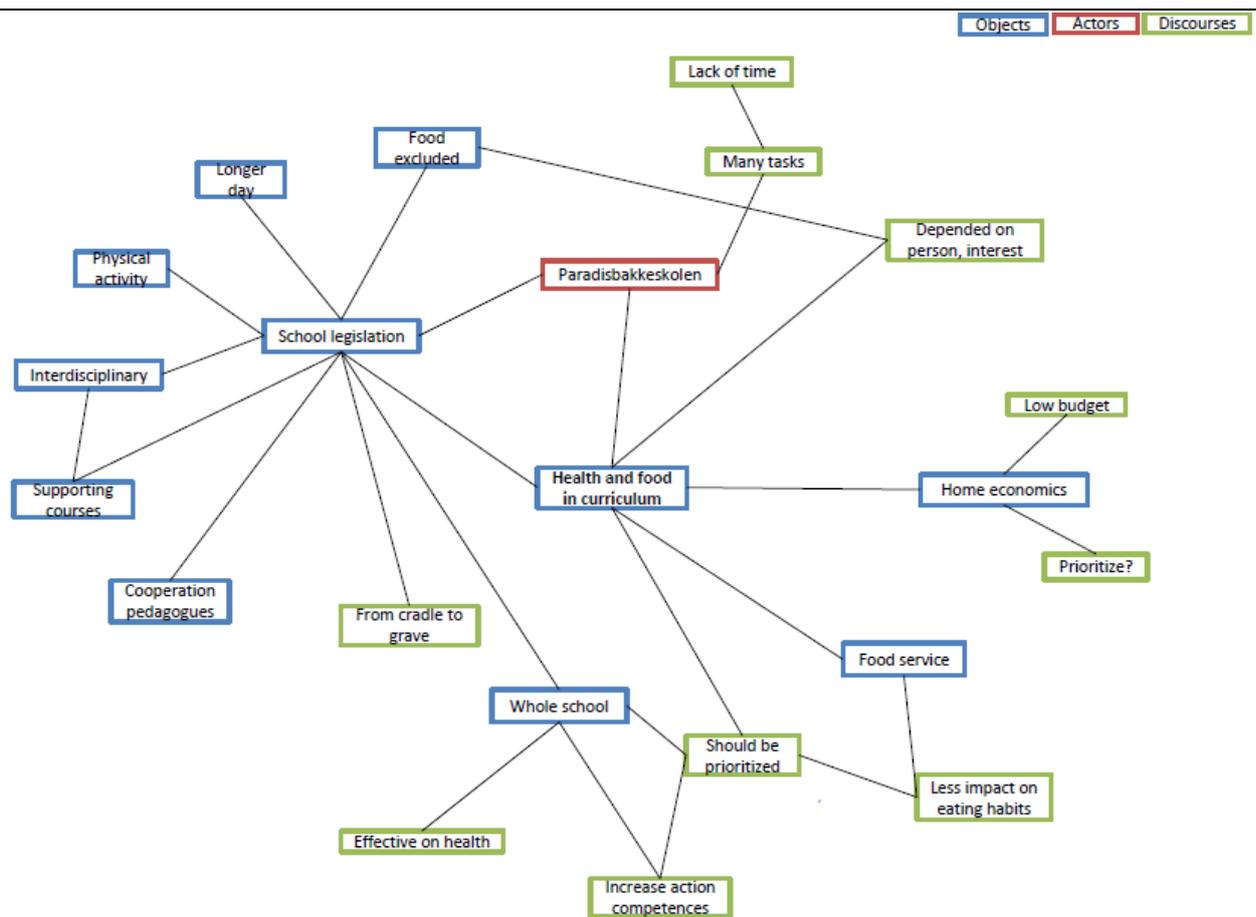


Figure 7: The relational map provides an overview of the key elements concerning implementation of health and food in the curriculum and the challenges and opportunities regarding this. The object “health and food in the curriculum” is connected to the actors, discourses and objects, which are affecting or affected by the object.

The Relational Map in figure 7 presents the opportunities and challenges regarding the new school legislation and how health and food can be integrated in to the school. Moreover, the map presents how the new school legislation can contribute to promote healthy eating habits among the pupils. The key object “Health and food in curriculum” is connected to the object “School legislation”, because the new school legislation introduce a new school structure and opens up for opportunities to include health and food in teaching. The key object is also linked to the object “Home economics” since health and food are

only included in this course right now. “Health and food in curriculum” is also connected to the discourse “Should be prioritized” because many of the interviewees thought that teaching about health and food should be prioritized. The key object “Health and food in curriculum” is also linked to the discourse “depended on person, interest” since some of the interviewees thought that including health and food in the teaching would depend on the teacher and their interest because food is not included in the school legislation.

The five selected objects in the Relational Maps represent three overall themes; “organization”, “facilities” and “health promotion and school legislation”. The seven interviewed actors’ perspectives will be presented throughout these overall themes and the Relational Maps will be referred to when they appear in the text. Throughout the section a Relational Map and an object, actor or discourse on the map will be referred to, in order for the reader to understand where to focus on the map. However, since everything is connected and mutually influenced by each other, the text will often also cover other elements on the map, which are connected by lines to the referred object, actor or discourse. Relevant quotes from the interviews will be used to support the key findings presented in the three overall themes.

6.1.1. Organization of the school meal programme

This section provides an overview of the organization and the practical aspects concerning the implementation of the new school meal programme at Paradisbakkeskolen that was introduced in February 2014. The challenges and opportunities in relation to the organization and practical aspects will be emphasized. Additionally, the background for the school meal programme will be explained to give an understanding of the current situation.

The owner of the café in Nexø sports club has engaged in the cooperation with Paradisbakkeskolen where he delivers school meals to the school (Figure 3, See “Nexø sports club”). The school teacher explained that when the sports club café was sold to a new owner the school saw the possibility for the café to deliver the school meals. The supplier argued that it was an ideal solution since Paradisbakkeskolen and Nexø sports club café are located side by side. The school teacher told that the teachers wanted school meals since the quality of the pupils’ lunch box throughout the years have been inconsistent. Furthermore, she said that some of the older pupils leave the school to purchase the most tempting food at the local gas station (Figure 3, See “Competitive foods”). The school manager also explained how the older pupils go to the gas station to buy sausages with bread and swiss rolls. Paradisbakkeskolen has had school meal programmes with several different suppliers throughout the last seven years. The school teacher explained that the

pupils are very critical and that they were not satisfied with the previous supplier since the quality of the food was poor, which she elaborated:

“We have just had a school meal programme where the salad was a little limp and the dressings has been, and the children are very honest, they thought that they [dressings] have been too fatty because they knew what they were made of, it was ready-made and they knew that it contained too much fat and other things in it and they knew that you can make them in so many other ways, they are very critical.”

The school teacher (Appendix 7, p. 182)

The school teacher explained that the pupils have wanted a school meal programme for several years and that they are very pleased with the new school meal programme. She explained the pupils' enthusiasm:

“The children think that the food is really, really, really delicious.”

The school teacher (Appendix 7, p. 182)

Additionally, the school teacher mentioned that the quality of the food has been improved compared to previously suppliers.

The school and the school meal supplier want to listen to the pupils and have therefore established a food patrol (Figure 3 and 6, See “Food patrol”). The food patrol consists of pupils from the student council who evaluate the new school meal programme every month. This is done together with the school teacher, the school manager and the school meal supplier. The school meal supplier has listened to the pupils' criticism concerning the previous supplier. The previous supplier delivered a salad buffet, but the pupils wanted warm dishes and the new supplier therefore serves warm dishes. The food patrol can be seen as an opportunity for the school meal programme.

To begin with there have been some difficulties concerning the new school meal programme. The school manager, the school teacher and the supplier mentioned that the portions were too small in the beginning, but they empathized that this has been adjusted (Figure 3, See “Meal sizes”). The supplier explained that the older pupils require more food than the younger pupils in order to be satiated.

The school meal costs 20 kr. and the school meal supplier has determined the price (Figure 3, See “Economic”). The SFO cook mentioned that the sports club café is a private supplier, which means that the price has to cover the expenses connected to the food production like light, electricity, salary, taxes, ingredients etc. The supplier explained that there are 600 pupils at Paradisbakkeskolen, but at the moment, there are only 40-60 servings of the school meal per day. The supplier said that he needs at least 100 servings per day for the programme to be financially sustainable otherwise he might not be able to continue the cooperation due to the financial aspect. The supplier told that the school meal programme is a

“pilot project” until summer 2014 and he will then evaluate if there are enough servings or he has to withdraw from the cooperation with the school. The school teacher was puzzled that not more pupils used the school meal programme since according to her the pupils have only expressed satisfaction regarding the school meal. The school manager was also surprised and had hoped that more pupils were using the school meal programme. She thought that it might be caused by the break between the prior supplier and the new supplier where the parents in the meantime have grown accustomed to preparing a packed lunch. The health consultant, the school teacher, the school manager and the supplier shared the same concern in relation to the low number of servings per day since this can jeopardize the school meal programme. The school manager mentioned that it is expensive for the parents to spend 20 kr. per day and 100 kr. per week to buy school meals and if the parents have two children then it will be twice as much. The school meal supplier emphasized a potential barrier:

“It costs 20 kr. per day and if you have a child it is typically 400 kr. [per month] and if you have two then it is 800 kr. [per month] and so on. And it is clear that one must have an income in the family. Bornholm is hit hard, Nexø is hit hard, many parents do not both work and so on.”

The supplier (Appendix 5, p. 154)

The health consultant also explained that Bornholm is strongly affected by the financial crisis. The school meal supplier argued that the school meal programme might create some problems since it brings more awareness to the social inequalities that exist between the pupils. The supplier told that some of pupils have said to him that they would like to purchase school meals, but they were not allowed for their parents. The supplier explained that some parents had expressed that they were unhappy about the new school meal programme and he thought that it was because they could not afford to purchase the school meal. The school manager explained that many parents receive subsidies from the municipality to cover their cost in relation to the kindergarten. These parents often choose the lunch offer in the kindergarten, which they receive support for, but when their children start in school and there is no support for the school meals, these parents often deselect the school meal programme. The school manager emphasized that if there were some kind of support for the school meals maybe more pupils would use the programme. According to the health consultant Bornholm municipality cannot support the parents financially with the school meal since the administration of the financial support would be too complicated and would be too complicated to define which families that are entitled to the support.

The school manager explained about an agreement that the school has made with the school meal supplier about disposable plates. The school pays for the disposable plates and the supplier thus has promised to keep the price at 20 kr. The school manager and the school teacher both mentioned that the school was

puzzled over how expensive the disposable plates were. The school has budgeted with 30.000 kr. for disposable plates, which the school manager thought would cover the expenses, also if more pupils would use the school meal programme.

The school meal supplier explained that he is worried about food waste and he has therefore required that the pupils order beforehand in order to know how many servings to produce each day (Figure 3, See “Payment”). The school manager thought that this might be a barrier since the pupils cannot buy the meals impulsively if they forget their lunchbox. Nevertheless, she did not think that it would provide significantly more servings per day if it were possible to buy the school meal impulsively. The school meal supplier explained that the parents can order and pay for the meal by MobilePay. He said that this might be a possible barrier for the school meal programme since it requires that the parents have smartphones. However, the school manager mentioned that there is another possibility where the pupils sign up by texting the school meal supplier before 8 am and pay cash. The health consultant said that she is concerned about the practical aspects since the parents have to remember to order, do it in time and pay. She mentioned that the parents might think that it is easier to make a lunch box than order and pay for the school meal programme. Furthermore, she worried that the parents might be unwilling to give the new programme a chance due to several previous unsuccessful school meal programmes.

Professor Bent Egberg Mikkelsen argued that an important aspect when wanting to implement school meal programmes at schools is to identify how prepared the different stakeholders are for the change (Figure 3, See “Actors in school meal programme”). Furthermore, he emphasized the importance of communicating to the actors’ discourses in order for them to understand the benefits of a school meal programme. For example, Bent Egberg Mikkelsen explained that to convince a teacher about the benefits of a school meal programme it is essential to talk about learning and social skills and not solely about the nutritional benefits concerning the school meal programme because food is not the school’s key concern. Bent Egberg Mikkelsen explained:

“I think that the whole point is that the school's core service is not food [...] [if you] speak the language of curricula and learning and didactics, about social skills [...] then you are speaking the right language and then you have gone through the right door, but if you start speaking about nutrients and nutrient recommendations and vitamin A then you have gone through the wrong door [...]”

Bent Egberg Mikkelsen (Appendix 11, p 206)

The school meal supplier explained that he has not had much help from the school management because they have been occupied with the new school legislation (Figure 3, See “Promotion”). He had hoped that the school management was more involved and supportive. He also mentioned that none of the teachers

or the SFO has shown much interest in the school meal programme so far. The supplier explained that he has the responsibility for promoting the school meal programme and the promotion goes through the local media, Facebook and the school intranet. However, the supplier thought that the parents rarely use the intranet and he did therefore not perceive this as the best strategy. He said that the intranet is so popular now days, but he thought that the school could have done more to effectively communicate the message about the new school meal programme to the parents. However, the school teacher thought that there has been enough communication both to the parents and the pupils and explained:

“[...] it [the intranet] is also where the parents sign up for meetings and this is where all our [the school] communication takes place, so they [the parents] should see it [the information].”

The school teacher (Appendix 7, p. 184)

The school manager said that they upload a menu plan for two weeks at a time on the intranet and in the bottom of the menu, there is a description of the payment methods. Furthermore, there are menu plans displayed at the school and the food patrol informs the other pupils about the school meal programme. The school manager thought it is important that the parents perceive the school meal programme as beneficial since they are the ones paying for it.

The school meal supplier believed that in order for the school meal programme to become successful more promotion is needed. He said that the school meal programme might become more visible if he participates in arrangements and meetings at Paradisbakkeskolen and if he hosts small events in the local community. Furthermore, the supplier argued that free tastings of the food and information about the new school meal programme might increase the sale since many parents are still not aware of what the programme contains. The health consultant believed that it might be a good idea to give the parents more information and maybe have some events where the parents and pupils can taste some of the school meals. She thought that this might make more pupils use the school meal programme.

6.1.2. Facilities

In this section the barriers and opportunities concerning the school, the SFO and Nexø sports club facilities related to the school meal programme will be presented. Two important aspects were found in relation to the facilities; economy and structure. The facilities are perceived as important for a well-founded school meal programme and can contribute to promote healthy eating habits among pupils.

Paradisbakkeskolen does not have a canteen and the pupils eat in their classrooms (Figure 4, See “Eat in classroom”). The health consultant thought that it is problematic because the eating environment is just as

important as the food is. She believed that a good eating environment can increase the pupils' desire to eat. The teachers eat together with the pupils until the sixth grade. The teachers will for example read a story while the pupils eat. The pupils using the school meal programme have to leave the classroom to pick up the food, which is served in a hall at the school. The home economics teacher, the school manager and the school teacher emphasized that it is time consuming for the pupils to pick up the food and the pupils then miss out on the social aspects when it comes to eating together. The home economics teacher explained:

“So this means that those pupils who choose this meal programme basically withdraw from the social gathering because they cannot, for example participate, if the teacher says, for example, I am going to read a story while we eat or we sit and enjoy and talks or something.”

The home economics teacher (Appendix 8, p. 188)

Additionally, the school teacher explained that the pupils have 15 minutes to eat their lunch, which makes it difficult to have sufficient time to eat if they also have to pick up the food. Furthermore, the school teacher explained about how the transportation of the food from the hall back to the classroom is a challenge especially for the small pupils since they have difficulties to walk with the dishes without dropping any food. Due to these practicalities, the home economics teacher thought that it would be beneficial if all the pupils leave the classrooms together and eat in a canteen. He emphasized that the pupils could either eat their lunch box or the school meal if they had a canteen. Moreover, the school teacher explained that the pupils would like to have a canteen and that they have had this wish for many years. The school manager explained that the school has a dream about building a canteen at the school. She talked about the school basement or the SFO being potential places to build a new canteen (Figure 4, See “New canteen”). However, this is not an option at the moment since the school cannot afford it. The health consultant believed that eating together can strengthen the social bond among the pupils. The home economics teacher emphasized that the new school meal programme is missing the aspect of the social gathering around a meal where the pupils can eat together in a cafeteria. The health consultant believed that when pupils eat the same meal together it can give the pupils new knowledge about different food and make them want to try new food and eat more diverse food items. She explained:

“You try more food items when eating together because you do the same as your peers [...] To sit around a table and eat food that is also part of the food literacy.”

The health consultant (Appendix 6, p. 168)

The home economics teacher also thought that the pupils would influence each other to try new things when eating together.

The older pupils at Paradisbakkeskolen are allowed to leave the school in the lunch break. The supplier and the health consultant explained that the school and Nexø sports club are located side by side and it could be an option that the older pupils use the café in the sports club to eat the school meal (Figure 4, See “Nexø sports club café”). The sports club is a part of the project *Sundere Mad i IdrætsLivet - SMIL* (Jumpfood) and the project will be introduced in the fall (Figure 3, See “SMIL”). As a part of the project, the café will be designed to fit the children’s needs. Bornholm municipality has financed part of this through different funds. The health consultant explained that the municipality has supported the project financially since they see this as an opportunity to positively influence children’s eating habits. The supplier empathized that the older pupils can use the sports club to eat their lunch and thereby give them a free space:

“[...] the idea was that we [sports club café] prospectively should have the older pupils to go here [sports club café and eat] [...] It is of course also connected to the Jumpfood project [...] it has of course synergy that they [pupils] come up here every day and perhaps also know that there is a cafe in the evening.”

The supplier (Appendix 5, p. 156)

The health consultant thought that if the sports club café can appeal to the older pupils and provide an attractive offer, the pupils can use the sports club instead of going to the gas station. Additionally, the health consultant explained that some of the pupils are a part of the group in SMIL who are designing the new café. She believed that the pupils grow when involving them in the decision process. The youngest pupils are not allowed to eat at the sports club café because they need to be under pedagogic supervision.

Paradisbakkeskolen does not have a proper kitchen where school meals can be prepared (Figure 5, See “No production kitchen at the school”). The school meal is prepared in the kitchen at the sports club (Figure 5, see “Sports club kitchen”). The health consultant, the school manager and the SFO cook did not believe that it is possible to involve the pupils in the food production at the sports club. The SFO cook did not think that the public institutions and private institutions can work together since it is two different worlds and they have different rules and aims. The school manager also explained about the difficulties in involving the pupils in the food production:

“[...] our challenge is just that we do not have a production kitchen and then we must go up to the supplier in the sports club and use his production kitchen, but then it will also be a mess because he has to earn money and we are a school [...]”

The school manager (Appendix 10, p. 200)

The supplier explained that it could be a possible future project to involve the pupils in the food production and that they have talked about it. Inversely later in the interview he told that he does not have the kitchen equipment to involve 20 pupils in the food production and that he did not think it is a wise solution. When he was asked, he told that he might have four or five pupils in the kitchen.

The home economics teacher and the school manager were open to the idea that home economics and the school meal programme could be more connected and maybe the children in home economics could develop recipes for the school meal programme.

The school teacher told that the SFO cook would like to prepare school meals for all the pupils, but this is not possible due to lack of proper facilities. She explained that a new kitchen would have to be financed by the the school and that would be too expensive. Furthermore, the school teacher told that the municipality has to save money. The health consultant confirmed this and said that the municipality cannot support the school meal programme at Paradisbakkeskolen financially. The SFO cook has collected offers for the establishment of two different kitchens since he would like to the one producing the school meals to Paradisbakkeskolen. To build a production kitchen at the school will cost 400.000 kr. and to build a production kitchen at the SFO 150.000 kr. The SFO cook said that the solution with the sports club delivering the food is beneficial for the school since they do not have any expenses in relation to the school meal programme. Money seems to be a considerable challenge in relation to facilities. Bent Egberg Mikkelsen expressed that school meal programmes with internal suppliers are expensive, if the school does not have a kitchen, as it requires a new kitchen and staff.

The school manager and the school teacher thought it would be ideal to have a production kitchen at the school and to have the SFO cook producing the food. The home economics teacher also believed that it is important to have a production kitchen at the school:

"[...] it would also really make sense if the food was prepared here [at the school] and you could smell that it smelled of meatballs in curry down the hallway that would make sense [...]"

The home economics teacher (Appendix 8, p. 190)

If the school had a production kitchen, it would create the opportunity to involve the pupils in the food production (Figure 5, see "Pupils involved in kitchen"). The school teacher believed that if the pupils were involved in the food production it could create motivation and learning. She explained:

"[...] if the children helped to prepare the food and everything like that, this would also be a motivation and a learning that mattes, but the school and many of our colleagues are not prepared for this."

The school teacher (Appendix 7, p. 180)

The home economics teacher thought that the pupils would gain ownership if they were involved in the food production, but he believed that the pupils need a hygiene certification in order for them to produce food to the other pupils. The health consultant thought that if the pupils were involved in the kitchen, they would be more willing to try new dishes. The SFO cook told that if the pupils are involved, in the food production there is learning attached and it is also financially beneficial since less staff is required. The school teacher explained that with the new school legislation the school has to cooperate more with the SFO and this could open up for an opportunity that the SFO cook or the pedagogues could involve the pupils in the kitchen. Bent Egberg Mikkelsen stated that pupils need to develop action competences in order to change health behaviour and this can be done by using a participatory approach and involve the pupils so they go from passive feeding to active learning. The school teacher and the school manager told that the pupils would like to participate in the food production. Nevertheless, the school teacher said that this is far from a reality since she thought that the teachers have different priorities and that some teachers do not prioritize this.

6.1.3. Health promotion and school legislation

The section will present the actors' discourses concerning how school food should ideally be addressed in Denmark to facilitate healthy eating habits among pupils. The interviewees' different discourses on health and food and on the new school meal programme will be elaborated as well (Table 2). Furthermore, this section will address opportunities and challenges regarding the new school legislation and how health and food can be integrated in the new school structure. This will provide knowledge concerning how it can be possible to promote healthy eating habits among the pupils at Paradisbakkeskolen.

Professor Bent Egberg Mikkelsen explained that there are three approaches to school meal programmes; a non-collective, a semi-collective and a collective (Figure 3, See "Non-collective system"). Denmark has a non-collective system, which means that the schools are not obligated by the government to provide school meals. However, Denmark has some semi-collective schools, which means that some schools offer school meals and at these schools, only some pupils buy the meals. He explained that there have been a numerous of semi-collected, bottom-up approaches to school meal programmes where each school has had their own unique approach. Some of these schools are the LOMA school and the EAT schools. Bent Egberg Mikkelsen claimed that the easiest way to promote healthy eating habits among pupils is by having a collective system as they have in Sweden and Finland where the schools are obligated by the government

to provide school meals paid over the taxes. School meals have been included in the Swedish welfare system for the last 60 years and it is a standardized, professional system. Professor Bent Egberg Mikkelsen used an example where he described the benefits of school meals as medicine where he argued that in Sweden all children are provided with “medicine”, but in Denmark only some schools provide “medicine” and at these schools, only some children receive the “medicine”. He explained that in Denmark the “medicine” is therefore diluted, which means that the benefits of the school meals only reach some pupils unlike in Sweden. However, Bent claimed that the Swedish approach is not the most effective way to positively influence children’s eating habits since it is just a food service. He argued that the most effective approach when wanting to promote healthy eating habits among pupils is to have a whole school (health promoting school) approach to school meal programmes, where both availability and learning are included. The health consultant thought the ideal solution is to offer the pupils school meals as they do in Sweden. She argued that children from low-income families will especially benefit since they then will get at least one healthy and diverse meal every day at school. However, she explained that this cannot be realized due to the financial aspect, but she argues that prevention is essential. She claimed that the government would save money prospectively if they were willing to offer the money required to provide the schoolchildren with healthy nutritious meals since their eating habits would be positively influenced.

The school meal supplier and the home economics teacher agreed that all Danish pupils should be offered school meals every day. The home economics teacher argued that the Danish government should pay for the school meals and prioritize this since it can increase the pupils learning. He pointed out:

“But it would be great if it was like in Sweden [...] where the children just eat at the school and that food is just an integrated part of going to school [...] it should be part of the budget that the government prioritizes and says that we believe that a good diet and nutrition helps to increase children's ability to learn and children's ability to perform so therefore we choose of course, to pay so that all Danish schoolchildren receive some decent food.”

The home economics teacher (Appendix 8, p. 190)

Almost all the interviewees agreed that Danish schools should have the same system as in Sweden where pupils are offered a free meal during the school day. They also thought that it should be paid over the taxes.

All the interviewees agreed that it is primarily the parents’ responsibility to take care of their children’s health, but that the school and the society also have a responsibility especially to help children from disadvantaged families (Figure 6, see “Responsibility for children’s health). The health consultant believed school meal programmes can decrease social inequality among children, which she perceived as a societal responsibility. She explained:

“I think that the parents who do not have as many resources and we know that the lower the educational level are, the poorer are the eating habits and the general lifestyle habits [...] I think that the most vulnerable [children] would benefit if they could receive a meal at school, so they are both presented for and also that they eat the same and of course that the food is nutritiously sufficient, so that they obtain both a healthy and balanced diet, at least one meal a day.”

The health consultant (Appendix 6, p. 167)

Furthermore, the health consultant explained that the municipality has to create the best possible conditions for the children to ensure that the children achieve as healthy a life as possible (Figure 6, See “Health consultant”). She said that this does not only include food and physical activity, but also all the other aspects concerning a healthy life like one’s wellbeing. Both the municipality and the schools have to provide schoolchildren with the best possibilities in life and the families should be supported. The health consultant emphasized:

“The school and the municipality are for me the same. They must create the best conditions so all the precious little children get the best life and the best opportunities to become self-independent and have a good and long life.”

The health consultant (Appendix 6, p. 170)

Furthermore, she mentioned that when the government and the municipalities have to save money, one of the first things they exclude from the budget is health prevention. This indicates a potential barrier since the municipality cannot financially support the school meal programme. The health consultant explained:

“[...] I believe in prevention and that we need to intervene early and I believe that in the long run, we will save a lot of money if the kids receive a good start in the schools and here I mean when it comes to food. In the long run I believe it, but this is just not the reality since we have to operate in the short term, because when we are in lack of money, we know very well that prevention is the thing, that we can cut away.”

The health consultant (Appendix 6, p. 169)

The school teacher mentioned that the parents have the main responsibility for their children’s health status, but the school should support the families:

“I think that the family has a very very big responsibility and I certainly feel that the school can support them, but if I look at myself when my children were young, then it was also my responsibility to give them a good lunch to school and if it was not eaten, then talk about why it was not eaten.”

The school teacher (Appendix 7, p.185)

The project SoL had according to the health consultant, the supplier, the school teacher and the SFO cook had a positive impact on their view on health and food (Figure 6, See “SoL”). It seemed that the project SoL has increased the actors’ awareness and focus on health and food. This has led the actors to think in new patterns and thereby changed their health and food discourses. Additionally, many of the interviewees mentioned that SoL has brought the supplier and the school together during different meetings with SoL. This has engaged them in a dialogue and has resulted in the cooperation between Paradisbakkeskolen and Nexø sports club. SoL has therefore helped establish a network between Paradisbakkeskolen and Nexø sports club.

The school meal supplier is involved in the project SMIL that will be launched in the autumn (Figure 3, See “SMIL”). The menu in the sports club café will be changed from junk food to Jumpfood (healthy food) and the eating environment will be designed to appeal to the children using the café. The purpose with SMIL is to change the food served in Danish sports clubs to healthier foods. The school meal supplier explained that the sports club café has to replace all the unhealthy food items such as fries and hot dogs with healthy alternatives. The supplier saw a strong connection between SMIL and the school meal programme and that it will be beneficial to combine the two:

“[...] we [the sports club café] are close to the school, but at the same time we are introducing the Jumpfood project in which we saw an opportunity to link the two together. [...] and in relation to this Jumpfood project, which is a project that want kids to eat healthy food so these two things are rather well connected to each other.”

The supplier (Appendix 5, p. 153)

Paradisbakkeskolen has a food policy, which prohibits all sugary products at the school also on birthdays (Figure 6, see “Food policy”). This policy gives an impression of the school’s overall health and food discourse. However, the policy has according to both the home economics teacher and the school teacher divided the teachers into two groups where some are in favour of the policy and some are against it. The school teacher thought that the teachers interpret and prioritize the food policy differently. The school teacher explained how she has had dialogue with the parents about both packed lunches and sugar. She said that a colleague and her have tried to change the culture revolving around birthdays in a healthier direction. The school teacher elaborated this by stating:

“[...] we have been very focused on health and we have had a tremendous dialogue with the parents about packed lunches and explained our opinion concerning birthdays, because we said that we would not have cakes and all that sugar since we believe that it is just as easy to bring clementines or a box of apples

decorated with flags rather than bringing lollipops or something else or a huge cake. So we have probably been the health apostles and had that job.”

The school teacher (Appendix 7, p. 176)

However, it is clear that the home economics teacher has another health and food discourse than the school teacher. He argued that it is much more important what the children eat on a daily basis than the things they eat on special occasions. The home economics teacher elaborated:

“So for several years there has been a food policy that has been extremely fundamentalist where they [the pupils] are not allowed to bring soft drinks, milk wafers or cake for birthday. You can therefore say that the teachers do not really have a mutual pedagogical ground since some think it has been too strict and some have been in favour of this very strict policy. So this very strict view, but basically right attitude towards the food policy has divided the teaching staff. My personal opinion is that there is nothing wrong with eating cake for birthdays since this is not what makes you poorly nourished, but because there has been this very strict food policy, the focus has shifted from the meal as a social gathering because the focus has been on other things.”

Home economics teacher (Appendix 8, p. 188)

The home economics teacher thought that the school has only focussed on prohibitions and this has resulted in a school meal programme, he perceived as less healthy. The quotes from the school teacher and the home economics teacher displayed the divided views and discourses on the food policy at Paradisbakkeskolen. The teachers divided views indicated a potential barrier for promoting healthy eating habits among the pupils because it seemed that the actors have not reached a mutual understanding. The school teacher explained that the teachers think it is important to have a school meal programme that offers the pupils a healthy meal and that it is a healthier alternative than the food they can buy at the gas station. The school teacher elaborated:

“I think probably they [all the school teachers] support the meal programme as such. That is, we all think it is a good idea to have some food they [the pupils] can buy at the school and especially that it is a healthier alternative than the food they can buy at the gas station. We can all agree on that.”

The school teacher (Appendix 7, p. 181)

However, she mentioned that this is the only thing about health and food that the teachers can agree on. The interviewed actors had different views on the school meal programme (Figure 6, See “The school meal”). These different views were illustrated both when they discussed whether the school meals are healthy or not, if it is homemade or not, if the portions sizes are suitable or not, if the food is diverse

enough, if the buns contain whole grain and are made from scratch and whether there are enough vegetables. The home economics teacher talked about the school meal:

“[...] so healthy, from a scale from 1 to 10 I see it as being a small 5 [...] The reason for this is that it is white bread and there are too few vegetables, it is more like a food service than a health upgrade. And therefore it is as I said a good alternative for those who had not had any lunch or for the bottom 20% who have toast with chocolate, but the school meal is a poor substitute for two rye breads with cold cuts. But of course it is also a good alternative for those who have thrown their packed lunch out because they did not bother to eat it since it is obviously better to eat a light sandwich than it is not to eat anything.”

The home economics teacher (Appendix 8, p. 187)

The school meal supplier had a different view on the school meal and he said that it is important for him that the meal makes the children satiated and it contains proteins, carbohydrates, whole grain, diverse vegetables and new novel food. Furthermore, he expressed how he uses dishes the pupils are familiar with and then makes these healthier for example by adding vegetables. The school meal supplier explained what the pupils get when they buy the school meal:

“They [the children] get some health in their everyday life, since we of course focus much on what the food contains and they might also get a better visual picture of different things and as I say in order for them to know other vegetables than cabbage and corn [...] Also with the bread we use different grains and not just the ordinary light bun.”

The supplier (Appendix 5, p. 161/153)

The health consultant told that the municipality has supported and guided the establishment of the new school meal programme. She explained that she established meetings between the school meal supplier and relevant partners to help him get started (Figure 6, See “Health consultant”). Furthermore, she provided the supplier with recipes and information material from Danish Veterinary and Food Administration (DVFA) concerning school meals since the supplier does not have a nutritional background. She told that she has observed that the material is used in the food production. Due to this, she believed that the school meal programme is meeting these recommendations. The health consultant explained:

“[...] I have given them [the supplier] the school meal folder from the Danish Veterinary and Food Administration and supported them so that they are sure that it is a nutritious meal that they offer to the children, not to misrepresent the supplier and his wife, but they do not have a nutritional background or a kitchen education in any way, therefore they have to get a little help to ensure that the meals are the best as it can possibly be [...] And when I visited them yesterday in another context, it was obvious to see that the

school meal folder from the Danish Veterinary and Food Administration was open and that she was cooking after it and we know that this is calculated recipes that meet the Keyhole so that is fine.”

The health consultant (Appendix 6, p. 169)

The school manager explained that the school expects the meals to be healthy and mainly homemade and that she thought the meals meet this demand:

“We clearly have an expectation that it will be healthy and good food that you can feel is homemade. It is nice to get up and get a homemade bun with homemade tuna salad and it is nice for the children that they by themselves can come cucumbers in it and that it is homemade and not factory-made [...] I cannot promise you that everything is made from scratch, but my overall impression is that it is not a tuna salad bought in Netto, it is something that they have made themselves and I am quite sure that the rolls are also homemade and that is a plus [...] So we have an intention of fresh products and something that is healthy [...]”

The school manager (Appendix 10, p. 197)

In contrast to this, the SFO cook had another view since he thought that the supplier buys the bread. The school manager told that the school meal supplier has to follow the school’s food policy.

The interviews indicated that the actors mostly perceived the school meal programme as a food service and did not emphasize that a school meal can contribute with other aspects. The school manager explained that the school meal programme can be beneficial when you do not have time to prepare the packed lunch or for the parents who do not have energy to prepare the lunch. The school manager told that she likes to prepare the packed lunch for her daughter and she explained how she likes to give her daughter something from home with her to school. She also liked that she knows what is in the packed lunch.

During the interview, it became clear that it was important for the SFO cook that children gain knowledge about the food supply chain from cradle to grave (Figure 6, See “SFO cook”). The SFO cook called processed meat “dead meat”, which emphasized his discourse. His health and food discourse mostly revolved around teaching children where food comes from and the whole food chain:

“[...] I think it is so exciting to work with children [...] I take the kids out to some of Bornholm’s companies to show the kids the basics of food. [...] I like that the red thread goes all the way through the process for example if you have dismembered a pig, then you have to cook it and eat it afterwards.”

The SFO cook (Appendix 9, p. 191)

He also explained that if the children do not have anything to eat during the day they do not have enough energy to learn anything in school. Additionally, the interview with the SFO cook indicated that the cook

perceived health as less important and boring and that it was more interesting to focus on where the food comes from.

Professor Bent Egberg Mikkelsen explained that there are many opportunities to effect pupils' health and one of these is to educate about food (Figure 7, See "Health and food in curriculum"). He mentioned that the pupils can develop action competences by learning about food and nutrition and that action competences can enable the children to become critical consumers:

"[...] Bjarne [Bruun Jensen] call it action competence that you can incorporate some critical reflection [...] you can provide the children with the tools needed in order to assess the relationships between healthy lifestyles and health outcome. It can easily be integrated into the teaching [...] you can develop their critical thinking in relation to the food supply to try to prepare them for the societal challenge it is to deal with the influence of large companies and their unhealthy marketing, I think that there lies an important job [...]"

Bent Egberg Mikkelsen (Appendix 11, p. 204)

Bent Egberg Mikkelsen emphasized that the whole school (health promoting school) approach, where curriculum and foodservice are integrated, is beneficial to develop the pupils' action competences. He thought it is important to integrate the school meal programme in the curriculum and not just have a passive food service.

At Paradisbakkeskolen there is no teaching connected to the school meal programme and the pupils are only involved in the school meal programme through the food patrol, which imply that the school meal programme only are a food service where the pupils can buy meals. The pupils have the course home economics in the sixth and seventh grade, once a week for two lessons where health and food are addressed (Figure 7, See "Home economics"). There are different opinions about how the course is prioritized. The health consultant explained that home economics in general has been prioritized lower than other courses and she would like the course to have an essential role, be equally important and be provided with the same amount of money as other courses. The school teacher thought that home economics at Paradisbakkeskolen is not prioritized and has a low budget and she believed it should have a bigger priority. Opposite to this, the home economics teacher said that he thought that the school prioritizes home economics because the class is divided into two groups, which means he only teaches half of the class at a time.

Bent Egberg Mikkelsen told that the new school legislation invites to integrate more interdisciplinary teaching where food and nutrition very well could be included across different courses like science, math and biology (Figure 7, See "School legislation"). He talked about a new course:

“[...]it is called learning-promoting something, but there are activity courses where the pupils are faced with a problem. It could be, for example a meal where the pupils have to plan, buy, cook and serve, eat and clean up, which is a problem that can be solved with various courses, so you apply the courses to say what is it we can learn from biology, what is it that we can learn from mathematics when we have to sit and calculate the nutritional contents of a recipe [...]”

Bent Egberg Mikkelsen (Appendix 11, p. 206)

It is assumed that Bent Egberg Mikkelsen was referring to the new course called supporting courses, which the home economics teacher also talked about could be used to integrate more food.

Furthermore, Bent Egberg Mikkelsen argued that since the school day is becoming longer there is a need for thinking in new patterns when it comes to food in the schools. Bent Egberg Mikkelsen also mentioned that the new school legislation is a good opportunity to rethink the schools when it comes to school meals, which he explained is seen in the blog on the schoolteachers' webpage where the new reform and food is intensively discussed.

The health consultant and the school teacher saw the potential in the new school legislation in relation to interdisciplinary teaching about food and nutrition. According to the health consultant there are many opportunities in the new reform and she explains how nutrition and health can be integrated across the different courses:

“There are lots of possibilities. You can include it both in mathematics and science, physical activity and Danish and well, you can involve it crisscross.”

The health consultant (Appendix 6, p. 174)

However, both the health consultant and the school teacher questioned whether it will be integrated since the new school legislation does not include interdisciplinary teaching when it comes to specific health and nutrition. They believed it will depend on each teacher and their interests and priorities. This is a notable challenge when wanting to promote healthy eating habits among the pupils. The school teacher claimed that there are many different opinions and initiatives already at the school and it depends on how they prioritize. Bent Egberg Mikkelsen supported this statement when he talked about how different professions want the schools to take on many of the society's tasks. He explained:

“[...]when we have problems in the society or when we have lack of integration or people are involved in traffic accidents then we say why do we not teach it to the children in school.”

Bent Egberg Mikkelsen (Appendix 11, p. 206)

He emphasized that the professions have different discourses about what is important and that is why the schools are imposed with many tasks. He therefore claimed that integrating school meal programmes at schools might make many teachers argue that they do not have the time also to include food in their teaching.

The school manager told about the new school legislation:

“[...]that we have to have more focus on physical activity, on learning, we will include goals in a completely different way and we will try to organize all teaching much more flexible and with focus on the individual pupils’ learning compared to fixed schedules [...]”

The school manager (Appendix 10, p. 200)

The school manager said that this is what they are working on at the moment and told about how the school day will become longer and more pedagogues from the SFO will be included in the school. She explained that the pedagogues could be included in the more practical teaching. It can be an opportunity that the school will get more time and the pedagogues can facilitate a more practical learning in relation to health and food.

The SFO cook believes that the new school reform opens up for more cooperation with relevant professions for example that a cook could be used in home economics where he could show the practical aspects concerning food and the teachers could teach the pupils the theoretical aspects about food. He also explained that the new school legislation opens up for a new way of teaching the pupils. He explained:

“[...]I look forward to it [the new school reform] are being implemented because it is another learning that takes place. For those who cannot learn equations and things like that on the blackboard it is here the new school reform is good. They can, for example, come up to me and then you can begin to cut the vegetables and then you learn math in that way [...] Go with me to grocery shop, what is the price of leeks, if we need five what is the price then, if three leeks cost 15 kr. what does one then cost [...]they can come up to me and weigh and measure and learn math in that way.”

The SFO cook (Appendix 9, p. 195)

The home economics teacher believed that the new school reform offers a more flexible school day and therefore the children do not have to eat at the same time (Figure 4, See “School legislation”). He thought that the school could implement shifting lunch breaks and that the school has the facilities to build a canteen where the pupils can eat in shifting lunch breaks. He explained:

“[...]they [the school] do not have the facilities as it is right now to host so many children if we were to eat together, but it could be with the new school reform that it can be possible to think in a more flexible

fashion so all the children do not have to eat at the same time, but that you can have a shifting lunch breaks, then it is possible, but now we need to get out of this inflexible box thinking that we [the school] are still using.”

The home economics teacher (Appendix 8, p. 187-188)

However, as the plan is right now the lunch break will remain the same for the entire school when the new school legislation is implemented. The school manager considered shifting lunch breaks as a possibility and they are in fact planning shifting morning breaks. Additionally, she mentioned that due to the low number of pupils using the school meal programme it would not be profitable for the supplier with a shifting lunch break as he would have to spend longer time on serving the food.

The school manager emphasized that a partnership like the one they have with the sports club is relevant in relation to the new school reform since it encourages the schools to engage in collaborations with their local community.

6.2. Results from the survey

This section will present the participating parents’ perspective on the new school meal based on the survey, which was distributed on Paradisbakkeskolen’s intranet. The questions are based on the key findings from the semi-structured interviews and are displayed in appendix 14.

31 parents participated in the survey. 28 parents completed the survey and three partly completed it. 19 of the parents had one child and 12 parents had two children at Paradisbakkeskolen (Appendix 15). None of the participating parents had more than two children at the school. The parents participating in the survey represented children from different grades. The parents represented 43 pupils and the school consists of approximately 600 pupils (Appendix 15).

Table 3 displays how often the respondents use the school meal programme.

Table 3: How often the respondents use the school meal programme

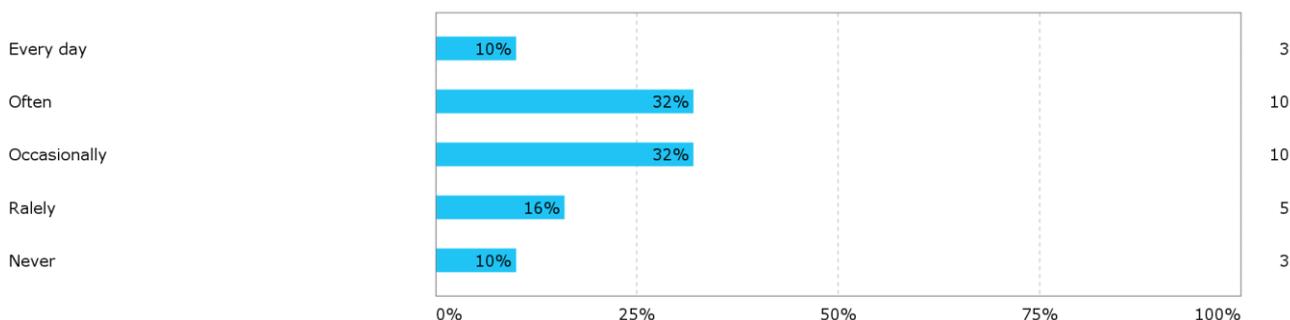


Table 3 shows that most of the participating parents' children used the school meal programme often (32%) or occasionally (32%). Three parents used the programme every day and three parents never used it. Table 4 shows how satisfied the respondents were with the new school meal programme.

Table 4: How satisfied the respondents are with the school meal programme

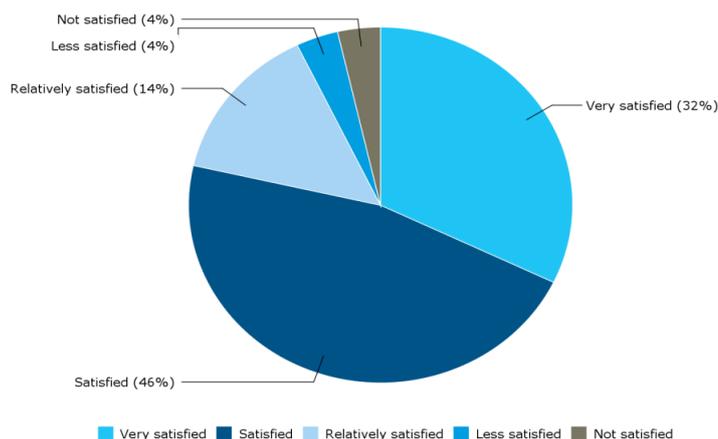


Table 4 shows an overall satisfaction with the school meal programme where 32 % were very satisfied, 46 % were satisfied and 14 % were relatively satisfied. Only two parents were less satisfied (4 %) or not satisfied (4 %) with the school meal programme.

Table 5, on the next page, displays the different reasons why the respondents use the school meal programme. Table 5 shows the different reasons why the parents used the school meal programme. The most common reasons were that it is their children's wishes (59 %), they do not have to make packed lunches (48%), their children like the food (48 %), they want to support the local supplier (48 %) and the food is diverse (41 %). Only one respondent (4 %) answered that the reason for using the school meal programme was due to the social gathering. One of the parents commented that they used the school meal programme when their child likes the food and another commented that it is a good solution when you run out of rye bread.

Table 5: The reasons why the respondents use the school meal programme

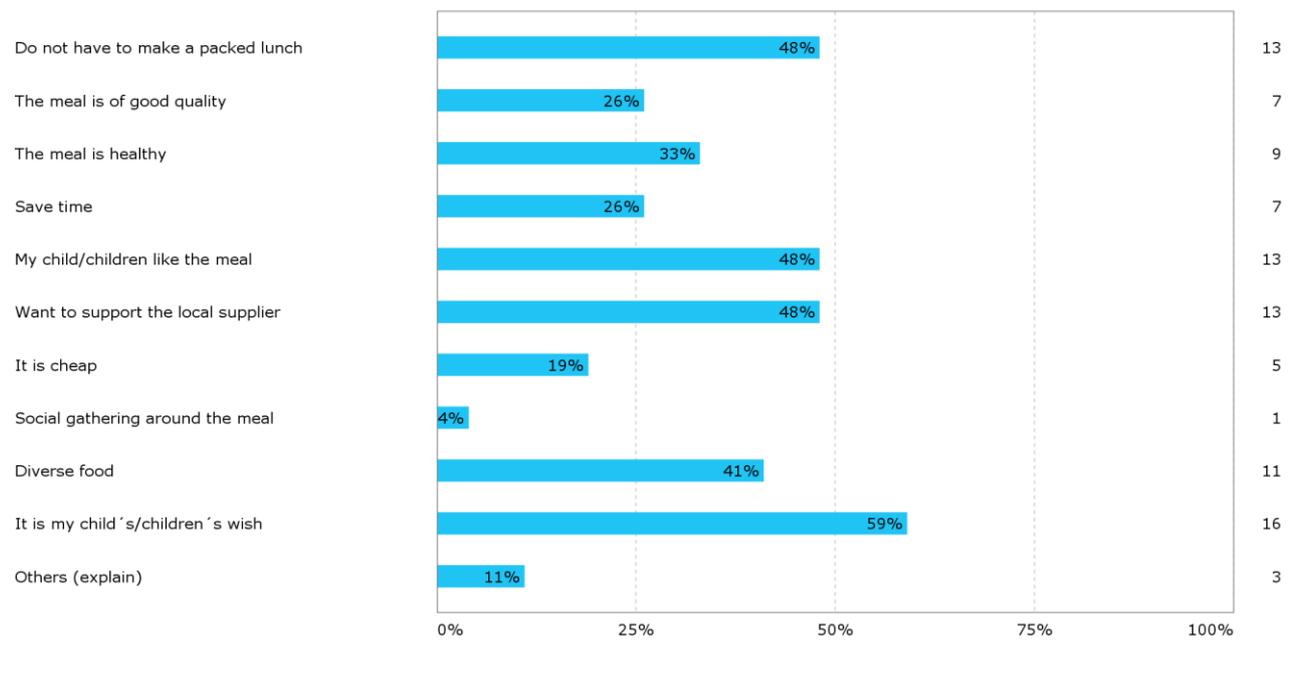


Table 6 presents the different reasons why the respondents do not use the school meal programme at all or every day.

Table 6: The reasons why the respondents do not use the school meal programme (every day)

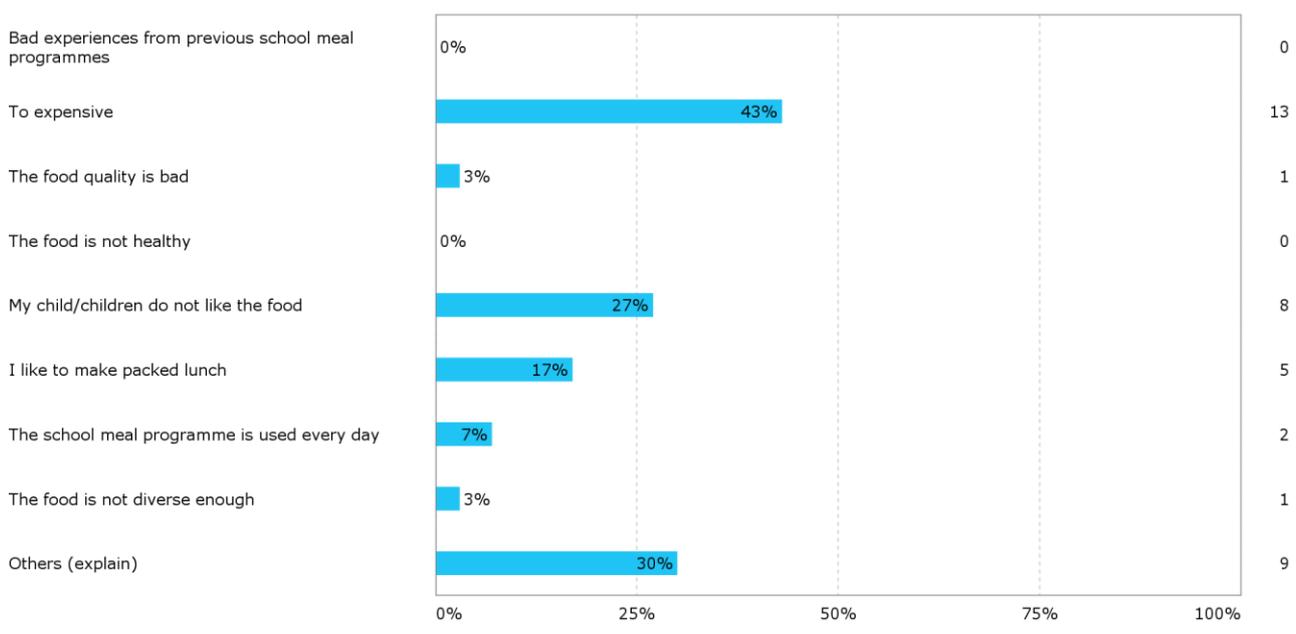
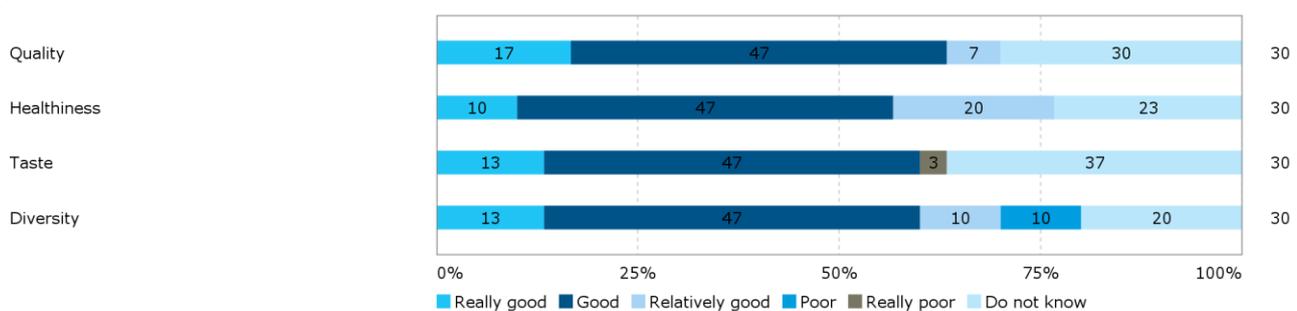


Table 6 illustrates that the main reason for not using the school meal programme (every day) was that it is too expensive to use every day (43 %). Eight parents (27 %) answered that they do not use the programme every day since their children do not like the food. Additionally, some parents commented that their children do not always like the food and this was the reason for them not using the programme every day. This indicates that the respondents did not use the school meal programme when their children do not like the dishes served. The findings indicate that bad experiences with previous school meal programmes have not had any influence on why the respondents were not using the programme every day. Furthermore, healthiness (0 %), quality (3 %) and diversity (3 %) did not seem to be an issue as to why they were not using the programme. Many of the participating parents had added comments (30 %). Some of the parents considered the packed lunch to be better and healthier. One wrote that they did not use the programme since you have to have a smartphone to order in advance and one answered that they are uncertain if their child receives the food when paid over the phone. Another parent commented that the portion size is too small, it does not taste that well, it is boring and the children are not allowed to serve themselves. 87 % of the respondents replied that their children eat packed lunches when they do not use the school meal programme. 10 % answered that they use the programme every day (Appendix 15). This indicates that according to the parents none of the children purchase food at the gas station etc., skip lunch or go home to eat.

Table 7 shows how the respondents perceive the school meal programme.

Table 7: How the respondents perceive the school meal



Overall, the parents perceived the quality (47%), the healthiness (47%), the taste (47%) and the diversity (47%) of the school meal as good. None of the parents perceived the quality and the healthiness of the food as poor or really poor. Additionally, only one parent perceived the taste of the food as really poor (3 %) and none responded that the taste of the food is poor. Three parents perceived the diversity of the food as poor (10 %). The findings imply that many of the parents do not know how the quality (30 %), the healthiness (23 %), the taste (37 %) and the diversity (20 %) of the food is. One parent commented that

he/she only sees the menu and not the food and therefore does not know how the quality of the food is. Furthermore, the same parent thought that when looking at the menu, there are too few vegetables in the dishes.

Table 8 displays the different channels the respondents have received information about the school meal programme.

Table 8: Where the respondents have received information about the new school meal programme

Channel of information	Respondents	Percent
The intranet	27	90.0%
My child/children	8	26.7%
Nexø sports club	6	20.0%
Meetings	4	13.3%
Other parents	4	13.3%
Others (explain)	2	6.7%
Teachers	1	3.3%
Have not received any information	0	0.0%

Table 8 shows that the majority of the parents (90 %) have received information about the new school meal programme through the intranet. 26,7 % have received information from their children and 20 % have received some information through Nexø sports club. One parent commented that they received information through Facebook.

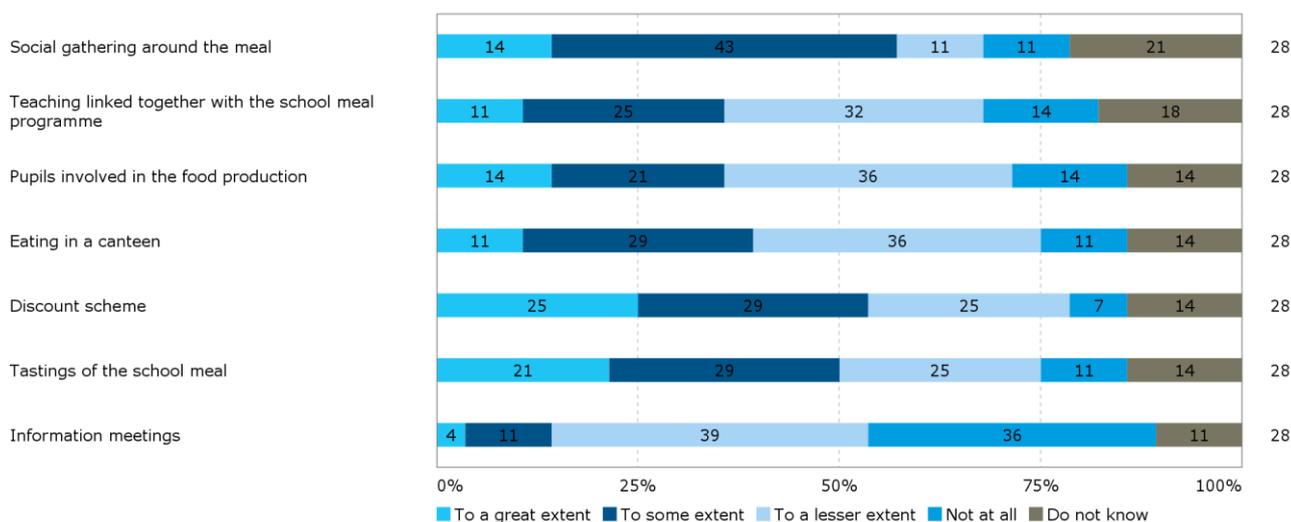
The majority of the parents (93,3 %) replied that they have received enough information about the new school meal programme (Appendix 15).

Most of the parents perceived the practical aspects of ordering and paying for the school meal as either very easy (37 %) or easy (23 %). Four parents responded that they find it either difficult (10 %) or very difficult (3 %). Four parents answered that they do not know (13 %) (Appendix 15).

Table 9, on the next page, presents the aspects that would make the school meal programme more attractive to the respondents. Table 9 displays that 57 % of the respondents thought that the social gathering around the meal would make the school meal programme more attractive to them to either at great extent (14 %) or to some extent (43 %). The answers to the questions concerning teaching linked together with the school meal programme, pupils involved in the food production and eating in a canteen showed similar tendencies. Less than half of the parents thought that these aspects would make the school meal programme more attractive to them either to a great extent (11-14 %) or to some extent (21-29 %) and 32-36 % of the parents answered to a lesser extent. This indicates that the respondents considered

these three aspects as less important. Over half of the parents thought that a discount system would make the school meal programme more attractive to a great extent (25 %) or to some extent (29 %).

Table 9: Aspects that will make the school meal programme more attractive to the respondents



One of the parents commented that a discount card where you for example pay for 50 meals at once and get a discount would make the school meal programme more attractive. However, you should not be obligated to use it every week. Additionally, another parent suggested that you can pay the school meal programme through PBS every month. Half of the parents thought that tastings of the school meal would make the school meal programme more attractive to a great extent (21 %) or to some extent (29 %). Few parents thought that information meetings would make the school meal programme more attractive to a great extent (4 %) or to some extent (11 %) where 39 % answered to a lesser extent and 36 % answered not at all. This indicates that the respondents did not consider information meetings as beneficial. Some parents commented that it would make the programme more attractive if they could pay cash and if they do not have to order before 4 pm the day before. Some parents commented that it would make the school meal programme more attractive if the price was the same as making a packed lunch, if the meal was low in fat and rich in fibre and if the pupils could choose between more than one meal every day. One of the parents proposed that the children could come up with menu suggestions and then the supplier could adjust the suggestions to healthier versions. Additionally, a parent commented that the children are complaining about the time it takes to pick up the food and it takes time away from their lunch break.

6.3. Key findings

This section provides a summation of the overall key findings from both the semi-structured interviews including the Relational Maps and from the survey. The summation will include the actors' overall perception on the opportunities and challenges concerning the new school meal programme at Paradisbakkeskolen and the new school legislation and how these can promote healthy eating habits among the pupils. The main opportunities and challenges will be presented in bold.

A significant challenge for the school meal programme is the **low number** of pupils using the programme since the supplier has to **earn money** and make a profit. The pupils and the teachers would like to have a **canteen**. A challenge is that the school **cannot afford to build a new canteen**. Additionally, the municipality cannot support the school financially in relation to this. If the school receive money, it would be possible to build a **new canteen** in the basement of the school or in the SFO. The pupils purchasing the school meals have to **pick up the meal** in a hall and this takes time away from their lunch break, which is a considerable challenge for the school meal programme. An option suggested in one of the interviews were that the school could use **shifting lunch breaks** when the new school legislation is implemented, which will allow the pupils to eat together in smaller groups. This will allow the possibility to build a canteen with enough room for the pupils. The parents thought it would make the programme more attractive if the **social gathering** around the meal increases, which can be seen as an opportunity, but right now, it is a challenge because the school does not have an eating environment. An opportunity for the new school meal programme is that Nexø sports club café has engaged in the project **SMIL**, which aims at changing the food served in sports clubs in a healthier direction. In that connection the sports club café will get a new design to appeal to the children. The findings suggest that the older pupils might have an option of **eating the school meal in the sports club cafe**. Nonetheless, the small pupils cannot use the café because they are not allowed to leave the school. The findings from the interviews suggest that the pupils want to **participate in the food production**, which is a possibility to promote healthy eating habits and to gain ownership of the school meal programme among the pupils. Nevertheless, it is not possible now because the school does not have a production kitchen and **does not have money to build a production kitchen**. The findings from the semi-structured interviews show that most of the interviewees did not think that the pupils could for example be involved in the food production at the sports club café since it is an external supplier and he has to earn money. The school has established a **food patrol** consisting of pupils from the student council, the school teacher, the school manager and the supplier, which can be an opportunity to adjust and improve the school meal programme. The interviewees thought that the school meal is a beneficial alternative for the pupils that do not like their lunch box, forget the lunch box, have a poor lunch box or

purchase food at the gas station. There is **no teaching linked to the school meal programme** and the pupils are only involved in the school meal programme through the food patrol, which implies that the school meal programme only is a **food service** where the pupils can buy a school meal. This is a challenge for the school meal programme. The survey indicates that the parents liked that they did not have to make a packed lunch when they use the school meal programme. The findings from the interviews and the survey indicate that the **pupils are pleased with the new school meal** programme, which is an advantage.

The findings from the survey indicate that a **discount system** could make the school meal programme more appealing for the parents. Additionally, the findings from the survey suggest that the parents thought it is **easy to order and pay**. The parents participating in the survey were overall **satisfied** with the programme, which is an opportunity for the implementation of the new school meal programme. A potential barrier to promote healthy eating habits among the pupils is the fact that the supplier has **no nutritional background** and it can therefore be a challenge for him to provide the school with healthy meals. The health consultant has therefore **supported and guided** the supplier in relation to the school meal programme, which is a possibility for making the school meal meet the recommendations for school meals. The findings from the interviews show that there are conflicting opinions about the healthiness of the school meal. This indicates that the actors had **different discourses on health and food** and did not agree with each other on this. The school meal has to follow the school's **food policy**, but there are different opinions among the teachers about the content of the policy and it seems like the policy has divided the teachers into two groups; one group supporting the policy and one group opposing it. The findings from the survey indicate that the parents overall perceived the **healthiness, taste, diversity and quality of the school meal as good**, which is an advantage. Nevertheless, many of the participating parents did not know how to answer the question about health, taste, diversity and quality of the food. This indicates that the **parents had not seen or tasted the school meal** and this can be a barrier if they then do not know what they are paying for. However, the supplier talked about making **events** with tastings for the parents and pupils. The interviews indicate that a challenge for the school meal programme could be bad experiences with previous school meal programmes. However, the survey did not show that this was an issue for the parents. The findings from the interviews and the survey indicate that the parents perceived the meals as **too expensive** to buy every day, which is a considerable barrier.

An opportunity in relation to the **new school legislation** is that the schedules will be more flexible, which allows more interdisciplinary teaching where health and food could be incorporated. The opportunities lie especially within the **new supporting courses**. Nevertheless, the findings from the interviews suggest that interdisciplinary teaching about food and health are **depend on the teachers' personal interest** because it is not incorporated in the new school legislation. An opportunity is that the new school legislation includes

more **cooperation with pedagogues** and other **professions like the SFO cook**, which opens up for an opportunity to teach practical aspects about health and food. The SFO cook wanted to involve the pupils in the food production and teach them food literacy, which offers an opportunity to promote healthy eating habits among the pupils. Additionally, the **school day will become longer** and the pupils therefore have to consume more meals at the school. Nevertheless, the findings from the survey indicate that learning linked to the school meal programme was not perceived as a factor that would make the programme more attractive for the parents. The new school legislation encourages **more collaboration with the local community**, which the school embraces with the new cooperation concerning the new school meal programme.

Chapter 7:

Discussion



7. Discussion

The discussion is divided into two sections covering the two parts of the problem statement. However, the two parts of the problem statement are interdependent, leading to some similarities during the discussion. The findings from the seven semi-structured interviews and the survey will be discussed together throughout this chapter. The first section of the discussion will primarily address the main opportunities and challenges when implementing the new school meal programme at Paradisbakkeskolen. The main opportunities and challenges are highlighted in bold. The second section of the discussion will primarily address how the new school meal programme and the new school legislation can promote healthy eating habits among the pupils at Paradisbakkeskolen. The aspects that can contribute to the promotion of healthy eating habits are highlighted in bold. However, the discussion will be initiated by reflecting on the method Situational Analysis and Maps.

Mutual dependency, which is one of the characteristics of the postmodern society, is seen in a school meal programme since it depends on both human actors, nonhuman actors (objects) and discourses (Fuglsang, Bitsch Olsen & Rasborg 2013). For example, the school meal programme depends on the actors at the school to support and use the school meal programme, which can depend on the actors' discourses in relation to how the school meal is perceived and it can also depend on objects such as money. This dependency and complexity was captured and easier to grasp when doing the Relational Maps since it visually displays the interaction and mutual dependency between the elements in the situation (Clarke 2003). It is important to understand the discourses, different opinions and thoughts in the situation since this affects the situation and thereby the new school meal programme. If the actors for example do not perceive the school meal as healthy and if this is important for them, it could affect the school meal programme since this could be a reason for them not to buy the school meal or support the school meal programme. For example one of the parents commented in the survey that he/she perceived the packed lunch as much healthier than the school meal, which indicates that he/she's discourse is a challenge for the school meal programme because the parent would probably not purchase the school meal. If more parents share this discourse and view, it is a challenge for the implementation of the new school meal programme at Paradisbakkeskolen. There are therefore many aspects that influence the implementation of new school meal programme, which made the Relational Maps ideal to capture this complexity. When we created the Relational Maps the process facilitated a systematic way to enter our data and the complexities of the school meal programme at Paradisbakkeskolen and it helped to discover important aspects in the study and highlighted new relations and contexts (Clarke 2003). When doing the analysis, the Maps provided a coherent and visual approach to discover opportunities and challenges in relation to the school meal

programme and how the new school meal programme and the new school legislation can promote healthy eating habits among the pupils (Clarke 2003). The mapping provided important knowledge and insight into how the school meal programme and the new school legislation can be used to promote healthy eating habits among the pupils at Paradisbakkeskolen and what challenges that need to be handled when implementing it. Nevertheless, when doing the initial analysis and coding it was difficult to identify what aspects to portray as opportunities and challenges in relation to the implementation of the new school meal programme. Some of the findings could both be an opportunity and a challenge depending on how you perceive it. For example, it can be viewed as an opportunity for the school meal programme, that the school has had several suppliers before since this has provided knowledge and experience in relation to what works at the school and what the pupils want, but it can also be viewed as a challenge since the pupils were not satisfied with the previous supplier, which could make the pupils less likely to give the new supplier a chance. During the study, it became clear that when one challenge was identified other challenges or/and opportunities could occur, which could reveal other opportunities and challenges as well. For example, a challenge identified was that Paradisbakkeskolen did not have a canteen and along with this challenge other challenges occurred since the pupils had to use time to pick up the school meal and some pupils had difficulties when transporting the meal.

Our working process throughout the present study has challenged our preconception since we became more aware of the complexity and nuances of the new school meal programme at Paradisbakkeskolen. Our overall preconception concerning school meal programmes being beneficial for promoting healthy eating habits among pupils has to a great extent been confirmed during the study (Appendix 1). However, during the study we became more aware of the challenges in relation to implementing the school meal programmes, but we focussed on how to overcome these barriers because a school meal programme has to be well-founded in order to promote healthy eating habits among pupils. Additionally, the process and our data revealed opportunities and challenges we had not considered beforehand. If we had not kept an open mind throughout the process we might have overlooked several opportunities and barriers such as the home economics teacher's suggestion of shifting lunch breaks, the potential of the food patrol and the barrier that the pupils spent time picking up the school meal. These aspects were not considered before they appeared in the interviews and would not have been detected if we had not kept an open mind for the data. We did not consider the parents as key actors for the implementation of the school meal programme, but during the interviews it became clear that they were important actors. To begin with, our preconception was also that the new school legislation lacked the aspect about food and meals and this preconception has not changed, but we became aware that the legislation includes several possibilities for including food and meals in the new school day (Appendix 1).

7.1. Implementation of the school meal programme at Paradisbakkeskolen

The main challenges identified in the interviews and survey regarding the implementation of the new school meal programme concerns practicalities, economy, facilities, promotion and that the school meal programme was primarily a food service. The findings indicated that the parents, the school's and the municipality's economy was a barrier concerning the implementation of the new school meal programme. The challenges will be discussed in relation to opportunities that can contribute to overcome the challenges in order for the school meal programme to be well-founded.

The findings from the semi-structured interviews suggest that the **low number of servings** per day were a significant challenge for implementing the school meal programme at Paradisbakkeskolen. According to the supplier, there were only 40-60 servings per day and he needs at least 100 servings per day in order for the school meal programme to be well-founded (Figure 3, See "Economic"). A low number of servings are also seen in other schools that use external suppliers, which makes it difficult for external suppliers to make a profit (Mikkelsen et al. 2010). The school manager and the school teacher were puzzled by the low number of servings per day. The supplier at Paradisbakkeskolen explained that as it is right now he is not able to make a profit off the school meal programme and he told that he has to be able to make a living off the school meal programmes otherwise he has to withdraw. The low number of servings implies a challenge since in order for a school meal programme to be efficient in promoting healthy eating habits among the pupils it has to be present and well-founded at the schools to begin with.

The findings suggest that economy was one of the main barriers for the new school meal programme. According to both the school manager and the supplier, the **school meal is too expensive** for the parents to purchase every day, especially if they have more than one child. According to the survey, the main reason for the parents not using the school meal programme every day was that it is too expensive to purchase every day (43 %). Economy might therefore be a possible explanation for the low number of servings and the majority of the parents have not endorsed other reasons for not using the school meal programme every day. The finding showing that the parents perceive the school meal as too expensive corresponds with an evaluation done in the EAT project where the parents also considered the EAT meal as too expensive to purchase every day compared to the packed lunch (Københavns Madhus 2010). Due to this, many parents had restrictions on how often their child could purchase the EAT meal, which was once to twice a week. The parents sometimes bent their own rules a bit if their child really wanted the EAT meal (Københavns Madhus 2010). The same tendencies are also found in the findings from the project EVIUS

where head masters in their study claimed that school meals are often too expensive for parents (Brinck, Hansen & Kristensen 2010). Over half of the parents that responded to our survey believed that a discount system would make the school meal programme more attractive to them (Table 9). Moreover, one of the parents responded that the programme would be more attractive for them if the price for the school meal corresponds to the price of a packed lunch. This reply seems to be supported by another finding from the survey since 87 % of the participating parents replied that when their children do not use the school meal programme they have a packed lunch with them. This indicates the parents perceived the packed lunch as cheaper than school meal. These findings are supported by the study *School food cost-benefits in England*, which found that packed lunches found to be the cheapest alternative when budgets are tight (Nelson 2012). The study states that after the banking crisis in 2008, English families' budgets became tighter and this resulted in lower spending on food (Nelson 2012). Many families therefore made packed lunches instead of buying school meals since this was cheaper than the school food (Nelson 2012). Furthermore, the project EVIUS found that Danish families in average spend 13 kr. to make a packed lunch where school meals in average cost 20-25 kr. (Mikkelsen et al. 2010). The school meal at Paradisbakkeskolen costs 20 kr., which means that according to EVIUS's findings the packed lunch is generally cheaper than the school meal. In addition, our findings from the semi-structured interviews also showed that Bornholm has experienced the banking crisis. According to both the supplier and the health consultant this has resulted in many families only having one job and one income, which might make it difficult for the families to pay for the school meal (Figure 3, See "Bornholm municipality"). The supplier expressed that some pupils told him they would like to purchase school meal, but were not allowed for their parents, which he believed was because of the parents' financial situation. Additionally, the supplier explained that some parents have complained that they cannot afford to buy the school meals and that their child has to sit with a packed lunch while some of the classmates eat the school meal. The supplier argued that this could make social inequality more obvious between the pupils. This might partly answer the school teacher's and school manager's puzzlement over the low number of servings since according to them the pupils had only expressed satisfaction with the new school meal programme. An opportunity in relation to the parents' financial situation could be if Bornholm municipality provides **financial support** to children from lower socio-economic families, like Copenhagen municipality does in the EAT schools and the Food schools (Københavns Kommune 2013). Copenhagen municipality offers financial support to children from lower socio-economic families since they are often the ones most in need for healthy school meals to improve their health (Københavns Kommune b). This is in accordance to research showing that children from lower socio-economic groups are more likely to be or become overweight and obese (Matthiessen et al. 2014, Kommissionen for de Europæske fællesskaber 2007, Mikkelsen, Ohri-Vachaspati 2013). In the EAT and

Food schools, the pupils can receive financial support so the school meal costs between 0 and 10 kr. depending on the families' income and the number of people living on the address (Københavns Kommune 2013). However, according to the health consultant Bornholm municipality cannot support the parents financially since the administration of the financial support and defining, which families are entitle to the support would be too complicated. Nonetheless, it could be an opportunity for Bornholm municipality to gain inspiration from Copenhagen municipality since they are familiar and have experience from the Food schools and EAT in relation to handling the administration. The health consultant also claimed that when the government and the municipalities have to save money, one of the first things they exclude from the budget is health prevention even though she believes that prevention will save them money prospectively. The health consultant's view is similar to Copenhagen municipality's view since they claim that supporting the families most in need will provide these children with healthy eating habits, which will improve the overall public health nutrition (Københavns Kommune b). It could therefore be beneficial if Bornholm offers support to school meals to the lower socio-economic families especially since Bornholm's citizens have a poor health status in relation to unhealthy eating habits and overweight (Robinson et al. 2014).

A **discount system** where the parents pay for more meals at once could also be a possibility to increase the use of the school meal programme at Paradisbakkeskolen. We are aware that the supplier has to make a profit, but a discount system might provide more servings due to the lower price and this could increase the profit. The EAT schools also use an external supplier, who provide discount if the pupils buy more meals. When the pupils buy one EAT meal it costs 24 kr., but if they buy 10 meals during 20 school days it cost 22 kr. per meal and if they buy 20 meal during 20 school days, meaning every day for 20 school days it cost 19 kr. per meal (Københavns Kommune a). It seems that the supplier connected to the EAT schools give discount to pupils who use the school meal programme often because it probably increases the servings. A discount system could provide more servings and be profitable for the supplier at Paradisbakkeskolen even though the price for a school meal at the EAT schools is higher than at Paradisbakkeskolen, where a school meal costs 20 kr. If the supplier implemented a discount system, the price of the school meal would be closer to the price of a packed lunch, which might make the school meal more affordable for the parents. However, the supplier should consider a more simple discount system than the EAT schools' since their system seems complicated and this could make it less attractive to use. A simple discount system could be to buy 10 meals and get one for free.

The parents' financial situation seemed to be one of the main barriers for the school meal programme and might be a part of the explanation to the low numbers of serving per day since only few parents endorsed other explanations. Nevertheless, the survey also slightly suggest other possible explanations for why the parents did not use the school meal programme every day. One of the possible explanations was that their

child did not always like the food (27 %). To avoid this, it could be an opportunity if the pupils have more than one meal to choose between every day, which research from SoL also showed that the pupils wanted, but it could require more work for the supplier (Kjærsgaard, Andreassen 2013). The EAT schools also offer two dishes and a sandwich to choose from every day (Københavns Madhus). The evaluation report done at the EAT schools also shows that according to the parents, unfamiliar names on the menu, made their child uncertain if they liked the meal since they did not know what the meal contained and this often kept them from ordering EAT meals (Københavns Madhus 2010). In this context, it seems to be an advantage that the supplier at Paradisbakkeskolen produces school meals, which the pupils are familiar with, but adjusts them to healthier versions and adds new ingredients. Furthermore, the supplier used familiar names on the menu card to describe the school meals such as lasagne and tomato soup (Appendix 16).

The findings from the survey with the parents slightly suggest that some of the parents like to prepare the packed lunch, which also could be a possible explanation for why the parents did not use the school meal programme every day (Table 6). The school manager emphasized that she likes to prepare the packed lunch for her daughter and give her daughter something from home with her to school. It seems that the school manager perceived the packed lunch as a greeting from home in the middle of the school day and an emotional contact between her and her daughter. Additionally, the school manager appreciates as a parent that she knows what the packed lunch consists of, which is the food items the school manager considers as a proper meal for her daughter (Benn 2010). This could imply a barrier for the school meal programme if the parents share the same perception of the packed lunch as a loving gesture from home and if the parents think that they can provide a packed lunch, which they perceive as proper for their child compared to the school meal. The evaluation report from the EAT schools also found that the parents think they can make a healthy packed lunch, which is often preferred by their child (Københavns Madhus 2010).

According to the survey, some of the main reasons for the parents using the school meal programme were; it is their child's wish (59 %), their child likes the meal (48 %), they do not have to make packed lunch (48 %), they want to support the local supplier (48 %) and the food is diverse (41 %). The reply concerning their child's wish is in accordance with the findings from the interviews where the supplier and the school teacher emphasized that the children like the school meals. The findings concerning why the parents use the school meal programme seems to be in conflict with the findings regarding the reasons for the parents not using the school meal programme. 48 % answered that their child likes the meal where only 27 % replied the opposite, that their child does not like the meal, which indicates that most of the children like the school meal. 48 % replied that they use the programme because they do not have to make packed lunch where only 17 % answered the opposite, that they like to make a packed lunch. This implies that most of the parents appreciate the convenience aspect of the school meal programme. Additionally, 60 %

of the parents replied that the practical aspects of ordering and paying for the school meal as either very easy or easy (Appendix 15). The practical aspects seemed not to be a barrier for the school meal programme even though both the supplier and the health consultant thought that this might keep some parents from using the school meal programme. Furthermore, approximately 60 % of the parents perceived the healthiness, taste, diversity and quality of the school meal as good (table 7) and 78 % of parents replied that they were overall satisfied with the school meal programme (Table 4). This indicates that the parents found the school meal programme as satisfying, easy to use and the school meal as overall good.

The responses from the parents in the survey indicate that many of them used the school meal programme often or occasionally (Table 3). The findings from the survey suggest that the responding parents mainly were those using the school meal programme since only 10 % (three parents) answered that they never use the school meal programme (Table 3) and the majority of them were satisfied with the school meal programme (Table 4). The findings imply that either the parents were overall satisfied with the programme or that it was the parents who were satisfied with the programme that answered the survey. It might have provided another picture of the situation if more parents had replied. We had hoped that the survey with the parents had answered some of our questions in relation to for example why there were only 40-60 servings per day and what would improve the school meal programme. A survey can provide an overview of the current situation and show some tendencies, but it was difficult to identify tendencies based on the survey due to the low number of participating parents (Fuglsang, Bitsch Olsen & Rasborg 2013). Even though there are approximately 600 pupils at Paradisbakkeskolen only 28 parents responded to the survey and they represent 43 pupils. It is therefore impossible to create an overall view on possible explanations for the low number of servings and what would make the school meal programme more attractive. The survey was designed with closed questions, but open questions were added to give the parents the opportunity to elaborate and thereby get a more nuanced picture of the parents' perspective. The survey only took around 10 minutes to complete, which was an advantage since it is less time consuming for the parents than if we had interviewed them. With the survey, we were also able to obtain more replies from the parents due to the limited time they had to spend on replying and the limited time we had to spend on conducting and processing data compared to the time we should have spent on conducting and processing data from interviews with the same amount of people. However, there is a risk that only parents engaged or interested in the school meal programme would answer the survey. It could be assumed that parents who are not engaged or interested in the school meal programme would not bother, would not have time or do not find it relevant to answer the survey. This could be a limitation for our study since we also need to understand the motives behind the parents' decision not to use the school meal programme. We see

this as a dilemma for understanding the whole situation. Nevertheless, the semi-structured interviews with different actors involved in the school meal programme also provided an insight to how the parents perceived the school meal programme. The interviews and the survey could therefore supplement and support each other despite the low participation in the survey. However, it would have been beneficial to compare the characteristics of the respondents such as gender, age, income etc. to the non-respondents, to see if the respondents were representative of the parents at the school. Selection bias can occur in this study since many of the parents did not take part in the survey although they were selected (Langseth 1996). Nevertheless, we did not collect characteristics of the respondents during the survey, because this was not considered in advance.

The low number of parents answering the survey could be due to time constraint, as the parents only had one week to complete the survey due to our time constraint. In addition, the low participation might also indicate lack of ownership for the new school meal programme since the parents might not see the positive aspects that a school meal programme can provide besides being a food service (Mikkelsen et al. 2010). It could therefore be important to engage the parents in the school meal programme. However, we found that the supplier hosted an information meeting when the new school meal programme was introduced where only around 25 parents participated, which could suggest a lack of involvement. It might be a challenge to engage the parents and make them recognize the benefits of the school meal programme. Difficulties in engaging and involving the parents in school meal programmes are also implied in the literature (Brinck, Hansen & Kristensen 2010).

The school manager believed that it is important that the parents perceive the school meal programme as beneficial since they are the ones paying for it. Even though the financial aspect seems to be a significant barrier for the parents there might be an opportunity to make the school meal programme more attractive for them if the school and the supplier **promote** the other positive aspects that school meal programmes can provide besides just being a food service (Mikkelsen 2014). According to the supplier, the school teacher and the school manager the promotion of the school meal programme has primarily been through the school's intranet (Figure 3, See "promotion"). This is also supported by the findings from the survey where 90 % of the parents answered that they have received the information from the intranet (Table 8). The supplier thought that the school could have done more to promote the school meal programme and they should have used other channels than primarily the intranet since he does not perceive the intranet as the most effective way to reach the parents. The supplier thought it would be beneficial if he participates in arrangements and meetings at Paradisbakkeskolen and if he hosts small events in the local community since he believes it would make the school meal programme more visible for the parents. Furthermore, he

argued that free tastings of the food and information about the new school meal programme might increase the sale since many parents are still not aware of what the programme contains. This is in accordance with the survey, which implied that many of the participating parents replied that they did not know about the healthiness (20 %), taste (37 %), diversity (20 %) and quality (30 %) of the school meal (Table 7). One of the parents also commented that they only see the menu and not the school meal and therefore do not know how the quality of the food is. This indicates that the parents had not seen or tasted the school meal and they therefore do not know what they are paying for. Since the questions about the food seemed to be difficult for the parents to answer it might be an opportunity if the supplier hosts an event where the parents could see and taste examples of the school meal as the supplier suggested in the interview. It is also in line with the findings from the survey where half of the parents replied that tastings of the school meal could make the school meal programme more attractive to a great extent or to some extent (Table 9). According to both the school teacher and school manager the intranet is sufficient to reach the parents. This is also supported by the findings from the survey where 93,3 % of the parents replied that they have received enough information about the new school meal programme. Moreover, the findings strongly suggest that information meetings would not make the school meal programme more attractive to the parents (Table 9). Nonetheless, some of the parents answered that the programme would be more attractive if they did not have to order before 4 pm the day before, if they could pay cash and one parent commented that their child does not use the school meal programme since payment of the school meal requires a smartphone. This indicates that not all the parents are aware of all the practical aspects in relation to the school meal programme since it is possible to order by texting the supplier the same day before 8 am in the morning and the pupils can then pay cash when picking up the food. Therefore the parents do not need to have a smartphone to order and pay. It can be a potential barrier if many of the parents are not aware of the practical aspects since this could keep them from buying the school meal. The findings indicate that there is still a need for further information about the new school meal programme. An option for promoting the new school meal programme could be if the health consultant assists the supplier in informing the parents about the benefits of a school meal programme. The supplier, the home economics teacher and the health consultant emphasized in the interviews that the pupils can be challenged to try new food items, when eating a school meal together. Nevertheless, the findings indicate that the interviewees primarily perceived the school meal programme as a **food service** and they did not empathize what a school meal programme could contribute to besides providing the pupils with a healthy meal. This is illustrated in the following examples. The supplier emphasized that when the pupils buy the school meal they obtain some health in their everyday life and a visual picture of different foods. Additionally, the school manager explained that the school meal programme is beneficial when you do not

have time to prepare the packed lunch and for those who do not have energy to prepare the packed lunch. This is also consistent with the literature implying that school meal programmes are often considered a supplement to the lunch box (Haastrup 2005). The findings could indicate that the key actors involved in the school meal programme primarily perceived the programme as a food service, which can be a challenge for the school meal programme and for promoting healthy eating habits among the pupils. The actors involved in the school meal programme could therefore use input or help from “the outside” to become aware of other beneficial aspects of a school meal programme. Some of the aspects a school meal programme could contribute to besides being a food service are; food literacy, social gathering around the meal, pupils influencing each other, being challenged to try new food and pupils involved in the food production develop cooking skills (Brinck, Hansen & Kristensen 2010, Hartmann, Dohle & Siegrist 2013). If these aspects were promoted and maybe combined with a discount system the parents might worry less about the price. Additionally, the interview with the health consultant showed that she has provided the supplier with recipes and material concerning school meals from the Danish Veterinary and Food Administration, which he uses in the food production (Figure 6, See “Health consultant”). If the supplier prepares the school meal based on the material it could be an opportunity to promote the school meal as healthy because it follows the recommendations from the Danish Veterinary and Food Administration. The survey suggests that the parents perceived social gathering as an aspect that would make the school meal programme more attractive, whereas the involvement of the pupils in the food production is less important (Table 9). Nevertheless, some of the aspects like social gathering around a meal and involving the pupils in the food production are at the moment not a part of the school meal programme since the school has neither a production kitchen nor a canteen.

Paradisbakkeskolen has no **canteen**, but the school manager mentioned in the interview the SFO and the school’s basement as potential places to build a canteen. However, economy is again a substantial barrier for the school meal programme because the school has no money to build a canteen, where the pupils can eat their lunch together, even though the findings from the semi-structured interviews showed that both the teachers and the pupils want a canteen.

One of the strong arguments for building a canteen is to minimize the time spent on picking up the school meal since the pupils purchasing the school meals spend a considerable time of their lunch break leaving their classrooms to **pick up the food** from a hall and then return to their classrooms to eat (Figure 4, See “Pick up the school meal”). Due to this, it can be difficult for these pupils to finish eating in time especially considering the lunch break only last 15 minutes. It could be an advantage for the school meal programme if the lunch breaks last more than 15 minutes because some pupils might eat too fast or not have time to

eat enough food (Zandian et al. 2012). Lisbeth Haastrup (2005) also argues that it is important with longer lunch breaks if schools want other types of school meals since this can take longer time than if the pupils just have to eat the lunch box (Haastrup 2005). At the Food schools (*Madskolerne*) the pupils have 30 minutes to eat their lunch (Københavns Madhus b). It could be an advantage to prolong the lunch break at Paradisbakkeskolen when the new school legislation is implemented because the school day will be longer (Undervisningsministeriet 2014). One of the parents replied in the survey that their child complained that picking up the school meal takes time away from the lunch break. In addition, the school teacher explained that especially the youngest pupils have difficulties with transporting the school meal back to their classrooms, which is a challenge for the school meal programme. Moreover, the home economics teachers explained that when the pupils leave their classrooms to pick up the food they miss out on the social gathering around the meal. This is supported by a report from DTU that examined Danish pupils' experiences with school meals (Bruselius-Jensen 2007). It shows that when the pupils who purchased school meals returned to their classrooms the other pupils with packed lunches were almost finished, which meant that the social meal was finished (Bruselius-Jensen 2007). According to SoL's research done on Paradisbakkeskolen, the pupils would like to have more than one place to pick up the school meal (Kjærsgaard, Andreasen 2013). This could reduce the pupils' time spent on picking up the food and thereby increase the time where the pupils can eat together with their classmates, but this will create a higher workload on the supplier. It could also be a possibility if some of the older pupils help to transport the school meal to the different classrooms since the pupils use considerable time to pick up the food and it is difficult for the young pupils to transport the meal. Literature implies that pupils eating together experience the meal as a mutual and social experience where they talk about how they eat and what they eat (Bruselius-Jensen 2007). In addition, the findings from the survey indicate that the parents would find the school meal programme more attractive (57 %) if it were combined with social gathering around the meal (Table 9). The health consultant also emphasized that eating together can strengthen the social bond between the pupils (Figure 4, See "New canteen"). The home economics teacher explained that the new school meal programme is missing the social gathering around a meal since there is no canteen at the school. Furthermore, according to the health consultant and the home economics teacher when pupils eat the same meal together it can encourage them to try new food and eat more diverse food items. Considering the time spent on picking up the meal and that the pupils miss out on the social aspect of eating together it would be beneficial to have a canteen where all the pupils can eat either their packed lunch or the school meal together. According to the research done by SoL, the pupils also want to eat together with their classmates (Schmidt 2013).

Considering the school's facilities and economy the most realistic option right now concerning the eating environment is that the older pupils could use the **sport club café** to eat the school meal. The supplier and the health consultant revealed this idea in the interviews. However, this is not a solution for the younger pupils since they are not allowed to leave the school area. At the EAT schools they have a similar arrangement where the youngest pupils eat in the classrooms and the oldest pupils eat in a café designed as a lounge since they prefer to eat by themselves (Københavns Kommune b). According to both the supplier and the health consultant the sports café will be designed in a more youthful fashion with the help from some of the pupils, so it appeals to them. This is in line with the study *The role of schools in obesity prevention* where the authors claim that a strategy to make pupils purchase school meals more often is by designing the eating area and atmosphere in a more youthful fashion, which should appeal to the pupils (Kaphingst, French 2006). The Danish project EVIUS also showed that when the eating environment was improved more pupils used the school meal programme than before the change (Mortensen, Mikkelsen & Husby 2010). If the older pupils eat in the sports club café it could be an opportunity for the school meal programme. Another opportunity concerning the eating environment might be to implement **shifting lunch breaks** where all the pupils eat in shift like the home economics teacher suggested. Shifting lunch breaks are also implemented in the Food school "Gasværksvejen skole" (Københavns Madhus a). Considering the Paradisbakkeskolen's facilities, it would be easier to find a room for the younger pupils to eat if the school implemented shifting lunch breaks and if the older pupils eat at the sports club café. However, the shifting lunch breaks will create extra work for the supplier because he then needs to spend more time on serving school meals, especially if the older pupils are also served school meals in the sports club café. Logistically, this may not be possible since the supplier and his wife was the only staff in the sports club café. The school manager emphasized that due to the low number of pupils using the school meal programme it would not be profitable for the supplier with shifting lunch breaks. According to the research from SoL done at Paradisbakkeskolen, some of the pupils would like to have the option of sitting outside to eat when the weather is nice since they do not like to eat in the classrooms (Schmidt 2013). This only requires benches and tables, which might be a possible solution for the school to provide an eating environment so the pupils sometimes have the opportunity to eat other places than their classrooms.

According to the home economics teacher, the pupils will gain ownership of the school meal programme if they are **involved in the food production**. An increased ownership might lead to more pupils using the new school meal programme at Paradisbakkeskolen. At the Food schools (*Madskolerne*), the pupils are involved in all the aspect of producing the school meal and at these schools about 50-85% of the pupils purchase the school meal (Københavns Madhus b). This high number of pupils using the school meal programme could be due to the involvement of the pupils in the food production. Literature also suggests that when pupils

are involved in the food production they can gain more ownership of the food served (Bruselius-Jensen 2007). However, the health consultant, the school manager and the SFO cook do not think that the pupils can be involved in the food production since the school meals are produced by the external supplier at the local sports club café. They do not elaborate much on why they do not think this is possible, but imply that it is because the supplier is a private business and has to make a profit. Furthermore, the supplier also argued that he does not have kitchen equipment to involve 20 pupils and that the café kitchen only has room for four to five pupils at a time. We claim that the supplier and the school have to see and understand the possibilities that exist when involving the pupils in the food production. Involving the pupils could create ownership of the school meal programme and thereby increase the number of servings, which both the school and the supplier are interested in (Bruselius-Jensen 2007). The reason why the supplier does not think it is a good idea to involve the pupils, could be because he does not see these benefits. Additionally, the school and the supplier should also agree on, which terms the pupils should be involved in the food production and who has responsibility for what (Austin 2000). The school should of course provide teachers or pedagogues to help the pupils in the kitchen and the supplier should not be alone with the task. The home economics teacher mentioned that the pupils need to have a hygiene certification if they should be involved in the food production. However, the requirements are only that pupils have to be under supervision of a teacher or another adult with a hygiene certification (Fødevarestyrelsen a). This misconception indicates a potential barrier for involving the pupils in the food production since the teachers might think that it is more difficult than it really is, especially since it could be assumed that the home economics teacher has knowledge about the requirements for involving pupils in the kitchen. According to the survey less than half of the participating parents answered that the school meal programme would be more attractive to them if teaching was linked together with the school meal programme and if pupils were involved in the food production (Table 9). This implies that the parents did not find these aspects relevant. However, it can be assumed that the parents are not aware of all the other positive aspects that school meal programmes can provide besides being a food service (Wang, Stewart 2013, Mikkelsen et al. 2010). If this is the case information and promotion are essential to make the parents see these aspects.

It is a significant barrier that the school did not have **a production kitchen** to prepare the school food in and thereby involve the pupils in the food production. Economy is again a barrier because the school did not have the money to build a production kitchen. The findings from the semi-structured interviews indicate that the school would like to have a production kitchen and the pupils want to participate in the food production. However, if the school builds a production kitchen in the future, the current supplier would not be able to prepare the food since his business is in the sports club café. The school teacher and school

manager implied that the SFO cook could prepare the school food and could involve the pupils in the production if the school had a production kitchen. According to the findings from Sol's research done on Paradisbakkeskolen, the pupils would like to participate in the food production, the selling and the serving of the food (Kjærsgaard, Andreasen 2013, Schmidt 2013). In addition, the pupils would like to produce meals together with cooks that can give them advice (Schmidt 2013). Furthermore, the research showed that the pupils would like to have an outdoor kitchen where they could produce food (Schmidt 2013). Since the pupils want to receive advice from cooks and produce food outdoors it could be an opportunity to use the SFO's outdoor kitchen and involve the SFO cook since he would like to teach the pupils how to prepare food. The new school legislation emphasizes increased cooperation with the SFO, which could make the pupils' wishes a reality.

Nonetheless, in the present situation the school has to use the external supplier and since the actors involved in the school meal programme did not think it was possible to involve the pupils in the food production it could be an idea to involve the pupils in the school meal programme in other ways than in the food production. The pupils could for example develop new recipes for the school meal programme in home economics or the supporting courses so they participate in the menu planning and thereby gain ownership (Jensen 2000). The home economics teacher perceived this idea as a possibility. In the survey one of the parents also suggested that the children could come up with menu options. Additionally, the pupils could be involved in serving the food like the pupils do at the EAT schools (Københavns Kommune b). This could create a sense of ownership for the school meal programme (Bruselius-Jensen 2007).

Since the school meal programme is a partnership between Paradisbakkeskolen and Nexø sports club café both partners should promote the new school meal programme and see the mutual benefits in relation to this **collaboration** (Austin 2000). The programme can be perceived as a "bottom-up" approach because the school is the one that has decided to implement the school meal programme and not the government. Furthermore, the decision seems to be based on the wishes from the pupils and the teachers. This "bottom up" approach makes it important to involve all relevant actors to successfully implement the school meal programme (Brinck, Hansen & Kristensen 2010). It could be beneficial if representatives from the school and the supplier engage in a dialogue and discuss the benefits in relation to the collaboration because it is important that both partners perceive the benefits of the cooperation as relatively equal and that they have ownership of the school meal programme. **Communication** is therefore essential for a successful collaboration (Austin 2000). The representatives from the school could for example be the school manager, the school teacher and the home economics teacher since they seemed to be interested in health and food. These actors also represent different roles at the school and can therefore provide the view of different

school staff since it can be assumed that they have different communication networks at the school. Additionally, these actors seemed to have different views on health and food, which could be an advantage. In Communication Network, it is essential to understand the individuals and groups linked together by the communication (Windahl, Signitzer & Olson 2013). The communication flow where information is shared and exchanged between the supplier of the school meal programme, the teachers at Paradisbakkeskolen, the management, the pupils and the parents can be seen as a communication network. Communication Network could help the communication process between the school and the supplier and help them reach a mutual agreement on how both can benefit from this partnership and what to expect from each other (Windahl, Signitzer & Olson 2013, Austin 2000). When using Communication Network the actors need to engage in an ongoing dialogue in order to hopefully reach a mutual agreement (Windahl, Signitzer & Olson 2013, Austin 2000).

According to the school meal supplier he has not received much help from the school management because they have been occupied with the new school legislation. He had hoped that the school management was more involved and supportive. The school staff might not have shown much support in relation to time spend on the school meal programme, but as we perceive it the school shows interest in the school meal programme by paying for disposable plates and has budgeted with 30.000 kr.. This could indicate that the supplier and the school need to match their expectations in relation to their partnership by engaging in a dialogue about their collaboration since it seems like it has not been addressed (Windahl, Signitzer & Olson 2013, Austin 2000). Communication Network offers an opportunity for them to share and exchange information, thoughts and views with each other, which increase the chance for them reaching a mutual understanding (Windahl, Signitzer & Olson 2013). We therefore recommend that representatives from the school and the supplier use the Communication Network where they engage in an ongoing dialogue and discuss their partnership and their mutual obligations. It could be helpful for both partners to write a **mutual statement**, to ensure a clear agreement about purpose and what to expect from one another (Austin 2000). It is important that the partners have an ongoing dialogue and agree on the statement otherwise it will not lead to any collective action, which means the partners will not follow the statement (Windahl, Signitzer & Olson 2013). The project EVIUS also claimed that communication between the actors involved in school meal programmes is crucial. If Paradisbakkeskolen wants to include teaching and involve the pupils in the school meal programme and thereby make it more than a food service it could be even more essential to strengthen the communication between the school and the supplier since they then have to cooperate more than they do now. If the school meal programme should be more than a food service it will require that the school invests more time in the programme to coordinate the cooperation

and to involve the pupils. The school is provided with more time when the new school legislation is introduced, which could be a possibility for the school to spend more time on the school meal programme. Paradisbakkeskolen and its staff could have an important role in promoting the school meal programme since they have daily contact with the parents and the pupils. The evaluation report on project EAT emphasize that the schools have a central role in ensuring that EAT is disseminated to the parents and pupils since this will increase the sale of EAT meals (Københavns Madhus 2010). According to the school teacher all the teachers at Paradisbakkeskolen want a school meal programme since the quality of the pupils' lunchbox throughout the years has been inconsistent. We therefore argue that the teachers should also have an interest in actively engaging in the promotion of the school meal programme since this might help to increase the amount of pupils using the programme. Furthermore, the report done on project EAT claims that by involving teachers and allowing them to come up with suggestions for improving EAT they will gain ownership of the project (Københavns Madhus 2010). Involving the teachers at Paradisbakkeskolen might therefore increase the teacher's ownership for the new school meal programme. To actively engage the school staff in the school meal programme is also in accordance with the health promoting school approach (Wang, Stewart 2013).

Even though, the partnership could use more communication between the actors involved, it seems like the supplier and the school are aware of the benefits in engaging in dialogue since they have engaged in a dialogue with the pupils through the **food patrol**. In the research done by SoL, some of the pupils suggested establishing a food patrol, which the pupils could sign up for and they could also participate in preparing some of the food (Kjærsgaard, Andreasen 2013). It seems that the school and the supplier used this suggestion, but the food patrol is not involved in the food production. The food patrol can be seen as a partnership between the supplier, the school staff and the pupils where they discuss and evaluate the new school meal programme to adjust the programme and strengthen the pupils' satisfaction with the programme (Austin 2000). Furthermore, the food patrol have a continuously communication since they meet every month, which is important according to the Communication Network since this ongoing dialogue can lead to collective action (Austin 2000, Windahl, Signitzer & Olson 2013). For example, the supplier has listened to the pupils' wishes about warm dishes, which has led to a collective action since the supplier now produces warm dishes. The food patrol gives the pupils a voice, which can make them feel involved and create ownership of the new school meal programme (Jensen 2000, Mikkelsen et al. 2010). This might be a part of the explanation for the pupils' claimed satisfaction with the school meal. Communication Network encourages communication planners to communicate through people's network since it can be more effective to get a message out because there is often a connectedness, integration, diversity and openness within the network (Windahl, Signitzer & Olson 2013). The members of the food

patrol can be used to communicate about the school meal programme to their network such as their classmates, peers, teachers and parents and thereby make the communication more efficient. The food patrol can also be used revised where the classmates, peers, teachers and parents can give the members of the food patrol information or ideas, which can be passed on to the supplier. The school manager explained about how the food patrol informs the other pupils about the school meal programme, which illustrates this communication flow.

The health consultant believed that children grow when they are involved in decision processes. The health consultant and the supplier have involved some of the pupils in the new design of the sports club café as well. The approach to involve the pupils in the decisions and idea development can help the pupils develop action competences because when children receive the opportunity to discuss and share their visions with others, they develop the prerequisites and the desire to act and build up a sense of ownership (Jensen 2000).

The parents are important for the school meal programme since they are the ones paying for the school meals, but it seems like the school and the supplier might have overlooked how important they are. We think that the parents could be a part of the food patrol to evaluate the school meal programme and give their view on what the children should be served. In this way, the parents become a part of the partnership and a more influential actor in the communication flow, which might make them feel that they can also benefit from the school meal programme (Austin 2000). Nevertheless, as mentioned earlier a possible reason why the parents are not more involved in the school meal programme could be that they are difficult to engage.

According to the interviews, the new school meal programme was faced with a challenge from the beginning, since according to the supplier, the school manager and the school teacher, the **portion sizes** of the meals were too small for the pupils to be satiated (Figure 3, See “Meal sizes”). The supplier might not have considered that there is a difference between what younger and older pupils require in order to be satiated. However, the supplier, the school manager and the school teacher agreed that the portion sizes are now adjusted to fit the pupils’ different needs. The challenges concerning meal sizes are also seen when implementing school meal programmes in other schools (Sabinsky et al. 2010). The EAT schools offer two different meal sizes to meet the pupils different energy requirements (Københavns Kommune a). The Danish Veterinary and Food Administration also recommends school meal suppliers to offer two portion sizes or serve one meal with a free salad buffet in order to make all pupils satiated (Fødevarestyrelsen 2012). It could be beneficial for the supplier to use one of these recommendations to ensure the pupils are provided with the sufficient amount of food and neither provides too small portions or too large portions,

which can result in food waste. It could be a barrier for the school meal programme if the portion size is not well adjusted.

The pupils have to **order** the school meal before 8 am at the latest. This could be a challenge for implementing the school meal programme because the pupils do not have the possibility of buying the school meal spontaneously. However, the school manager does not think it would increase the sale much if the school meal could be purchased spontaneously. Nevertheless, some studies indicate that it increases the sale if the pupils can buy a school meal spontaneously (Mikkelsen et al. 2010). However, at EAT schools pupils have to order three days in advance (Københavns Kommune a). At the Food schools pupils have to order a month ahead and yet 50-85 % pupils still purchase the school meal (Københavns Madhus b). The supplier at Paradisbakkeskolen offers a solution where some spontaneity is allowed since the pupils can order before 8 am. the same day. In the research from SoL, the pupils explained that they could order the food in advance to avoid food waste, which suggest that the pupils did not mind to order in advance (Kjærsgaard, Andreasen 2013). The supplier has decided to use this solution since he wants to minimize **food waste** and save money (Figure 3, See “Food waste”). If the supplier worries about food waste, it could be a possibility to combine the SMIL project in the café with the school meal programme where leftovers from the school meal could be sold in the café in the afternoon and evening as the dish of the day. We claim that since the school meal programme and the project SMIL primarily have children as their target group and both aim at providing healthy meals for children, these could easily be combined (SMIL). According to the supplier, he wants the pupils to use the café also in the evening perhaps with their parents, which was an opportunity for the school meal programme since more parents and pupils would know how the school meals taste. There are also other ways to use leftovers both in the café, but also in the production of the school meals. An example could be if the pupils are served spaghetti Bolognese, the supplier could use the leftovers of the Bolognese as toppings for pizza, as filling in the pita, a lasagne etc. the day after. Moreover, the Bolognese could be frozen and used another day. The salad is more difficult to reuse the day after, which the pupils also pointed out and complained about with the previous suppliers. The findings indicate that the supplier could use some help or inspiration in how to reuse leftovers and minimize food waste. We argue that the health consultant might be able to help the supplier since she has supported and guided the supplier in other ways and she has competences within food and nutrition. The school manager emphasized that the school has made an agreement with the supplier about the school paying for the **disposable plates**. The school manager and the school teacher both mention that the school was puzzled over how expensive the disposable plates were. An opportunity could be to use real plates that the pupils could place in a dishwasher after eating. This could be a cheaper solution, but it is

also time consuming. This will require that the school has an industrial dishwasher and there is someone responsible for washing and transporting the plates back to where the food is served. The pupils could for example assist in this task since the findings from SoL implied that the pupils wanted to participate in all aspects of the school meal programme (Schmidt 2013, Kjærsgaard, Andreasen 2013).

The findings from the semi-structured interviews suggest that the pupils were **pleased with the new school meal programme**. However, it is second hand information provided by the school teacher and the supplier and not the pupils. Furthermore, this information has probably been given by the food patrol, which might primarily consist of pupils in favour of school meals. Therefore, if these pupils are the ones evaluating the school meal programme we still need to know how the rest of the pupils perceive the school meal programme to understand the opportunities and barriers for the school meal programme even though the food patrol also should represent their classmates' views. It might be a limitation for the present study that we have not interviewed some of the pupils since they are important actors. Nevertheless, it was not the scope of the present study to get the pupils' perspective since we perceived the research from SoL done on Paradisbakkeskolen in the autumn concerning the pupils' perspective in relation to school meal programmes as sufficient and relevant for the situation. We perceived it as more relevant to obtain the perspectives on the school meal programme from the supplier, the school staff, the parents and the municipality since these actors were considered just as important for the implementation of the school meal programme as the pupils. Furthermore, we interviewed the supplier, the school teacher and the school manager, who were involved in the food patrol and therefore they have heard some of the pupils' evaluations on the new school meal programme. Moreover, the parents were also viewed as actors that could provide knowledge about how their children perceived the new school meal programme. The research from SoL was overall consistent and not conflicting with our findings in the study.

Our semi-structured interviews have primarily been based on actors involved in the new school meal programme and it can be assumed that the interviewees might have a more positive attitude towards school meal programmes than the rest of the teachers and staff at the school. Our findings can therefore be influenced and give a more favourable picture of school meal programmes. If other actors at the school had been interviewed it might have provided another picture of the current situation. Nevertheless, the home economics teacher and the school teacher provided an understanding of other perspectives since they explained that some of the teachers are not as positive towards health and food as they are. We are aware that Adele Clarke could perceive this as a potential limitation in our study since interviewing the actors primarily in favour of school meal programmes might not provide all the nuances and complexities in

the current situation at Paradisbakkeskolen (Clarke 2005). However, we argue that it is an advantage to interview the actors that are passionate about school meal programmes since they could be key actors when implementing and promoting the new school meal programme. These key actors can influence other actors at the school who might not perceive school meal programmes as important to begin with.

7.2. Health promotion at Paradisbakkeskolen

The next part of the discussion will primarily address how the new school meal programme and the new school legislation can contribute to promoting healthy eating habits among the pupils at Paradisbakkeskolen. An unhealthy diet contributes to the development of overweight, obesity and diet related diseases (Robertson et al. 2004). The schools offer an important arena to promote healthy eating habits among children due to the considerable time they spend in school (Mortensen, Mikkelsen & Husby 2010, Fødevarestyrelsen 2012, Vine, Elliott 2013, Mikkelsen, Ohri-Vachaspati 2013). Evidence indicates that school-based nutrition interventions can act as facilitators that positively affect school children's eating patterns in a healthy direction (Mikkelsen 2014, Kommissionen for de Europæiske fællesskaber 2007). However, further research is still required to produce evidence on how to develop efficient strategies for school-meal programmes to promote healthy eating habits among children (Wang, Stewart 2013, Mikkelsen, Ohri-Vachaspati 2013). Nevertheless, the current evidence suggests that the **health promoting school** approach is one of the most effective methods to promote healthy eating habits among pupils (Wang, Stewart 2013, Mikkelsen, Ohri-Vachaspati 2013). The health promoting school approach recognizes the importance of healthy food available in school, a food policy, health specifically integrated in the curriculum and cooperation between the school, pupils, family and local community (Wang, Stewart 2013). The health promoting school approach emphasizes the importance of using an ecological approach to promote health at every aspect of the school (Wang, Stewart 2013). In the following section, we will therefore discuss how the available school meal at Paradisbakkeskolen can be combined with integrating health and food in a broader range of courses, projects and activities to promote healthy eating habits among the pupils prospectively (Wang, Stewart 2013, Mikkelsen, Ohri-Vachaspati 2013). In this section it will also be discussed how Paradisbakkeskolen can include cooperation between all actors at the school including involvement of the pupils, the parents and the local community since the health promoting school model also considers this as important to promote healthy eating habits among pupils (Mikkelsen, Ohri-Vachaspati 2013, Wang, Stewart 2013). Some of the aspects have already been addressed in the first part of the chapter, but in this section, it will mostly be discussed in relation to promotion of healthy eating habits and not in relation to the implementation of the new school meal programme at Paradisbakkeskolen.

There could be a potential in using the different interviewee's health and food **discourses** to promote healthy eating habits at the school. For example the school teacher wants to exclude all sugary products from the school and find healthy alternatives, the SFO cook wants to teach the children about the food supply chain and include them in the cooking and the home economics teacher focuses on the everyday food and the social gathering around the meal (Table 2). Right now the interviewees perceive the discourses as conflicting, but the different discourses or focus could be beneficial if they were embraced and accepted. All the interviewees focus areas could be important when looking at the broad health concept and could contribute to promoting healthy eating habits among the pupils (WHO b). The SFO cook could teach the pupils about the food origin and include them in the cooking, which can give them cooking skills and increase their action competences (Jensen 2005, Hartmann, Dohle & Siegrist 2013). Danish children are eating too much added sugar and it will therefore also be beneficial to focus on healthy alternatives, which the school teacher seems focused on (Table 1)(Pedersen et al. 2010, NNR 2014). Furthermore, the Danish children generally consume too much saturated fat and the intake of dietary fibre, fish, vegetables and fruit is too low compared to the dietary recommendations (Table 1)(Christensen et al. 2012, Pedersen et al. 2010, NNR 2014). This indicates that it is important to focus on the everyday food the pupils consume and not simply what they should not consume. This is where the home economics teacher could be important since he perceives a general healthy diet as essential for the pupils' health. We therefore see a potential in using the actors' different focus and discourses since it could promote healthy eating habits among the pupils at Paradisbakkeskolen. However, it is essential to develop a common framework of understanding among the actors at the school in order for them to acknowledge that all the discourses can be relevant for the pupils' health. The creation of a common food policy can help create a dialogue and maybe a common understanding among the actors.

Paradisbakkeskolen has a food policy, but the findings from the semi-structured interviews imply that there were divided opinions about the school's **food policy** (Figure 6, See "Food policy"). Some of the teachers including the home economics teacher think the food policy is too strict, fundamentalist and only includes rules and prohibitions where other teachers seem to like the policy including the school teacher and the school manager. Evidence suggests that a school food policy can be an important tool to create the foundation for a healthy eating environment at schools to promote healthy eating habits (van Ansem et al. 2013). According to the ecological approach a food policy is a part of the social and cultural environment, which can contribute to affecting the pupils eating habits (Reynold, Klepp & Yaroch 2013). When looking at the food policy it is short and it seems to primarily include food rules concerning what are not allowed to

eat at the school (Appendix 3). The food rules include prohibition of candy, chips, cake and soda at the school including on birthdays. The policy also encourages implementation of Fruit Schemes. These points are clearly stated in the policy. Evidence implies that it is favourable to include rules about what to bring for birthdays in a food policy (van Ansem et al. 2013). A class at Paradisbakkeskolen consists of about 20 pupils and therefore birthdays occur frequently (Bornholms Regionskommune a). Due to this, it is beneficial that the food policy at Paradisbakkeskolen includes rules about birthdays because birthday treats often consist of low-micronutrient calorie-dense snacks (van Ansem et al. 2013). Nevertheless, we assess the food policy to have a lack of clear recommendations in relation to food in general since there are no clear definitions (Appendix 3). The policy uses sentences such as they “encourage health”, “healthy alternatives” and “ensure high quality of the food”, but the policy does not define what the school means when writing “healthy” and “high food quality”. These words can be understood and perceived differently depending on the actors’ preconceptions and it can therefore be difficult to determine, which food items that are considered as healthy and which types of food are not (van Ansem et al. 2013). It is understandable that there were divided opinions about health at the school since there are no clear statements in relation to what healthy eating habits are. It would be beneficial if the school staff together reformulated the food policy with clearly defined terms. According to van Ansem et al (2013) it is essential that a food policy is supported by all actors at the school in order to have impact on the pupils’ eating habits (van Ansem et al. 2013). A recent study also recommends early communication and dialogue between key actors at schools when implementing a food policy since this can influence the long-term effect (Vine, Elliott 2013). It is therefore important that the actors at Paradisbakkeskolen together formulate and agree upon a food policy. Furthermore, they have to discuss how to understand the policy to reach a mutual understanding, which will make it possible for them to follow the food policy. A mutual understanding among the actors at the school in relation to the food policy can lead to collective actions, meaning the actors at the school will follow the food policy (Windahl, Signitzer & Olson 2013). Since it can be difficult for the teachers and other school staff to determine, which food items that are healthy or not and what a good food policy should contain the health consultant could help to create a new food policy at Paradisbakkeskolen (van Ansem et al. 2013, Wang, Stewart 2013). The health consultant could use a health pedagogical (sundhedspædagogik) approach where she engages in a two-way communication and together with the involved actors tries to reach a common understanding and common guidelines to follow (Tønnesen et al. 2005). Evidence indicates that it can be beneficial to include parents when creating the food policy since they have to follow the food policy as well and involving the parents could increase the likelihood of them accepting and supporting the policy (van Ansem et al. 2013). Due to this it could be an opportunity to involve the parents when creating a new food policy at Paradisbakkeskolen.

The school manager stated in the interview that the school meal provided by the supplier has to follow the food policy, but as we assess, there are no clear nutritional guidelines or recommendations in the food policy except from the items that were not allowed. Therefore, the supplier does not have any guidelines to follow. In addition, the findings from the interviews suggest that there are divided opinions about the healthiness and the quality of the school meal. Clear guidelines for the school meal at Paradisbakkeskolen stated in the food policy might create more consensus about the healthiness of the school meal and might create healthier meals as well. Evidence implies that good nutritional guidelines for school meals are associated with healthier meals served at the schools (Mikkelsen, Ohri-Vachaspati 2013).

It was not possible to find a food policy on the official webpage of Bornholm municipality, which indicates that there are no formal requirements or food policies for the food served at the schools in the municipality (Bornholms Regionskommune). Furthermore, the school legislation does not provide any rules or guidelines for school meals and how the schools should address school meals, the duration of the lunch, where to eat the lunch etc. (Benn 2010, Undervisningsministeriet 2014). It is therefore left to each municipality and school to decide if they will have requirements for the food served at the schools through food policies (Benn 2010). The Danish Veterinary and Food Administration has developed some suggestions for food policies that can support schools when creating food policies, which could be an opportunity for Paradisbakkeskolen to use (Benn 2010, Fødevarestyrelsen 2010). The health consultant could help implement food policies in the schools on Bornholm to promote healthy eating habits (van Ansem et al. 2013). Bornholm municipality should also have an interest in this since they have to promote healthy eating habits among its citizens (Sundhedsstyrelsen 2005).

Literature indicates that providing pupils with healthy **school meals** can enhance the pupils' health status and that school meals are often more in line with nutritional recommendations compared to a packed lunch and meals purchased outside schools (Fødevarestyrelsen 2012, Mikkelsen 2014). The health promoting school approach argues that healthy food options have to be available at schools in order to have a positive effect on pupil's eating habits (Wang, Stewart 2013). This indicates that the new school meal programme at Paradisbakkeskolen can be potentially important since it could provide availability of a healthy meal. According to the school meal supplier, the school manager and the school teacher, the school meal is overall perceived as healthy and homemade. The school meal supplier said that he focuses on making school meals with more wholegrain and diverse vegetables. This is beneficial, because Danish children's intake of dietary fibre and vegetables in general is too low (Christensen et al. 2012, Pedersen et al. 2010, NNR 2014). Nevertheless, the home economics teacher has a conflicting view on the school meal since he thinks that it does not include enough wholegrain and vegetables. This indicates that both the

supplier and the home economics teacher think it is important the school meal contains enough wholegrain and vegetables. The conflicting view on whether the school meal actually contains enough wholegrain and vegetables could be because it can be difficult to assess the sufficient amount and how to include it in practice, but it could also be that the home economics teacher simply has not seen the school meal frequently and closely enough. The SFO cook thinks that the supplier buys the bread, but in a statement from the supplier he says that he uses different grains for the bread, which indicates that he bakes his own bread. Additionally, the school manager was sure that the rolls are homemade. The findings indicate that the SFO cook had a more critically perception of the school meal, but this could also be because he would like to be the one producing the school meal.

The school meal supplier does not have a nutritional background, which can make it difficult for him to know what a healthy meal should contain. The supplier emphasized in the interview that a healthy school meal should contain proteins and carbohydrates. This could indicate a limited understanding of nutrition since most meals contain proteins and carbohydrates and these components do not ensure a healthy meal (Nedergaard 2006). The findings from the semi-structured interview show that the health consultant has been aware that the supplier does not have a nutritional background (Figure 6, See “Health consultant”). The health consultant has therefore helped the supplier by providing him with **materials and recipes** concerning healthy school meals from the Danish Veterinary and Food Administration. The health consultant has observed the supplier using the recipes and she concluded that the school meal meets these recommendations. The recipes and material are based on the Danish Veterinary and Food Administration nutritional recommendations for school meals (Fødevarestyrelsen 2012, Fødevarestyrelsen b). The recommendations for school meals emphasizes that minimum 1/3 of the weight of the meal should consist of vegetables and fruit, the energy distribution of macronutrients should meet the official recommendations, fish should be served as a minimum of once a week, bread should meet the requirements from the Keyhole label and the Whole Grain label and rice, potatoes pasta and meat products should meet the requirements from the Keyhole label (Fødevarestyrelsen 2009). These nutritional recommendations are in accordance with the insufficiency of the Danish children’s diets. A diet based on these recommendations might therefore improve the pupils’ eating habits (Christensen et al. 2012, Pedersen et al. 2010). The recipes and material from the Danish Veterinary and Food Administration can therefore be a beneficial tool for the supplier to use and maybe also be a beneficial tool for the school to set requirements for the school food served at Paradisbakkeskolen.

It is difficult to know if the school meal at Paradisbakkeskolen contains enough wholegrain and vegetables and if it meets the recommendations for school meals due to conflicting statements. The healthiness of the school meal can also vary from day to day depending of what is served. To know if the school meal is

generally healthy and whether or not it follows the recommendations, a different study should be conducted where the nutritional content of the school meal is measured.

The new **school legislation** involves new teaching methods, especially through the new course called supporting courses, which will create a link between theory and practice and support the other courses such as math and Danish (Folketinget 7/6/2013). For example, the supporting courses can be used for learning activities and projects that are either directly related to other courses or aims to enhance the pupils' learning, social skills, development, motivation and well-being (Undervisningsministeriet 2014). Professor Bent Egberg Mikkelsen and the home economics teacher emphasized that especially the new supporting courses could include interdisciplinary teaching about health and food. The health promoting school approach claims that in order to effectively improve pupils' eating habits it is important that health is integrated in the teaching, which could be done in the new supporting courses (Wang, Stewart 2013). According to Adele Clarke, the world is complex and constantly changing and it is therefore important for individuals to be able to navigate and constantly make critical assessments of the everyday choices that they are faced with (Clarke 2005). **Action competences** can help the pupils to navigate in different situations and help the pupils to take control of their own health, which is important in relation to health promotion (WHO 1986, Jensen 2005). According to the ecological approach, action competences are a part of the individual level, which can affect the pupils' eating habits (Reynold, Klepp & Yaroch 2013). According to Bent Egberg Mikkelsen, the pupils can develop action competences through teaching about food and nutrition, which can enable the children to become critical consumers. Knowledge and insight are one of the main factors that help developing action competences, which can be reached through action-oriented teaching about how to handle a healthy lifestyle (Jensen 2005). This teaching could for example concern what a healthy meal contains, why the meal is healthy and why it is important to eat healthy food. Additionally, the teaching could include discussions about what healthy dishes the pupils eat in their everyday life and how to cook a healthy meal (Jensen 2005). The teaching should of course be adjusted to the pupils' age and knowledge. It is essential to involve the pupils in the teaching and activities to allow them to be creative in how to eat healthy and obtain experiences to overcome barriers (Jensen 2005). All these aspects can be addressed in projects and problem oriented work and can contribute to develop the pupils' action competences. However, this could require more training of the teachers in relation to health and nutrition (Wang, Stewart 2013). Evidence suggests that teachers need more support and training in nutritional knowledge in order for them to deliver health and nutritional promoting activities of a high quality (Wang, Stewart 2013). It could be a limitation for the health promoting school approach if the teachers do not have or are not provided with the right training and support to integrate health and food in

the school. It could be an advantage for Paradisbakkeskolen to collaborate with professionals in health and nutrition such as the health consultant, who could give the school ideas and inspiration on how to integrate health and food in the school. The school manager, the school teacher and the health consultant see the potential in the new school legislation to include interdisciplinary teaching about health and food. Paradisbakkeskolen could incorporate health and food into the school's courses such as math, biology, Danish and English, which is an opportunity to promote health among the pupils (Kaphingst, French 2006). For example, pupils could write an assignment in Danish or English about what they perceive as a healthy lifestyle. In addition, the pupils could be taught about physiology, health and food in biology. Professor Bent Egberg Mikkelsen told that you have to involve different disciplines and courses in order to solve the problem, which could be to cook a meal. Initially, the pupils could search on the internet to find a recipe and try to critically evaluate the healthiness of the ingredients. In this phase the pupils have to use their reading skills and their knowledge about health. Additionally, the search on the internet will make them more familiar with using the media, which is encouraged in the new school legislation (Undervisningsministeriet 2014). Then the pupils need to calculate the recipe to fit the amount of people they are cooking for. This requires the use of math. Cooking a meal can include different cooking methods where chemistry is essential. After cooking the meal, the pupils could create a food blog, where the pupils could share the recipe, upload pictures and write about the meal. This requires skills in the use of media and Danish. This is only an example on how to include health and food in the teaching and it is possible to use only some of the activities. The pupils can develop action competences by facing a problem such as cooking a meal (Jensen 2005, Ruge, Mikkelsen 2013). Evidence suggests that involvement of the pupils in the food production is important when wanting to influence school children's eating habits positively (Mikkelsen et al. 2010). Additionally, evidence implies that cooking skills seem to be associated with healthier food choices and eating habits and it is therefore important to increase cooking skills when promoting health (Hartmann, Dohle & Siegrist 2013). According to the health consultant a possibility to encourage the pupils to try new dishes is by involving them in the planning and the food production. At the Food schools (*Madskolerne*) the pupils are involved in the production of the food. The Food schools use the involvement of the pupils in the kitchen as an education tool and it is perceived as platform for learning about food literacy, health and it develops the pupils' cooking skills (Rambøll 2011). The Food schools could be an inspiration for the teachers at Paradisbakkeskolen. Nevertheless, the school manager and the school teacher did not think interdisciplinary teaching about health and food will be incorporated because health and food are not specifically included in the curriculum and therefore they thought it will depend on each teacher and their interests (Figure 7, See "Food excluded"). Bent Egberg Mikkelsen and the school teacher also emphasized that the school has a lot of tasks and they have to prioritize. In the schools, teaching pupils

about health is often competing with meeting the academic standards and is therefore often not a priority (Kaphingst, French 2006). The school cannot teach about everything, but has to consider the most important issues in the specific culture (Tones 2005). However, we perceive food as an important issue in Danish schools because some of the most common causes of death in Denmark are influenced by an unhealthy diet (Statens Serum Institut 2012). Due to this, it can be argued that health and food are important to teach in the Danish schools. Additionally, a **longer school day** will provide more time for teaching, which can open up for the opportunity to teach about health and food. The new school legislation also aims at strengthening the cooperation with pedagogues and relevant professions like the SFO cook (Folketinget 7/6/2013). These professions could assist the teachers in the more practical and action oriented teaching in relation to health and food like they do at the Food schools (Københavns Madhus). The school manager also thinks that the pedagogues could be included in the more practical teaching. The findings from the interviews show that the SFO cook is interested in teaching the children about food and he thought that he could be a part of the new school structure. This could be an advantage since according to the school teacher, the school and many of her colleagues are not prepared to produce food with the pupils. The health promoting school approach also emphasizes the importance of interdisciplinary cooperation to promote healthy eating habits among the pupils (Wang, Stewart 2013).

A canteen at Paradisbakkeskolen could be beneficial when promoting healthy eating habits because the pupils can eat together and thereby encourage each other to try new foods (Reynold, Klepp & Yaroch 2013, Wang, Stewart 2013). The **eating environment** influences on the eating behaviour and food choices (Sobal, Wansink 2007). An important factor when wanting to improve the pupils' eating habits is therefore the eating environment since it contributes to the shaping of eating habits (Reynold, Klepp & Yaroch 2013). The findings from the survey with the parents suggest that the parents did not use the school meal programme when their child does not like the dishes served that day (Table 6). If this is the case, it is a barrier in relation to promoting healthy eating habits since the children then will not try new dishes and expand their food knowledge and taste performances. Additionally, the pupils will not be influenced by their peers to try new food items, which we see as unfortunate since evidence implies that children's eating habits are less influenced by their parents and more influenced by their peers as they grow older (Wang, Stewart 2013). According to the home economics teacher, the supplier and the health consultant, it is important that the pupils are challenged to try new food, which a canteen might facilitate since the pupils can be influenced by each other when eating together (Table 2). The interviews show that the teachers at Paradisbakkeskolen eat with the pupils until sixth grade. At the Food schools the meals are used as an educational tool where the teacher creates a conversation with the pupils about health, food literacy, the norms and cultures that

influences the meal (Rambøll 2011). It could be an advantage to use the meals at Paradisbakkeskolen to talk about food, taste, origin, health etc. instead of reading a story. This would integrate health and food in more aspects of the school, which the health promoting school approach emphasizes as important to promote healthy eating habits among the pupils (Wang, Stewart 2013). Nevertheless, it can be more difficult to create a conversation around the meal about what they eat when the pupils do not eat the same meal.

According to the school teacher and the school manager, the older pupils use the gas station to buy food and candy, although, this is not implied in the survey by the parents. EVIUS suggests that a new canteen could make the older pupils stay and eat at the school to a greater extent (Mortensen, Mikkelsen & Husby 2010). If the school changed the physical environment and built a canteen or the older pupils could eat in the sport club café, it might make the pupils stay and eat the school meal or the lunch box, which in general is healthier than the competitive foods (Mikkelsen 2014). The changed physical environment could also influence the social and cultural environment, because the pupils would maybe eat more together and the pupils' dietary behaviour would be influenced by each other. Therefore, the different ecological levels can influence each other (Reynold, Klepp & Yaroch 2013). The latest report on children's eating habits shows that children from the age of 11 had a diet less consistent with the dietary recommendations, a less consistent meal pattern and they were more likely to skip lunch or purchase lunch outside of school compared to children below the age of 11 (Christensen et al. 2012). To change this unhealthy pattern it can be an opportunity to offer the older pupils a place to eat outside school like the café. In this age, the pupils are often attempting to liberate themselves from their parents and other authorities like the school, so thus could provide the pupils with a sense of freedom when leaving the school area to eat (Mortensen, Mikkelsen & Husby 2010).

In the new school legislation more **partnerships** with the local community are encouraged (Undervisningsministeriet 2014). The health promoting school approach emphasizes that it can be beneficial to involve the community when promoting healthy eating habits among the pupils (Wang, Stewart 2013). The schools are often faced with an environment outside the school that offers many unhealthy food options (Mikkelsen, Ohri-Vachaspati 2013). This is also the case with Paradisbakkeskolen as the semi-structured interviews suggest that the pupils use the gas station to buy food and candy. The partnership the school has engaged in with the local sports club is perceived as beneficial because it tries to expand the school's healthy environment beyond the school area into the local community (Mikkelsen, Ohri-Vachaspati 2013). It seems even more useful when wanting to promote healthy eating habits that the sports club café also has engaged in project SMIL and thereby do not only provide school meals, but also

healthy meals in the sports club after the school day. It is an advantage to use several different settings to promote healthy eating habits, because the environment affects the eating behaviour and the more supportive the environment is concerning healthy eating the more likely it is that it will promote healthy eating. This is supported by the ecological approach (Reynold, Klepp & Yaroch 2013).

The findings from the semi-structured interviews indicate that the majority of the actors perceived the parents as primarily responsible for their children's health, but the school and the society should have a supporting role. These findings are consistent with a study from Germany where 88,9% of the teachers in the study found the parents as primarily responsible for the children's healthy eating habits and the school only having a supportive role (van Ansem et al. 2013). The authors argue that the school should consider themselves as responsible for the pupils eating habits during the school time, but the parents should support this by for example supporting the schools food policy (van Ansem et al. 2013). Additionally, the Danish government also emphasizes that the parents have a central role in relation to healthy eating habits among the children, but the community such as the school and other institutions the children use could take a responsibility (Regeringen 2014). There are divided opinions among politicians in relation to who should be responsible for the citizens' health; is it the Danish government, the municipality or the family. An example is the divided political opinion in relation to school meals in Copenhagen municipality where the political parties Social Democrats (*Socialdemokratiet*) and Socialistic People's Parti (*Socialistisk Folkeparti*) want school meal programmes in all schools in the municipality and want to offer financial support to lower socio-economic families when purchasing the school meal (Hjortdal, Skjødt 2013). In contrast to this, the political party Conservative Party (*Konservative Folkeparti*) is against expanding school meal programmes. They claim that the municipality then takes responsibility for the parenting and sends the bill to the Danish taxpayers (Hjortdal, Skjødt 2013). This implies that there are different views in society in relation to, which role the schools should take in promoting healthy eating habits among pupils and it might therefore be difficult as it is right now to agree upon.

The increased prevalence of overweight, obesity and lifestyle diseases imply that the population in general is not able to handle a healthy lifestyle alone and therefore needs support (Robertson et al. 2004). The school contributes to shape the pupils' eating habits and therefore we claim that the schools and the government should take more responsibility for the pupils' eating habits (Wang, Stewart 2013). Even though the interviewees perceived the parents as primarily responsible for the children's health, they thought it would be ideal if pupils were provided with a school meal, which indicate that the interviewees also perceived the school and the government as responsible for the children's health. Denmark's Teachers Union introduces a new campaign with the slogan "The future begins in school", arguing that school creates

the children's foundation. We also perceive schools as important since they educate and form Danish children to become "citizens" who are able to navigate in society and that the schools also have a responsibility in building a foundation in relation to healthy eating habits among the pupils as well (Danmarks Lærerforening 2014). Nevertheless, teachers often perceive health promotion as an extra task and a burden, but if the teachers could see the alleged link between health and learning, it might help to change their view (Viljoen et al. 2005). Studies imply that there is a link between food and learning, but more evidence is needed to confirm this link (Københavns Universitet 2009). To encourage the schools to take more responsibility professor Bent Egberg Mikkelsen also explained that it is important that health professionals appeal to the teachers' discourses to make them see health promotion as beneficial for them (Figure 3, See "Actors in the school meal programme"). It is therefore important to emphasize the learning and education aspect in relation to health promotion and school meal programmes to teachers.

Paradisbakkeskolen's food policy states that diet is important in relation to learning, which indicates that the school perceives food as essential for learning (Appendix 3). This could be a way for us as health professionals to appeal to the school's discourse. The interviews indicate that the many health related activities on Bornholm, which project SoL have had initiated have resulted in another view and awareness of health among the actors at Paradisbakkeskolen, the supplier and the SFO cook. This implies that the actors involved in the school meal programme could be prepared to take the responsibility for the pupils' eating habits during the school day. According to Bent Egberg Mikkelsen, the preparedness among the actors at a school is important when wanting to make changes. The health consultant also emphasized that SoL has had a positive effect on the municipality and they want to continue the good initiatives. This indicates that the municipality might encourage and help Paradisbakkeskolen to promote healthy eating habits among the pupils. The municipality should also take on this responsibility since the municipality is obligated to promote health among its citizens according to the health legislation (Sundhedsstyrelsen 2005). Bornholm municipality provided financial support for the project SMIL in Nexø sports club café since the municipality sees this as a way to positively influence children's eating habits, which we consider a favourable project. By being involved in such projects, the municipality indirectly communicates to its citizens that health and food are important to them. The health consultant believed that the sports club is a beneficial setting to change children's eating habits. However, we perceive the school as an important setting to promote healthy eating habits since the children spend considerable time in this institution compared to sports clubs. We recognize the benefits of project SMIL, but wonder why the schools have not been prioritized the same way since evidence indicates that the schools are an effective setting to promote health (Wang, Stewart 2013, Mikkelsen, Ohri-Vachaspati 2013). Additionally, the health consultant supports the schools in the municipality when implementing school meal programmes and food policies,

which also indicates that the municipality prioritizes health promotion. Nevertheless, the health consultant claimed that one of the first things the municipalities exclude from the budget when having to save money is health promotion.

Most of the interviewees perceived a **collective approach**, as they have in Sweden, the most beneficial approach to school meal programmes. However, Bent Egbjerg Mikkelsen did not perceive the Swedish approach is the most beneficial, because it is only a food service and he claimed that to efficiently promote healthy eating habits among pupils, they need to be involved in the school meal programme. This view is supported by the health promoting school approach (Wang, Stewart 2013). It is difficult to find evidence on whether the Swedish children are healthy because of their collective approach to school meals (Lennernäs 2011). However, research done in Finland suggests that a collective approach to school meals can have a positive effect on eating habits, but more evidence is needed (Raulio, Roos & Prättälä 2010). This means that if Denmark chooses a collective approach to school meals, all Danish children regardless of their socio-economic background, will be provided with at least one healthy meal a day, which can have a positive impact on their eating habits. According to Professor Bent Egbjerg Mikkelsen, the benefits of school meals only reach a few pupils in Denmark, unlike in Sweden, because of the Danish non-collective approach to school meals. However, having a collective approach to school meals does not necessarily mean that the pupils eat the school meal, which is seen in a study from Finland where all pupils are offered a free meal every day, but some pupils only eat part of the meals or skip the meals (Raulio, Roos & Prättälä 2010). A collective approach does therefore not ensure that the pupils eat the school meals. It would be more effective to have a collective approach to school meals in Denmark combined with a health promoting school approach, to provide the children with action competences that enable them to make healthy food choices in the school and outside the school's premises (Wang, Stewart 2013). A challenge when using a collective approach to school meals is that the schools have to consider different allergies such as lactose, gluten, nuts etc. and some religions prohibit for example pork when producing school meals. This requires that the schools have to produce alternative dishes to meet these different needs. These challenges are handled in several other public institutions such as nurseries and kindergartens, which means that it is doable to overcome the challenges.

The report on the Danish government's national goals from 2014 to 2024 concerning health of the Danish population, states that the government wants to decrease the prevalence of overweight among children (Regeringen 2014). This report emphasizes that overweight is a complex issue, but an unhealthy diet, unhealthy beverages and a sedentary lifestyle contribute to the development of overweight. The government's action plan to decrease the prevalence of overweight among children is to include 45 minutes of physical activity every day in the new school legislation, which the government argues will

contribute to a more active lifestyle among the children (Regeringen 2014). Also, it states in the report that prevention of overweight includes creating good conditions for healthy eating habits, but there are no concrete actions for how this should be addressed and it does therefore not seem prioritized (Regeringen 2014). Studies show that there are many health benefits from being physically active, as it for instance can influence weight maintenance (Swift et al. 2014). However, it is unlikely to lose weight simply by being physically active without including the diet, unless the volume of physical activity is very high (Swift et al. 2014). This means that the diet is the most important aspect to consider when wanting to lose weight. Due to the Danish government's goal concerning decreasing the overweight among children we wonder why food is not included in the school legislation besides in home economics. The government might send a message to the schools and society implying that food is not important, and that exercise is the important aspect when it comes to health, since this is included in the new school legislation. The government may perceive diet as an individual responsibility and prioritizes other tasks instead. Nevertheless, the government has already decided that the schools are responsible for how often the pupils should be physically active during the day, which could also be seen as an individual responsibility (Undervisningsministeriet 2014). This priority might be due to financial considerations since school meal programmes could be expensive for the government or the municipality, whereas introducing more physical activity is cost free.

Another of the government's goals is to decrease the social inequality in health. The government states that diet has an impact on social inequality in health and that social inequality in health already occurs in childhood (Regeringen 2014). 35 schools in project EVIUS implemented a school meal programme where the school meal was free the first 40 days to launch the programmes and after this period the school meal was paid by the parents (Brinck, Hansen & Kristensen 2010). During the days where the school meal was free almost 100% of the pupils used the school meal programme, but when the parents had to pay for the meal, less pupils used the school meal programme. The pupils using the school meal programme after the free period varied from school to school, but the number of pupils using the school meal programme was clearly reduced (Brinck, Hansen & Kristensen 2010). This indicates that many parents want to use the school meal programme when it is free, but not when having to pay for the meal. The school manager also emphasized that many parents want the lunch offer in the kindergarten, which the parents can receive support for depending on their income, but the same parents deselect the school meal programme when their children start school. The school manager believed that if there were some kind of financial support for the school meal programme more parents might purchase the school meal. This indicates that economy is for some parents a barrier for using the school meal programme and a collective approach to school meals where all pupils are served a school meal every day might decrease the social inequality in health.

However, when the government proposed a new legislation in 2008 that required all nurseries and kindergartens to provide children with lunch, it created at great resistances from Danish families, which was covered by the media (Jyllands-Posten 2012). This resistance caused the government to loosen the legislation so it was up to each institution and the parents to decide whether they want the lunch programme or if they want to bring a packed lunch. We know the packed lunch can be perceived as an emotional bond between the parent and the child and this might be one of the explanations for this resistance (Benn 2010). Additionally, some parents think they can prepare a healthy packed lunch and therefore do not see the benefits of a lunch programme. We are aware that due to the society's discourse and the resistance, the government might be more cautious when implementing these collective approaches to lunch programmes in schools and other public institutions. In the postmodern society, we are connected through specializations and mutual dependency, which means that many tasks are outsourced to specialized institutions like the education of children is outsourced to schools (Fuglsang, Bitsch Olsen & Rasborg 2013). We argue that outsourcing tasks will increase along with the development of the postmodern society and this might change the society's discourse, which can result in an increased acceptance of the school having the responsibility of providing pupils with healthy lunches in the future. The Swedish collective approach to school meal has existed for decades and seems to be accepted by the Swedish citizens as a part of their welfare system (Skolmatens Vänner). We argue that Denmark and Sweden have similar values, norms and approaches to society and we therefore think that a collective approach could eventually be accepted in Denmark as it is in Sweden. However, since all schools in Denmark are different in relation to facilities and resources, it is impossible to standardize the school meal programmes (Benn 2010). Additionally, not all schools have facilities and resources to build a production kitchen and that is why partnerships with external suppliers are useful just like in our case with Paradisbakkeskolen. The present study has shown some possible ways to implement a school meal programme and promote healthy eating habits at Paradisbakkeskolen, but since all research is situational our study cannot be directly transferred to other schools. However, it is possible for other schools to compare our research and achieve ideas and inspiration to use in their own context (Clarke 2005). If Denmark introduced a collective approach to school meal programmes it is essential that the schools are provided with a certain freedom to decide how to implement school meals since all schools are heterogeneous. The chairman of the National Association School and Parents also thinks that school meal programmes are a useful initiative, but argues that it is important that it is adjusted to fit to each school (Hjortdal, Skjødt 2013). However, to overall ensure the quality of school meal programmes and to efficiently promote healthy eating habits at schools there should be some requirements in relation to the food, the eating environment, sufficient time to eat and involvement of the pupils. Food is already a part of

the Danish school day and that is why we think that it should be an integrated part of the school and not only the families' responsibility (Benn 2010). Furthermore, along with the new school legislation the school day becomes longer and there is therefore a need to think in new patterns in relation to food and meals in the schools.

Chapter 8:

Conclusion



8. Conclusion

The present study revealed several opportunities and challenges in relation to the implementation of the new school meal programme at Paradisbakkeskolen. Some of the challenges found when implementing the new school meal programme were the low number of servings, the school meal was too expensive, the programme was primarily a food service, the school did not have a canteen or a production kitchen and the pupils had to pick up the food. Some of the opportunities found when implementing the new school meal programme was the food patrol, implement a discount system, more promotion, the older pupils eat in the sport club café, shifting lunch break, involve the pupils in the school meal production, strengthen the collaboration and communication. Additionally, the pupils and parents seemed satisfied with the new school meal programme.

One of the main challenges in relation to implementing the new school meal programme at Paradisbakkeskolen appeared to be the low number of servings since the supplier needs at least 100 servings per day otherwise he might have to withdraw. Additionally, this is a considerable challenge since in order for the new school meal programme at Paradisbakkeskolen to promote healthy eating habits among the pupils it has to be present and well-founded. Another significant challenge in relation to the implementation of the new school meal programme seemed to be that the school meal was too expensive for the parents to purchase every day, especially if they had more than one child. To address this challenge, a discount system could be created in which the parents could pay for more meals at the same time and get discount. It could also be an opportunity, if Bornholm municipality provided financial support to children from lower socioeconomic status to the school meal.

It seemed like most of the key actors involved in the school meal programme primarily perceived the programme as a food service, which it also primarily was. This indicates that the actors involved in the school meal programme could use input or help from “the outside” to see other beneficial aspects of a school meal programme and take advantage of these aspects and promote these aspects to the parents. It could be an opportunity, if representatives from the school and the supplier engage in a dialogue to discuss their expectations to their future collaboration. It could be beneficial to use the Communication Network where the partners engage in an ongoing dialogue to discuss their partnership, their mutual obligations and write a mutual statement, to ensure a clear agreement about purpose and what to expect from one another. The food patrol is a considerable opportunity for the school meal programme since the food patrol can help communicate about the school meal programme and adjusting the programme to increase the satisfaction among the pupils and teachers.

The school did not have a canteen and did not have the money to build a canteen, which could be perceived as a challenge for the school meal programme and for promoting healthy eating habits among

the pupils. A considerable challenge for the implementation of the new school meal programme was the time the pupils spend on picking up the food. Since the new school legislation implements longer school days it could be an opportunity for the new school meal programme to prolong the lunch break at Paradisbakkeskolen. In relation to the school's facilities and economy the most realistic opportunity concerning the eating environment was if the school implemented shifting lunch break and if the older pupils eat at the sports club café. This would make it easier to find a room for the other pupils to eat. A significant barrier for the school meal programme appeared to be the fact that the school did not have a production kitchen to prepare the school meal since it seemed to be a wish for the pupils to be involved in the food production. Economy seemed again to be a challenge for the school meal programme since the school did not have the money to build a production kitchen either. The supplier in the sports club café could potentially involve the pupils in the production of the school meal, but it did not seem like the interviewees considered this as a possibility. If it is not possible to involve the pupils in the food production, it could be an opportunity to involve the pupils in the school meal programme in other ways. The pupils could for example develop new recipes to the school meal programme in home economics or in the supporting courses or be involved in serving the food.

It is an opportunity for the new school meal programme to promote the school meal as healthy, if the supplier prepares the school meal based on the recommendations from the Danish Veterinary and Food Administration. Furthermore, it is an opportunity that the health consultant has supported and guided the supplier in relation to the school meal programme. The leftovers from the school meal programme could be used in the in Nexø sports club café since the café is engaged in project SMIL and the project and the school meal programme have the same target group.

Some of the opportunities to promote healthy eating habits among the pupils at Paradisbakkeskolen were to formulate a clear food policy, the availability of healthy school meals, the school meals were based on the recommendations from the Danish Veterinary and Food Administration, new teaching methods, longer school day and the partnership.

To promote healthy eating habits among the pupils prospectively, the available school meal at Paradisbakkeskolen should be combined with integrating health and food in a broader range of courses, projects and activities. Integrating health and food in the school day can help develop the pupils' action competences, which is important for them to be able to be critical and take control of their own health. This approach is in line with the health promoting school approach, which is perceived as an efficient method to promote health in schools.

When wanting to promote healthy eating habits among the pupils, it is a challenge that there are different views on health and food among the actors at Paradisbakkeskolen. However, the actors' different discourses could also be perceived as an opportunity if the actors' different views on health and food were embraced and accepted.

Since the Paradisbakkeskolen's food policy were not clearly defined it could be difficult for the school staff and parents at Paradisbakkeskolen to determine, which food items are healthy and this was a considerable challenge for promoting healthy eating habits among the pupils. An opportunity could be if the school staffs together with the health consultant create a new and clearer food policy.

If the supplier uses the recipes and material from the Danish Veterinary and Food Administration it could promote healthy eating habits among the pupils since these nutritional recommendations are in accordance with the insufficiency of the Danish children's diets.

The new school legislation provides an opportunity to integrate health and food in the school day since it introduces new teaching methods and longer school days. Especially the new course supporting courses is perceived as an opportunity to include interdisciplinary teaching about health and food. However, teaching about health and food requires that teachers have competences within this field and it could therefore be an opportunity for Paradisbakkeskolen to collaborate with professionals in health and nutrition such as the health consultant, who could give the school ideas and inspiration on how to integrate health and food in the school. Some of the actors did not think interdisciplinary teaching about health and food would be incorporated because health and food are not specifically included in the curriculum and they therefore thought it would depend on each teacher and their interests, which is a challenge. In addition, schools have many tasks and must consider which aspects they enter into the curriculum. However, the new school legislation will introduce longer school days, providing more time to for instance introduce health and food into the curriculum. The new school legislation also strengthen the cooperation with pedagogues and relevant professions like the SFO cook and these professions could assist the teachers in the more practical and action oriented teaching in relation to health and food. It could also be an opportunity to use the meals at Paradisbakkeskolen to talk about food, taste, origin, health etc. instead of reading a story since this could be a way to integrate health and food in more aspects of the school.

The school has engaged in a partnership with the local sports club café, which is perceived as beneficial because this might expand the school's healthy environment beyond the school premises into the local community. The majority of the interviewees found a collective approach to school meals ideally, but perceived the parents as those primarily responsible for their children's health, but the school and the society should have a supporting role.

The present study has shown possible ways to implement a school meal programme and promote healthy eating habits at Paradisbakkeskolen, but research is situational, which means that our study cannot be directly transferred to other schools, but it is possible for other schools to compare our research and obtain ideas and inspiration to use in their own context.

Chapter 9:

Perspectives



9. Perspectives

This chapter provides recommendations and inspiration on how to implement a well-founded school meal programme that can contribute to promoting healthy eating habits among pupils in Danish public schools. The recommendations are based on the findings from the case study Paradisbakkeskolen and relevant literature used in the present study. These recommendations are primarily targeted towards school meal programmes with external suppliers and can be used to think in new patterns concerning health and food when implementing the new school legislation. The recommendations cannot necessarily be applied directly to all schools since schools are heterogeneous, but can be used as an inspiration and be adjusted to each school's context. It is recommendable that the available school meal is combined with integrating health and food in broader range of courses, projects and activities to promote healthy eating habits among pupils prospectively (Wang, Stewart 2013, Mikkelsen, Ohri-Vachaspati 2013).

The meal: It can be beneficial to use the nutritional recommendations and recipes from the Danish Veterinary and Food Administration to ensure a healthy diverse meal. In addition, it can be recommended to offer two portions sizes or one meal with a free salad buffet to meet the pupils' different energy requirements (Fødevarestyrelsen 2012). It can also be favourable to offer two different meals to meet the pupils' food preferences. Additionally, it can be beneficial if the supplier produces a school meal that is familiar to the pupils, however, adjusting them to healthier versions.

Food policy: It would be favourable for schools to develop a clear formulated food policy with clearly defined terms such as what the school perceives a healthy and good quality. It is important to involve all the school staff and the parents when developing the food policy to ensure that the policy is followed (van Ansem et al. 2013). It could be useful to do a workshop with the parents and the school staff to develop a common framework of understanding and to receive inputs from all the actors. These inputs should be used as the foundation for the food policy, which a selected group could create. In the development of the food policy it can be helpful to involve health professionals. It is also recommendable to find inspiration from the Danish Veterinary and Food Administration's suggestions for school food policies (Fødevarestyrelsen 2010).

Eating environment: It could be beneficial if the pupils do not have to eat in the classrooms and are offered an eating environment like a canteen where they can eat together. If the school does not have the facilities to host all the pupils at once it could be favorable to include shifting lunch breaks so all the pupils do not

have to eat at the same time. This could also reduce the queue when the pupils purchase the school meal. If the school has a canteen, it can be beneficial to design it with a youthful look.

The lunch break: It is also recommended that the lunch break should last more than 15 minutes to ensure that the pupils have enough time to purchase the school meal and eat together with their peers (Zandian et al. 2012). It is recommendable to use the social gathering around the school meal as an educational tool to create a dialogue about food, taste, origin, health etc.

Teaching linked to the school meal programme: It can be useful to combine the school meal programme with teaching about health and food. This could be done through interdisciplinary projects or supporting courses, which can develop the pupils' action competences. It could be helpful for the school to involve health professionals to obtain inspiration on how this is practically doable. In the teaching it can be favourable to involve the pedagogues and other relevant professions, which the new school legislation includes (Undervisningsministeriet 2014).

Food patrol: It can be useful to establish a food patrol consisting of the supplier and representatives from the school staff, the pupils and the parents. The representative from the school staff, the pupils and the parents should provide feedback from the rest of the school staff, the pupils and the parents to the supplier. The food patrol should have monthly meetings to evaluate and discuss how to adjust and improve the programme and the food patrol should then inform the rest of the school staff, the pupils and the parents about the programme (Windahl, Signitzer & Olson 2013).

The food board: It could be beneficial to establish a food board with the supplier and representative from the school staff with different roles. The food board should have an ongoing dialogue about the partnership and their expectations. Furthermore, the school board should assess the practicalities and determine who has the responsibility for what. The school board should create in a written statement about their partnership (Austin 2000). It could be useful for the school board to collaborate with health professionals such as the "mobile task force" from the Danish Veterinary and Food Administration to be inspired to see what aspects a school meal programme can contribute to (Fødevarestyrelsen 2010).

Involvement of pupils: It is recommendable to involve the pupils in the school meal programme, which can lead to increased ownership. It should be discussed in the food board to which degree it is possible to involve the pupils like if the pupils could be involved in the food production, involved in the serving,

involved in the menu planning and/or help develop recipes in the new supporting courses to the school meal programme (Bruselius-Jensen 2007, Undervisningsministeriet 2014).

Discount system: It can be favourable with a discount system where pupils purchase several meals at time and get discount. They can for example order 10 meals and get one for free.

10. Reference

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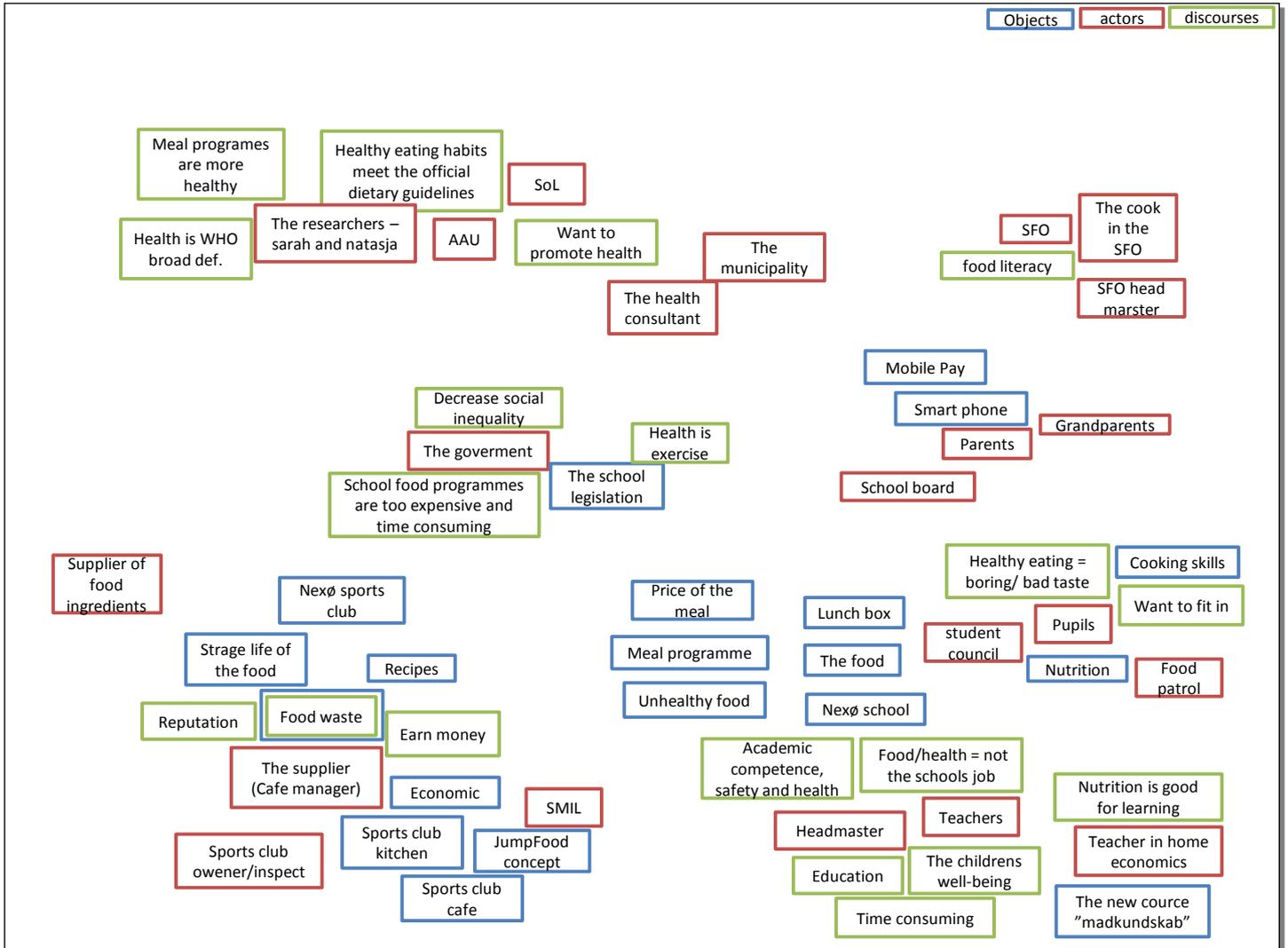
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Chapter 11:

Appendix



Appendix 1: Messy Map of preconception



Appendix 2: Literature search

Step 1: “What”

How school food can facilitate healthy eating habits among children?

How can health promoting school facilitate eating habits among children?

What are the effects of a food and nutrition policy and what does it take in order for it to have a positive effect on health in schools?

Step 2: “Where”

Scopus, Academic Research Premier, Web of science, Pubmed, Eric

Step 3: “Word” and “work”

Search 1: How school food can facilitate healthy eating habits among children?

Words	Synonym		
School food	Healthy eating habits	Children	Facilitate
School lunch	Eating habits	Pupil	Promote
School meal	Dietary habits	Adolescent	Influence
		Teen*	Impact
			Effects
			Affects

Search 1.

“school food” OR “school meal*” OR “school lunch*”

AND

“healthy eating habit*” OR “eating habit*” OR “dietary habit*”

AND

child* OR adolescent* OR pupil* OR teen*

AND

facilitat* OR promot* OR influence* OR impact* OR effect* OR affect*

Search 2: How can health promoting school facilitate eating habits among children?

Words	Synonym			
Health promoting school	School	Healthy eating habits	children	facilitate
Whole school		Eating habits	Pupil	promote
Ecological		Dietary habits	adolescent	Influence
			Teen*	Impact
				Affect
				Effect

Search 2.

“health promoting school*” OR “whole school*” OR “ecological”

AND

School*

AND

“healthy eating habit*” OR “eating habit*” OR “dietary habit*”

AND

child* OR adolescent* OR pupil* OR teen*

AND

facilitat* OR promot* OR influence* OR impact* OR effect* OR affect*

Search 3: What are the effects of a food and nutrition policy and what does it take in order for it to have a positive effect on healthy eating habits among pupils in schools?

Words	Synonym		
Food policy	Healthy eating habits	Chidren	Facilitate
Nutrition policy	Eating habits	Pupil	Promote
Dietary policy	Dietary habits	Adolescent	Effects
Health policy		Teen*	Affects
			impact
			Influence

Search 5. Sarah

“food policy*” OR “nutrition policy*” OR “dietary policy*” OR “health policy*”

AND

“healthy eating habit*” OR “eating habit*” OR “dietary habit*”

AND

child* OR adolescent* OR pupil* OR teen*

AND

facilitat* OR promot* OR influence* OR impact* OR effect* OR affect*

WOW:

Database	Search	Results	Change
Academic research premier	S. 1	379	
Academic research premier	S. 1	93	Fjerne facilitat aspekt
Academic research premier	S. 1	261	Only peer reviewed articles
Academic research premier	S. 1	106	Peer reviewed and from 2010-2014
Scopus	S. 2	78	
Scopus	S. 2	3	Sæt aspect “health promoting school” skal indgå i tittel
PubMed	S. 2	No items	
PubMed	s. 2	20	Søger kun på aspect “health promoting school” og sætter det så det skal være I titlen
Web of science	S. 2	137	
Web of science	S. 2	4	Sæt aspect “health promoting school” skal indgå i tittel
ERIC	S. 2	9	
ERIC	S. 2	35	Søger kun på “health

			promoting school” og Peer reviewed
Web of science	S. 3	19	

Exclusion and inclusions criteria

Inclusion: New articles, only peer reviewed, systematic reviews.

Exclusion: Organic food in schools, to specific target groups, programmes only looking at breakfast or snacks, older than 10 years, developing countries.

Appendix 3: Paradisbakkeskolen's food policy

Kostpolitik for Paradisbakkeskolen Afdeling Nexø 2013/2014



Mål

- Paradisbakkeskolen har en klar holdning til kostens betydning for et barns indlæring og udvikling i øvrigt, og sikrer desuden, at denne holdning kommunikeres til og diskuteres blandt elever, lærere, pædagoger, forældre og samarbejdspartnere.
- Skolens fysiske, tidsmæssige og sociale rammer inviterer til, at eleverne får spist deres mad, og at de oplever måltidet som et naturligt, værdifuldt samlingspunkt.
- Skolen går foran i at få lavet aftaler omkring hvad børnene har med i skole/SFO både til eget brug og til uddeling.
- Skolen sikrer et højt kvalitetsniveau af den mad og drikke der sælges.
- Skolen har en synlig kostpolitik.

Udmøntning for afdelingen

Slik, Chips og sodavand er ikke tilladt i skoletiden

Der må ikke være kageordninger i klasserne. Afdelingsrådet opfordrer til frugtordninger.

Der opfordres til sundhed ved lejrskoler/udflugter/hytteture

Der må ikke deles slik og kager ud til fødselsdage. Gerne sunde alternativer.

Skolen kan dispensere fra kostpolitikken ved særlige lejligheder.

Afdelingsrådet evaluerer kostpolitikken årligt, hvor elevrådet inddrages.

Appendix 4: Interview guides

Indledning til interviews

”Hej, det er Natasja Tingstedt/Sarah Granlund fra AAU. Vi har aftalt, at jeg kan interviewe dig nu om dine erfaringer, forventninger og visioner i forhold til skolemadsordningen – passer det dig stadig på dette tidspunkt?

Som sagt skriver jeg speciale på AAU i Integreerede Fødevarerstudier og ønsker at kigge på jeres skolemadsordning.

Vi er blandt andet interesseret i at høre om, hvordan jeres samarbejde omkring skolemadsordningen fungerer og afdække ønsker og forventninger, der kan være med til at forbedre ordningen.

Jeg vil gerne understrege, at der ingen rigtige eller forkerte svar er på de ting, jeg spørger om. Det er din mening og dine erfaringer, jeg gerne vil høre. Jeg vil meget gerne have lov til at optage interviewet på diktafon. Jeg håber dette er okay?

I selve specialet, kommer du til at optræde anonymt.

Afslutning på interviews

Jeg siger tusinde tak for din hjælp og alle dine input. Det har været meget spændende at høre om dine erfaringer.

Hvis det er okay med dig, vil vi meget gerne have mulighed for at kontakte dig igen, hvis der dukker nogle spørgsmål op efterfølgende. Er det i orden med dig? Eller hvis du kommer i tanke om noget i dagene herefter, så er du velkommen til at kontakt mig via min mail eller telefon.

SLUT

Interview guide supplier:

- Hvad er din motivation for at indgå i samarbejdet omkring madordningen?
- Hvilke forventninger har du til samarbejdet?
- Hvilke overvejelser har du gjort dig i forhold til madordningen/samarbejdet?

Vurdering og status:

Jeg vil gerne først lige spørge lidt ind til lidt praktiske ting i forhold til madordningen for at få en større forståelse af den.

- Vil du starte med at fortælle, hvad status er lige nu med hensyn til jeres skolemadsordning?
 - o Hvornår startede den?
 - o Hvor mange elever benytter sig af den?
 - o Er der noget der kendetegner de elever der ikke benytter sig af den?
 - Alder, køn, forældre indkomst..
 - o Kan eleverne forudbestille maden? – hvordan?
 - o Hvem administrerer bestillingerne?
 - o Hvordan betaler eleverne / forældrene for maden?
 - o Hvor meget køkken personale er ansat?
 - Hvilken baggrund/uddannelse har disse?
- Hvordan er spiserammerne på skolen og hallen?
 - o Hvor spises der? (klassedifferentiering?)
 - o Er der sat noget i gang med renovering af cafeen?

- Er der sat nogle penge af til renovering af cafeen?
- Hvilke funktioner skal cafeen have?
- Er der noget, der har overrasket dig i forbindelse med etableringen af madordningen?
- Hvad har efter din mening været en hjælp / støtte til at etablere en skolemadsordning?
 - Er der nogle nøgle personer der har påtaget sig meget ansvar/opgaver eller vist interesse?
- Er der nogle du samarbejder med i forhold til madordningen?
 - Hjemkundskabslæreren, andre lærere, SFO.....?
 - Er der andre potentielle samarbejdspartnere?
 - Har kommunen spillet en rolle i forhold til skolemaden og jeres samarbejde?
 - Er der et samarbejde med kommunen om evt. støtte, netværk, rådgivning?
 - Hvem i kommunen har i kontakt til?
- Hvad har efter din mening været en af de største udfordringer i forhold til at etablere en skolemadsordning?
- Hvordan er madordningen blevet modtaget?
 - Blandt elever, lærere, forældre.....?

Organisering:

- Hvordan kom dette samarbejde med omkring skolemad på tale?
 - Hvem tog initiativ?
 - Hvem støttede, at I skulle indgå dette samarbejde?
 - Var der nogen modstand?
 - Fra hvem?
- Har I lavet en forundersøgelse blandt elever/ forældre om deres ønsker og behov til skolemaden?
 - Hvornår?
 - Hvem var tovholder på undersøgelserne?
- Hvad brugte I resultaterne til?

Jumpfood:

- Vi har forstået at du også er gået med i Jumpfood/SMIL, kan det passe? Har det ændret noget?
 - Hvilke elementer fra Jumpfood anvender du/har du planer om at anvende? (design, mad/opskrifter)

Samarbejde med Paradisbakkeskole:

- Hvordan er dit samarbejde med skolen?
 - Hvem har du kontakt med på skolen?
 - Hvem har haft ansvar for prisfastsættelsen?
 - Hvem har haft ansvar for selve maden? (variantudbud og ernæringskrav)
 - Hvem har haft ansvar for markedsføringen – jeg tænker på formidling af ordningen til forældre og elever, information om menu og øvrige opmærksomheds-skabende aktiviteter?
 - Hvordan får eleverne maden?
 - Hvem har haft ansvar for udlevering af maden til eleverne?

Ny skole reform:

- Har du et bud på hvordan hverdagen kommer til at se ud når den nye skole reform træder i kraft?
 - Bliver der ændret noget i forhold til madordningen nu når børnene skal gå mere i skole?

Elevernes rolle:

- Hvilken rolle har eleverne i jeres madordning eller er planen de skal have?
 - o Har eleverne medindflydelse på, hvilken mad der sælges?
 - o Deltager eleverne i madlavningen?
 - Hvad er målsætningen med at inddrage dem – eller lade være?
 - o Er der nogen undervisning tilknyttet madordningen?
 - F.eks. samarbejde med madkundskab og madordningen, SFO?
 - o Deltager eleverne i salg af maden?
 - o Deltager eleverne i oprydningen?
- Er du tilfreds med den rolle eleverne har i jeres madordning?
- Hvad tænker du, at eleverne får med sig i kraft af jeres madordning?
 - o Bedre helbred
 - o Bedre læringsmiljø – bedre til at koncentrere sig
 - o Maddannelse
 - o Styrket socialt samvær
 - o Konkret viden om fødevarer, bæredygtighed ...
- Hvordan har eleverne taget i mod madordningen?

Maden:

- Hvad er din holdning til skolemad?
- Hvad tilbydes til børnene – et måltid eller kan der også købes mellemmåltider?
- Hvordan vurderer du at tilfredsheden med maden er blandt elever?
- Hvordan vurderer du at tilfredsheden med maden er blandt forældrene?
- Er der noget du mener der kan gøres for at maden ville blive mere tilfredsstillende for elever og forældre?
- Er der nogle specielle krav der er til maden?
 - o Økologisk, lokalt, sundt, sæson,
- Hvad mener du er et sundt måltid for eleverne?
 - o Hvad skal det indeholde/ ikke indeholde?
 - o Hvad er sunde kostvaner?

Sundhed:

- Hvem mener du er ansvarlig for børnenes sundhed?
 - o Er det familien alene?
 - o Hvilken rolle mener du at skolen skal spille i forhold til elevernes sundhed?
 - o Hvad tænker du skolens rolle skal være i forhold til sundhed?

Fremtiden:

- Hvad mener du at der skal til for at gøre madordningen til en vedvarende succes?
- Hvilke udfordringer oplever du i forhold til madordningen?
- Hvordan tror du at samarbejdet omkring madordningen kan styrkes?
- Hvad er dine planer og visioner for madordningen fremadrettet?
- Hvad er succes kriterieret?
 - o Har du et mål for hvor mange elever, som skal benytte ordningen?

Interview guide school teacher:

- Kan du kort forklare din funktion i forhold til madordningen?
- Hvad er skolens motivation for at indgå i samarbejdet med Nexøhallen omkring madordningen?
- Hvilke forventninger har I til samarbejdet med Nexøhallen?
- Hvilke overvejelser har skolen gjort sig i forhold til madordningen og samarbejdet?

Vurdering og status:

- Hvilke erfaringer har I gjort jer i forhold til skolemad tidligere?
 - o Positivt/negativt?
 - o Hvornår startede I med at have en skolemadsordning?
- Hvad status er lige nu med hensyn til jeres skolemadsordning?
 - o Er der noget der kendetegner de elever der ikke benytter sig af den?
 - Alder, køn, forældre indkomst..
 - o Hvad spiser de elever der ikke benytter sig af ordningen?
 - Er der mange der ikke spiser, går på tanken eller har madpakke?
- Hvordan er spiserammerne på skolen?
 - o Hvor spises der? (klassedifferentiering?)
 - o Hvor lang er spisepausen? (klassedifferentiering?)
 - o Spiser lærerne sammen med eleverne?
 - o Har lærerne mulighed for at købe maden?
 - Hvis ikke; Hvorfor ikke?
 - Hvis ja; Benytter de sig af dette?
- Er der noget, der har overrasket jer i forbindelse med etableringen af madordningen?
- Hvad har efter din mening været en hjælp eller støtte til at etablere en skolemadsordning?
- Er der nogle nøgle personer der har påtaget sig meget ansvar, opgaver eller vist interesse?
- Er der nogle samarbejdspartnere som du ser kan være med til at styrke madordningen?
 - Hjemkundskabslæreren, andre lærere, SFO.....?
 - Er der andre potentielle samarbejdspartnere?
 - Har kommunen spillet en rolle i forhold til skolemaden?
 - Er der et samarbejde med kommunen om evt. støtte, netværk, rådgivning?
 - Hvem i kommunen har i kontakt til?
- Hvad har efter din mening været en af de største udfordringer i forhold til at etablere en skolemadsordning?
- Hvad har efter din mening været en af de mest positive ting i forhold til at etablere en skolemadsordning?
- Hvordan er madordningen blevet modtaget?
 - o Blandt elever?
 - o Lærere?
 - o Forældre?

Organisering:

- Hvordan kom skolemadsordningen på tale på din skole?
 - o Hvem tog initiativ?
 - o Hvem var tovholder?
 - o Hvem støttede, at I skulle have en skolemadsordning?
 - o Var der nogen modstand?

- Fra hvem?
- Har i nogen madpolitik på skolen?
- Har i lavet en forundersøgelse blandt elever/ forældre om deres ønsker og behov til skolemaden?
 - Hvornår?
 - Hvem var tovholder på undersøgelserne?
 - Hvad brugte I resultaterne til?

Samarbejde med Nexø hallen:

- Hvem har kontakten med Mikkel fra hallen?
- Hvordan er jeres samarbejde med Nexø hallen?
 - Hvem har haft ansvar for prisfastsættelsen?
 - Hvem har haft ansvar for selve maden? (variantudbud og ernæringskrav)
 - Hvem har haft ansvar for markedsføringen – jeg tænker på formidling af ordningen til forældre og elever, information om menu og øvrige opmærksomheds-skabende aktiviteter?

Ny skole reform:

- Hvad mener du om den nye skolereform?
- Hvordan kommer hverdagen til at se ud når den nye skole reform træder i kraft?
 - Bliver der ændret noget i forhold til madordningen nu når børnene skal gå længere tid i skole?
 - Skal SFO'en lukke?
 - Er der pædagoger fra SFO'en der skal arbejde på skolen?
- Ser du nogen muligheder i den nye skolereform i forhold til at integrere mad og sundhed i undervisningen?
 - Både at integrere det rent praktisk og teoretisk
- Den nye folkeskolereform rummer muligheder for at tilrettelægge undervisningen så den i højre grad aktiverer eleverne, ser du dette som portentiale for at integrere læring, maddannelse og sundhed?
- Ser du at madordningen og sundheden kan integreres tværfagligt i undervisningen som en del af fx natur og teknik, matematik, dansk, medie osv?
- Hvornår har eleverne madkundskab? Hvor mange timer? Bliver der ændret noget i forbindelse med skolereformen? Føler du faget er prioriteret lige så højt som andre fag?

Elevernes rolle:

- Hvilken rolle har eleverne i jeres madordning eller er planen de skal have?
 - Har eleverne medindflydelse på, hvilken mad der sælges?
 - Deltager eleverne i madlavningen?
 - Hvad er målsætningen med at inddrage dem – eller lade være?
 - Er der nogen undervisning tilknyttet madordningen?
 - F.eks. samarbejde med madkundskab og madordningen? Eller SFO?
- Er du tilfreds med den rolle eleverne har i jeres madordning?
- Hvad tænker du, at eleverne får med sig i kraft af jeres madordning?
 - Bedre helbred
 - Bedre læringsmiljø – bedre til at koncentrere sig
 - Maddannelse

- Styrket socialt samvær
- Konkret viden om fødevarer, bæredygtighed ...

Forældrene:

- Mener du at kommunikationen omkring den nye madordning til forældre og elever har været tilstrækkelig?
- Hvem mener du burde være ansvarlig for kommunikationen af madordningen til forældre og elever?
 - Lærere, Mikkel..?
- Er der nogen forældre der vælger madordningen fra pga. det økonomiske aspekt?
 - I hvor stor en grad mener du at økonomien hæmmer forældre i at benytte ordningen?

Formål:

- Hvad er din holdning til skolemad?
- Hvad er formålet med at indføre en madordning?

Maden:

- Hvordan vurderer du at tilfredsheden med maden er blandt elever?
- Hvordan vurderer du at tilfredsheden med maden er blandt forældrene?
- Er der noget du mener der kan gøres for at maden ville blive mere tilfredsstillende for elever og forældre?
- Er der nogle specielle krav der er til maden?
 - Økologisk, lokalt, sundt, sæson,
- Hvad mener du er et sundt måltid for eleverne?
 - Hvad skal det indeholde/ ikke indeholde?
 - Hvad er sunde kostvaner?

Sundhed:

- Hvem er ansvarlig for elevernes sundhed?
 - Er det familien alene?
 - Hvilken rolle mener du at skolen skal spille iforhold til elevernes sundhed?

Fremtiden:

- Hvad mener du at der skal til for at gøre madordningen til en vedvarende succes?
- Hvad mener du der skal til for at få flere elever til at benytte ordningen?
- Hvilke udfordringer oplever du i forhold til madordningen?
- Hvordan tror du at samarbejdet med hallen omkring madordningen kan styrkes?
- Hvad er dine planer og visioner for madordningen fremadrettet?
- Hvad er succes kriterieret?
 - Har du et mål for hvor mange elever, som skal benytte ordningen?

Afsluttende:

- Vi vil gerne have forældrenes feedback på madordningen, hvordan mener du det bedst kan lade sig gøre?
 - Ved spørgeskemaer, telefon interviews med fx forældre bestyrelsen etc.?
 - Hvordan rent praktisk kan dette lade sig gøre?
- Er der ellers nogen lærer eller hjemkundskabslærer du tænker kunne være relevante at tale med?

Interview guide health consultant:

Skolemadsordninger:

- Hvad er din holdning til skolemadsordninger?
- Hvilken betydning mener du at skolemad kan have for eleverne?
 - o I forhold til sundhed, trivsel, læring...
- Hvad mener du at formålet bør være ved at indføre en skolemadsordning?
- Hvad mener du at elever burde for med hjem i kraft af en skolemadsordning?
- Hvad mener du er en effektiv måde at anvende skolen til at fremme sunde kostvaner hos eleverne?

Organisationers roller i forhold til skolemad og sundhed:

- Hvilken rolle mener du regeringen skal have i forhold til skolemad?
 - o Skulle det vedtages ved lov?
 - o Skulle de assistere eller støtte kommunerne eller skolerne nogen måde?
- Hvilken rolle mener du kommunen skal spille i forhold til skolemad?
 - o Økonomisk støtte til resource svage familier?
 - Hvilken betydning mener du at det kan have hvis de resourcesvage familier får støtte til madordninger?
 - Mener du at dette kan være med til at udligne den sociale ulighed i sundhed hvis de får støtte til madordninger?
 - o Netværk, rådgivning?
 - o Kunne man forestille sig at kommunen kunne give økonomisk støtte til resourcesvage familier som ikke selv har råd til madordningen?
- Hvilken rolle mener du at kommunen skal spille i forhold til elevers sundhed?
- Hvilken rolle mener du at skoler skal spille i forhold til elevers sundhed?
- Hvilken rolle mener du at familien skal spille i forhold til elevers sundhed?
- Hvilken rolle mener du at involvering af lokalsamfundet kan have i forhold til elevers sundhed?

Paradisbakkeskolen:

- Hvilken rolle har Nexø kommune spillet i forhold til den nye madordning på Paradisbakkeskolen?
- Hvordan mener du at kommunen kan assistere Paradisbakkeskolen og nexøhallen fremadrettet i forhold til deres madordning?
 - o Økonomisk støtte til resource svage familier? Ville dette være noget der kunne være muligt?
 - o Netværk, rådgivning?
 - o Kunne man forestille sig at kommunen kunne give økonomisk støtte til resourcesvage familier som ikke selv har råd til madordningen?
- Hvilke udfordringer ser du i forhold til madordningen på Paradisbakkeskolen?
 - o Kommunikation?
- Hvilke muligheder ser du i forhold til madordningen på Paradisbakkeskolen?

Den nye skolereform:

Regeringen har indgået en aftale om en ny skolereform, hvor de inkluderer fysisk aktivitet, som en vigtig del af at fremme sundheden blandt børnene, men der er ikke meget nævnt omkring kostens betydning for sundhed.

- Hvad mener du om dette?
- Ser du nogen muligheder i den nye skolereform i forhold til at integrere mad og sundhed i undervisningen?

- Både integrere det rent praktisk og teoretisk?
- Pædagogerne skal ifølge den nye skolereform, indgå i et samarbejde med lærerne. Kunne pædagogerne indgå i denne mere praktiske læringsform?
- Ser du at madordningen og sundheden kan integreres tværfagligt i undervisningen Som en del af fx natur og teknik, matematik, dansk, medie osv?
- Ville kommunen kunne støtte skolerne i at finde ud af hvordan de kan integrere sundhed og mad praktisk og teoretisk?
- Ville rejseholdet fra Fødevarestyrelsen være en mulig hjælp til skolen?

Interview guide SFO cook:

SFO mad:

- Hvad er budgettet i forhold til maden?
- Hvordan betales maden?
- Hvilken rolle spiller eleverne i jeres madlavning?
 - Har eleverne medindflydelse på, hvilken mad der laves?
 - Deltager eleverne i madlavningen?
 - Hvad er målsætningen med at inddrage dem – eller lade være?
 - Er der pædagogisk arbejde tilknyttet maden?
- Hvad tænker du, at eleverne får med sig i kraft af jeres madordning?
 - Bedre helbred
 - Bedre læringsmiljø – bedre til at koncentrere sig
 - Maddannelse
 - Styrket socialt samvær
 - Konkret viden om fødevarer, bæredygtighed ...
- Hvad mener du er et sundt måltid for eleverne?
 - Hvad skal det indeholde/ ikke indeholde?
- Hvad er sunde kostvaner?

Ny skole reform:

- Hvordan kommer hverdagen i SFOén til at se ud når den nye skole reform træder i kraft?
 - Bliver der ændret noget i forhold til madordningen nu når børnene skal gå længere tid i skole?
 - Hvad bliver SFOéns rolle?
 - Er der pædagoger fra SFO'en der skal arbejde på skolen?
- Ved du hvilken funktion du vil få når den nye skolereform bliver indført?
- Hvis alle muligheder var åbne for at indgå i et samarbejde på skolen, hvad ville du så gerne lave?

Samarbejde med Nexø hallen:

- Har du noget samarbejde med Nexø hallen på nuværende tidspunkt?
- Ville det være en mulighed at du kunne indgå i et samarbejde med Nexø hallen?
- Hvordan kunne sådan et samarbejde være?
 - Kunne du være sparringspartner med hallen og måske et bindeled mellem hallen og skolen?

- Kunne du forestille dig at du måske kunne tage 4-5 elever med i køkkenet i hallen og at i kan hjælpe med at lave maden i samarbejde med Mikkel?

Interview guide home economics teacher:

Formål:

- Hvad er din holdning til skolemad?
- Hvad er formålet med at indføre en madordning?

Madkundskab:

- Føler du faget madkundskab er prioriteret i forhold til andre fag?
- Bliver der ændret noget i forbindelse med skolereformen og madkundskab?

Elevernes rolle:

- Er der noget samarbejde mellem madkundskab og madordningen?
- Er der nogen undervisning tilknyttet madordningen?
- Kunne man forestille sig at man kunne kombinere madordningen og madkundskab?
 - Fx at eleverne er med til at producere maden?
 - Fx at eleverne kan udvikle opskrifter i madkundskab som kan bruges i madordningen?
- Er du tilfreds med den rolle eleverne har i jeres madordning?

Ny skole reform:

- Ser du nogen muligheder i den nye skolereform i forhold til at integrere mad, maddannelse og sundhed i undervisningen?
 - Både at integrere det rent praktisk og teoretisk
- Ser du at madordningen og sundheden kan integreres tværfagligt i undervisningen som en del af fx natur og teknik, matematik, dansk, medie osv?

Interview guide school manager:

- Kan du kort forklare din funktion i forhold til madordningen?
- Hvad er skolens motivation for at indgå i samarbejdet med Nexøhallen omkring madordningen?
- Hvilke forventninger har I til samarbejdet med Nexøhallen?

Vurdering og status:

- Hvad status er lige nu med hensyn til jeres skolemadsordning?
- Er der noget, der har overrasket jer i forbindelse med etableringen af madordningen?
- Hvad har efter din mening været en hjælp eller støtte til at etablere en skolemadsordning?
 - Er der nogle nøgle personer der har påtaget sig meget ansvar, opgaver eller vist interesse?
- Er der nogen samarbejdspartnere som du ser, kan være med til at styrke madordningen?
 - Hjemkundskabslæreren, andre lærere, SFO?
- Hvad har efter din mening været en af de største udfordringer i forhold til at etablere en skolemadsordning?
- Hvad har efter din mening været en af de mest positive effekter i forhold til at etablere en skolemadsordning?
- Har i nogen madpolitik på skolen?

Samarbejde med Nexø hallen:

- Hvem har kontakten med Mikkel fra hallen?
- Hvordan er jeres samarbejde med Nexø hallen?

- Hvem har haft ansvar for markedsføringen – jeg tænker på formidling af ordningen til forældre og elever, information om menu og øvrige opmærksomheds-skabende aktiviteter?

Ny skole reform:

- Hvordan kommer hverdagen til at se ud når den nye skole reform træder i kraft?
 - Bliver der ændret noget i forhold til madordningen nu når børnene skal gå længere tid i skole?
 - Skal SFO'en lukke?
 - Er der pædagoger fra SFO'en der skal arbejde på skolen?
- Ser du nogen muligheder i den nye skolereform i forhold til at integrere mad og sundhed i undervisningen?
 - Både integrere det rent praktisk og teoretisk
 - Hvordan kan det rent praktisk lade sig gøre?
- Kunne man forestille sig at man kunne kombinere madordningen og madkundskab?
 - Fx at eleverne er med til at producere maden?
 - Fx at eleverne kan udvikle opskrifter i madkundskab som kan bruges i madordningen?
- Vi har forstået at der ikke er plads til at lave en kantine hvor alle elever kan være, men kunne man forestille sig at lave en kantine hvor der er plads til nogle af eleverne og der derfor kunne indføres rullende spise frikvater?

Formål:

- Hvad er din holdning til skolemad?
- Hvad er formålet med at indføre en madordning?

Maden:

- Har skolen stillet nogle specifikke krav til den mad som leveres til skolen?
 - Hvis ja; hvem sørger for at disse bliver overholdt?
- Hvordan vurderer du maden i den nye madordning i forhold til sundhed?
- Hvad mener du er et sundt måltid for eleverne?
 - Hvad skal det indeholde/ ikke indeholde?
 - Hvad er sunde kostvaner?

Sundhed:

- Hvem er ansvarlig for elevernes sundhed?
 - Er det familien alene?
 - Hvilken rolle mener du at skolen skal spille iforhold til elevernes sundhed?

Fremtiden:

- Hvad mener du at der skal til for at gøre madordningen til en vedvarende succes?
- Hvad mener du der skal til for at få flere elever til at benytte ordningen?
- Hvad er dine planer og visioner for madordningen fremadrettet?
- Hvad er succes kriterieret?
 - Har du et mål for hvor mange elever, som skal benytte ordningen?

Interview guide Bent Egberg Mikkelsen (Professor at Aalborg university)

Du har gennem en årrække deltaget i politiske høringer omkring offentlig forplejning særligt med skolen som potentiel forebyggelses arena.

- Hvad er/var din motivation for at indgå i politiske høringer omkring skolemadsordninger?

Skolemadsordninger:

- Hvad mener du er en effektiv måde at anvende skolen til at fremme sunde kostvaner hos eleverne?
- Hvilken betydning kan skolemad have for elevernes sundhed?
- Hvilken betydning kan skolemad have hvis det er noget man frivilligt kan vælge at købe?
- Hvilken betydning mener du at skolemad kan have hvis det er noget alle elever får tilbudt?
 - o Mener du at dette kan være med til at udligne den sociale ulighed i sundhed?
- Hvad er den mest ideelle løsningsmodel når man taler skole mad?
 - o Tværfaglig?
 - o Samarbejde med lokalsamfundet?
- Hvilken rolle mener du regeringen skal have i forhold til skolemad?
 - o Skulle det vedtages ved lov?
 - o Hvordan kunne dette gøres rent praksis?
 - Hvem skal betale og hvordan? Over skat eller hvordan?
- Hvilken rolle mener du kommunen skal spille i forhold til skolemad?
 - o Støtte til resource svage familier? Er dette noget der er i nogle kommuner?

Skolemad som noget man tilkøber (vores case):

- Hvordan kan man få en "valgfri" skolemadsordning til at fungere bedst muligt?
- Hvilke muligheder er der for at inddrage et tværfagligt aspekt?
- Hvad mener du er nogle af de største barrierer er når man implementere skolemad?
- Hvilke grunde mener du der er til at nogle elever/forældre ikke benytter sig af madordningen selvom der er en på deres skole?
- Hvilken betydning mener du at miljøet uden for skolen har for elevernes sundhed?
 - o Hvordan vil du mene man kan inddrage miljøet uden for så det kan have en mere positiv effekt på elevernes sundhed?

Den nye skolereform:

Regeringen har indgået en aftale om en ny skolereform, hvor de inkluderer fysisk aktivitet, som en vigtig del af at fremme sundheden blandt børnene, men der er ikke meget nævnt omkring kostens betydning for sundhed.

- Hvad mener du om dette?
- Hvilke grunde mener du der ligger til grund for at kosten ikke er inkluderet?
- Hvilken betydning mener du at den nye skolereform kan have i forhold til børns sundhed?

Appendix 5: Transcription of interview with school meal supplier

Date: 14/3 2014. Duration: 51.24 min.

I = interviewer

S = supplier

I: Først vil vi lige høre hvad din motivation er for at indgå i samarbejdet omkring madordningen?

S: Jamen det er jo at vi ligger tæt på skolen og samtidig så skal vi opstarte Jumpfood projektet og så så vi en mulighed for at koble det her sammen. Og vi ligger med 100 m afstand så var det jo meget nærliggende.

I: Ja

S: Og i forhold til det her JumpFood projekt som er et projekt for at få de her unge mennesker til at spise noget sund mad så hængte de her to ting jo rimelig godt sammen.

I: det må man sige. Har du gjort dig nogen forventninger til samarbejdet?

S: Det har jeg ikke fordi skolen jo har prøvet på den kommunale madordning og privat madordning. Og det har ikke været en succes, så derfor er lidt svært med forventninger, men det vi arbejder ud fra er at prøve at lave noget selvfølgelig lave noget sund mad men også prøve at inddrage noget varm mad hvor de før i tiden har fået salat bar hver dag. Så vi har det svært ved ligesom at sætte nogle forventninger, men forventningerne skulle gerne være at vi skulle op et sted mellem 100-150 elever. Men der er vi ikke endnu.

I: Okay. Hvilke overvejelser har du gjort dig i forhold til madordningen og samarbejdet?

S: Jamen altså overvejelser, det vi har gjort er at lave et samarbejde med vores lokale Kvickly som er lidt en medspiller på det her projekt og det vi jo ligesom arbejder ud fra er at vi i år skal have børnene til at prøve at spise noget andet end agurker og majs, få nogle andre produkter ind i dem.

I: Ja

S: Altså på hvad kan man sige, på grønsagsområdet.

I: Ja

S: Og på brød hvor vi jo bruger forskellige kornsorter og ikke bare den her almindelige lyse bolle.

I: Okay, det lyder spændende. Så det er Kvickly der leverer råvarerne til dig?

S: Nej det er det ikke og dog, det er det måske lidt alligevel. Vi har lavet en aftale med Kvickly om at vi får nogle råvarer fra, man kan sige ikke en fast portion hver dag, men vi får lidt råvarer hver dag og det supplerer vi så op.

I: Okay.

S: Bl.a. får vi en del frugt der nede fra, det vil så sige at børnene typisk får en portion mad, de får en grovbolle af en eller anden form og de får et stykke frugt.

I: Okay. Og det bliver de mætte af?

S: Det bliver de mætte af, ja. Vi har selvfølgelig fået et par tilbagemeldinger, nu skal vi jo lige i gang, men overbygningen, de store elever har vi jo oplevet hvor nogle af dem mener at der er for lidt og det er klart, det skal vi selvfølgelig have tilpasset.

I: Okay. Men ellers passer det godt til de små?

S: Ja, der er rigeligt til de små.

I: Okay.

S: Vi kan bl.a. se at den her bolle, som jo er en grovbolle med en masse fiber i, har en stor mætnings-grad hos sådan en lille pige i 2. klasse fx

I: Ja. Jeg har lige nogle helt generalle, praktiske ting i forhold til madordning og det er mere egentlig fordi vi mangler at få et større indblik i den rent praktiske del.

S: Ja.

I: Er der noget som du vil sige som kendetegner de elever som ikke benytter den?

S: Ikke forstået?

I: I forhold til om det fx primært er drenge der bruger madordningen eller primært piger eller er der noget i forhold til forældre indkomst eller?

S: Jamen altså de erfaringer vi har draget os nu, jeg synes ikke ligesom at vi kan se nogen forskel med drenge og piger, det er sådan halv halv. I forhold til økonomi og forældre har vi fået tilbagemeldinger om at de selvfølgelig er utilfredse fordi de måske ikke har råd til det her og at deres pige sidder med en madpakke, mens pigens venindes forældre har en større indtægt og kan gå ud og købe skolemad.

I: Ja.

S: Det er sådan set det vi har hørt, men ligefrem gået ind i forældrenes indtægt og så videre har vi ikke. Det koster 20 kr. om dagen og har man et barn er det typisk 400 kr. og har man to så er det 800 kr. og så videre. Og det er klart at man skal have en indtægt i familien. Bornholm er hårdt ramt, Nexø er hårdt ramt, mange forældre har ikke arbejde begge to og så videre. Men det er ligesom ikke en diskussion eller en debat som vi vil gå ind i. I forhold til det her at der sidder 7 i klassen med madpakke og der sidder måske rasten og sidder og spiser skolemad. Det kan godt give nogle forvridninger, selvfølgelig kan det det og vi har også elever der kommer hen og siger jeg kunne rigtig godt tænke mig skolemad, men jeg må ikke for min far og mor.

I: Okay.

S: Og det er nok ud fra et økonomisk aspekt ikke.

I: Så det er ikke fordi du oplever at forældrene er utilfredse med madordning, men det er simpelthen økonomisk?

S: Nej vi har ikke fået nogen henvendelser fra forældre der er utilfredse, men det er klart at et barn godt kan komme hen og ydre sig og når et barn kommer hen og siger jeg må ikke for min far og mor kan vi jo godt dreje den til at det jo så nok er fordi forældrene ikke har råd til det.

I: Jo. Det er måske for tidligt at sige, men er i nervøse for at det har som du siger nogle sociale bagslag på en eller anden måde?

S: Ej det er for tidligt at sige nu synes jeg, men det er klart med en skole med 600 elever der vil der være forskellige segmenter i det her.

I: Jo. Hvor mange benytter madordningen lige nu?

S: Vi ligger mellem 40 og 60.

I: 40 og 60 okay.

S: Og vi skal op over 100. Nu har vi lavet forsøgsordning frem til sommer og vi er inde i 3. uge nu, så er for tidligt endnu at lave en evaluering eller en konklusion på det, men vi skal højere op.

I: Ja, er det for at det kan løbe rundt for dig?

S: Ja.

I: Okay. Hvordan bestiller eleverne maden, kan de forudbestille?

S: Altså det vi har gjort, tidligere har man lavet mad til mellem 80 og 100 og der har man haft mulighed for enten at købe skolemaden eller købe en bolle eller to boller eller tre boller. Og det vi har gjort nu det er at man bestiller enten på det der hedder mobilpay, hvor forældrene indbetaler på mobilpay eller at man laver en SMS om morgen inden kl. 8.

I: Okay

S: Og det er simpelthen fordi vi skal have hånd i hanke med det for vi kan ikke stå med 20-30 gange for meget mad hver dag. Det er der simpelthen ikke økonomi til.

I: Nej, det kan jeg godt se. Hvem administrerer bestillingerne?

S: Det gør jeg.

I: Det gør du, okay. Hvor meget køkken personale er ansat?

S: Jeg har ansat min kone.

I: Ja, okay. Ved du hvad spiserammerne er på skolen?

S: De er meget dårlige. Det er jo sådan at vi kommer og leverer de her ting og så går man ind i klasserne og spiser det.

I: Okay, så man har ikke et spisemiljø som sådan?

S: Overhovede ikke.

I: Nej. Hvordan er de i hallen?

S: Hvad tænker du på? Køkkenmæssigt eller?

I: I forhold til spiserammerne?

S: Spiserammerne er sådan set fine, men problemstillingen er at det der hedder indskolingen må ikke gå her over ud fra et pædagogisk opsyn samt det at de skal gå over en vej hvor der er trafik.

I: Okay.

S: Så derfor kan vi ikke have det oppe i selve hallen.

I: Nej, men udskolings eleverne kan godt komme op til dig?

S: Det kan de godt og det er også tanken at de mangler et frirum i deres 45 min pause og tanken var at vi på længere sigt måske skulle have overbygning til at gå her op

I: Ja.

S: Det hænger jo så også sammen med at vi omkring september måned regner med at være klar på banen med det her JumpFood projekt og så har det selvfølgelig noget synergi at de kommer her op i dagligdagen og måske også ved at der er cafe om aften.

I: Okay, så du har planer om, hvor meget har du tænkt dig at indføre i forhold til JumpFood, altså selve Konceptet og designet?

S: Jamen altså vi er inde i en fase hvor vi jo søger nogle fonde for at få lavet det her cafeteria om til en cafe miljø, et mere ungdommeligt design.

I: Ja.

S: Og lige nu har vi fået 120.000 ind til videre, men vi skulle meget gerne op og have 120.000 mere så vi er oppe omkring en kvart million i forhold til vores budget og det har noget at gøre med at vi selvfølgelig skal have lavet rummet om, der er lidt cafeteria ændringer og vi skal have lavet nogle flere rum i rummet som man kan sige er mere til de unge.

I: Ja. Må man spørge hvor du har søgt penge fra?

S: Jamen vi har søgt i det der hedder forebyggelses puljen hos kommunen og så har vi fået 30.000 for at gå med i JumpFood projektet også fra kommunen og så har hallen indskudt 30.000. Og så har vi fået 57.500 fra forebyggelsespuljen.

I: Okay. Er der noget, der har overrasket dig i forbindelse med etableringen af madordningen?

S: Nej det synes jeg ikke. Som sagt ved jeg ikke hvad forventningerne havde været, så har vi vel heller ikke fået de store overraskelser synes jeg.

I: Nej.

S: Så hvis jeg skulle sige noget så er det at der er 600 elever på skolen og vi ligger på mellem 40 og 60 på skolemaden, det er måske en overraskelse.

I: Ja, så i havde forventet større opbakning?

S: Ja det havde vi nok, men altså jeg er godt klar over at det også skal køres ind og vi kan også godt se nu at der måske er nogle ting vi burde have gjort anderledes i forhold til det her mobilpay da det kræver at man har en smartphone osv. det er jo ikke alle forældre der er så tekniske kan man sige.

I: Nej okay. Hvad har efter din mening været en hjælp eller støtte til at etablere en skolemadsordningen? Altså har du fået noget hjælp udefra?

S: Jeg har jo siddet med det der hedder SoL projektet som hedder Lokalsamfund og så har jeg siddet med det der hedder SMIL projektet.

I: Ja.

S: Og det er klart at der selvfølgelig er en sammenhæng med det her for vi har haft repræsentanter fra skolen i de her projekter bl.a. skolelederen. Så derfor har vi mødtes der og fået koblet de her ting på. Og har vi jo brugt en person som er ansat som forebyggelses konsulent i kommunen.

I: Så hun har også været en støtte. Så kommunen har også været med inden over?

S: Det har de, ja.

I Jeg har lige et hurtigt spørgsmål i forhold til lige at vende tilbage. Ved du hvor mange der benyttede sig af skolemadsordring før du overtog?

S: Ja mellem 80 og 100

I: Okay, så det har været lidt blandet?

S: Ja det har det. Her har man jo haft mulighed for kun at købe en bolle, men jeg har lavet det sådan at enten er man på skolemadsordring eller også er man det ikke. Man har ikke mulighed for at gå op og købe en enkel bolle. Det har der været tidligere og det har måske halvdelen eller over halvdelen valgt at gøre den gang.

I: Ja. Er der nogen mellemmåltider inkluderet eller de har mulighed for at tilkøbe?

S: Nej, det er der ikke.

I: Er det din plan netop til september at de skal kunne komme over i 10 pausen udskolings eleverne måske?

S: Det kunne det godt være. Lige nu har vi fokus på at tage den lange forkost pause og når vi får lavet cafe miljøet med JumpFood projektet at de har et frirum overbygningen som må forlade skolen.

I: Okay. Er der nogen nøgle personer som du oplever, har påtaget sig meget ansvar eller opgaver eller vist interesse?

S: Nej det må jeg desværre sige at det er der ikke. Man kan sige at ledelsen jo er hårdt presset med skolereform og det ene med det andet i dagligdagen, men jeg har ikke set skolelederen endnu.

I: Okay, altså oppe hos dig eller på skolen?

S: Ja, på skolen. Jeg havde måske en forventning om at man lige kom op og sagde hej og lige så en enkel dag eller to hvordan det fungerede osv., men det har så ikke været tilfældet. Så jeg har ikke haft meget sparring fra skolen.

I: Føler du at du mangler det?

S: Nej det gør jeg vel ikke. Man kan sige det er jo så populært at alt bliver sendt ud på intranet og man kan sige at madplaner osv. som der skal sendes ud, det bliver selvfølgelig sendt ud, men det kunne man måske godt have gjort lidt mere ved.

I: Så der er heller ikke nogle lærere fx hjemkundskabslæreren eller andre lærere som har vist interesse og set det som et godt projekt?

S: Nej det er der ikke.

I: Hvad med SFO'en?

S: Heller ikke.

I: Nej. Kunne du se at der var et potentielt samarbejde med SFO'en fx

S: Det kunne da godt være i forhold til mellemmåltider altså, ja der kan godt være et samarbejde der.

I: Men det har ikke været på tale endnu?

S: Nej det har det ikke. Man har ansat en person der nede til at foreslå de her mellemmåltider, men nu kommer der jo også en ny skolereform der betyder at eleverne skal være i skole længere og så videre, så der er jo mange ting som man skal være opmærksom på.

I: Ja. Og har du haft det med i dine overvejelser, den nye skolereform?

S: Nej, vi er jo sådan koblet oveni, det her med at undervisningen skal ligge længere hen over dagene, så vi havde i tankerne at man kunne forestille sig at mellemmåltider i forhold til SFO'en, men det er ikke noget vi har regnet med, det må komme hvis det kommer.

I: Ja, okay. Hvor meget samarbejde har du haft med kommunen ud over at jeg kan forstå de har givet dig noget støtte i form af penge?

S: Ikke mere end at hende, forebyggelses konsulenten, det er ligesom hende vi har sparret med og det har været en positiv oplevelse.

I: Okay. Hvad synes du har været den største udfordring eller en af de største udfordringer i forhold til at etablere en skolemadsordning?

S: Jamen det er vel egentlig at komme igennem i forhold til det politiske, det har vi arbejdet på næsten et års tid. Bl.a. det med at man har brugt sit eget, hvad skal man sige, institutions køkken som jo laver mad til de ældre, har man jo også brugt til skolemaden og det var ikke sådan bare lige at lave om, da der var noget med indkøbsaftaler osv. hos kommunen. Så det har vi selvfølgelig arbejdet lidt med, men så kom der faktisk en, hvad hedder det, en gæst til et af vores Lokal., altså SoL projektet og lavede et indlæg og hun fortalte faktisk at der var en paragraf der sagde at det ikke var et must at det skulle være deres eget der leverede det. Og her fra kom vi så videre i teksten kan man sige.

I: Okay ja, så der er kommet lidt hjælp udefra?

S: Ja altså gennem det her Samfund og, eller Sundhed og Lokalsamfund der har vi faktisk fået en god indfaldsvinkel til at komme videre.

I: Okay. Jeg ved godt at du har været lidt inde på det, men vil gerne vide lidt mere om hvordan madordningen er blevet modtaget?

S: Jamen det vi hører rundt omkring når vi møder forældre det er at børnene er meget glade for specielt den varme mad.

I: Fordi at det er noget nyt den varme mad?'

S: Ja, altså tidligere har det bare været salat og så har man vekslet mellem kylling eller skinke eller noget kebab. Nu har vi gået lidt mere over i at vi har kørt pasta kødsovs, frikadeller og lasagne, boller i karry for at få nogle varme retter ind.

I: Ja. Du har været lidt inde på det, men hvordan, sådan helt fra begyndelsen, hvordan kom så det her samarbejde på tale omkring skolemad? Hvem tog initiativ til det?

S: Det var vel et eller andet sted igen det her SoL projekt, for her har vi jo siddet med forebyggelses konsulenten, skolelederen og det er klart at det var nok her at vi kom ind på at det ville være en god ting, samtidig så sidder forebyggelses konsulenten også og har hjulpet til med JumpFood projektet, så det er indgangsvinklen der ligesom sparkede det i gang. De her forskellige projekter altså både SMIL projektet og SoL projektet og her har forebyggelses konsulenten og skolelederen været med i begge udvalg.

I: Ja. Jeg kan høre at der var en del der har støttet, men var der noget modstand fra nogen?

S: Nej det var der sådan set ikke. Også fordi man ikke var helt tilfreds med den skolemadsomdning man havde hidtil. Det er klart de evaluere jo selvfølgelig på det på skolen og der var ikke nok variation i det. Det var meget det samme og det er ligesom det vi har prøvet at lave om nu.

I: Okay, så i har lavet en slags forundersøgelse blandt elever og forældre omkring deres ønsker og behov til skolemaden?

S: Ej jeg vil ikke sige at vi har lavet en forundersøgelse, det har vi ikke, men vi har selvfølgelig snakket med nogle børn og vi har været nede og kigge nogle gange hvad de andre havde og det har dannet et indtryk og vi har fået nogle kommentarer og det førte os hen til, da vi havde samtalen med skolen, havde vi elevrådet med og vi har så oprettet en madpatrulje, hvor der sidder nogle elever som vi vil lave en evaluering med en gang om måneden.

I: Ja

S: For ligesom at høre, det er klart at du aldrig vil kunne gøre alle tilfreds, fordi nogen ikke kan lide rødløg og nogen kan ikke lide agurker og nogen kan ikke lide majs, så det er sådan lidt, ja, det er svært at ramme 100 %

I: Ja, det kan jeg godt forstå. Det er noget af en udfordring.

S: Vi har gjort det i forhold til tidligere hvor de havde den her salatbar med 6-8 forskellige ting hvor man selv blandede, hvor det var de gængse ting; iceberg, majs, ærter, tomater, agurker og så havde man måske et par nye ting; bønnespirer, rødkål, peberfrugt og det var typisk de børnene sprang over. De sprang iceberg over og de her lidt, hvad skal man sige, anderledes ting.

I: Ja.

S: Det vi har gjort nu, det er at vi nu blander vi salaten og fint hakker det, så det er meget finthakket og fx når de får pitabrød, der har vi jo så både kål og selvfølgelig salat og forskellige andre grøntsager med, så eleverne ikke direkte kan se den her blanding. Nogen spørger selvfølgelig hvis vi har rødkål i om det er rødløg osv., men det er ikke sådan så vi kan se at eleverne står og piller det væk eller ikke ønsker at have det. Så vi har fået nogle flere varianter ind i salaten, som det er tydeligt at de spiser frem for at de selv skal gå hen og tage, adskilte af hinanden hver ting.

I: Er det dine egne overvejelser eller er det nogle du har indgået sammen med nogen andre?

S: Nej, det er mine egne overvejelser. Det er selvfølgelig nogle af de ting med at vi skal have dem til at spise noget andet end som jeg siger agurker, majs og tomater. Så skal de selvfølgelig have et billede af nogle andre grøntsager og det får de så og får også lov til at smage det på en anden måde, for hvis vi ikke har blandet det ville de aldrig gå hen og tage hvidkål og iceberg springer de også over hvis den står for sig selv.

I: Jo, så du vil gerne udfordre dem lidt?

S: Ja, præcis. Og laver lasagne fx så har vi også forskellige grøntsager, vi laver en grøntsags-lasagne og det har de synes smagte rigtig godt. Så vi prøver at inddrage nogle flere grøntsager i retterne også med pasta-køsovs har vi nogle grøntsager i selve kødsovsen.

I: Må jeg spørge hvad din baggrund er?

S: Jamen jeg er faktisk uddannet erhvervsskolelærer og så er jeg uddannet tjener.

I: Ja, okay. Har du også, noget private noget, bryllupper, altså holder store arrangementer?

S: Ja altså Nexø hallen er jo en hal selvfølgelig hvor vi har noget idræt, men de vi lever af er faktisk selvskabslokalerne med fester og møder og begravelser. Det er blevet ligesom byens borgerhus kan man sige, hvor folk holder deres arrangementer.

I: Kunne du også se en mulighed for at JumpFood kunne samle en masse, måske børnefamilier?

S: Det kunne det måske godt, altså vi tænker i hvert fald lidt om at få forældrene med her op.

I: Okay. Hvem er din kontakt på skolen? Eller hvem har du haft kontakt med?

S: Jamen jeg har sådan set kontakten med afdelingslederen.

I: Er det skolelederen?

S: Ja.

I: Okay. Hvem har besluttet hvad prisen skulle være?

S: Det har vi.

I: Det har i, okay. Hvem har haft ansvar for markedsføringen?

S: Det har vi.

I: Hvordan foregår det? Er bare lidt nysgerrig.

S: Det foregår selvfølgelig i vores lokale medie hvor vi sender en historie ud en gang i mellem. Facebook og så på skolens lokale intranet, hvor forældrene har et log in og kan gå ind og læse nyheder.

I: Ja. Hvordan får eleverne maden?

S: Det gør de ved en buffet, hvor vi ligesom giver dem det.

I: Hvor henne siger du?

S: Nede i en foredragssal i indskolingen har vi en buffet stående og her står vi så og øser op til eleverne.

I: Ahh okay

S: For det kunne vi hurtigt se af erfaringen at, da vi var nede og kigge ind så når de her små elever fra indskolingen skal lave en blandet salat, det tager simpelthen for lang tid. Så nu laver vi nogle retter til dem hvor vi øser op til dem.

I: Så køen ikke bliver for lang eller hvad?

S: Ja

I: Men det er dig der leverer og øser op eller hvordan?

S: Ej det er min kone

I: Okay. Hvilken rolle har eleverne haft i jeres madordning eller har i nogle planer om at de skal have?

S: Det er som jeg siger at der er lavet en madpatrulje og der sidder nogle elever som vi vil lave en evaluering med en gang om måneden for at høre om hvad der godt og hvad er skidt.

I: Ja. Er der nogen planer om at de skal deltage i madlavningen?

S: Ja altså det kunne godt blive et projekt længere fremme, ja. Det har været oppe og vende.

I: Har der været noget opbakning fra fx hjemkundskabslæreren eller læreren som synes det er et interessant lærings..?

S: Nej, men som sagt er det noget vi har snakket om med skolelederen om evt. at inddrage undervisningen i det, men nu skulle vi lige i gang først og så skal vi først have en evaluering til sommer og efterfølgende kan de så blive aktuelt.

I: Så du ser måske godt at der kunne være et samarbejde med hjemkundskab sådan noget tværfaglighed mere?

S: Ja det kunne det godt.

I: Okay. Lidt mere visions, hvad tænker du at eleverne får med sig i kraft af jeres madordning?

S: De får noget sundhed i dagligdagen, da vi selvfølgelig fokuserer meget på hvad der er i maden og får måske også et bedre visuelt billede af de forskellige ting og det kan man sige at de skulle de helst have som sagt som jeg siger så man ved andet end om hvad grøntsager og hvad kål og majs er.

I: Ja, så du siger også maddannelse kan jeg høre?

S: Ja

I: Så sundhed for dig er også lidt breder eller hvordan vil du definere det?

S: Ja de skal jo have et større kendskab til de ting vi har og det er specielt indskolingen som jo indimellem spørger hvad er det og hvad er det.

I: Ja. Så når du tænker ernæringsmæssigt mad hvad tænker du så?

S: Jamen så tænker vi jo at vi skal selvfølgelig kigge lidt på proteiner og kulhydrater og hvad vi har, altså at de får en mæthedsgrad i forhold til at det er forkost.

I: Hvad er din holdning ellers overordnet til skolemad?

S: Den er vel et eller andet sted at man måske på sigt skulle inddrage, ligesom man er startet på i børnehaverne at man simpelthen er tilkoblet en madordning når man går i skole. Det er man faktisk blevet pålagt i institutionerne og det burde man måske også tænke lidt over i forhold til skoleregi. Det er selvfølgelig også ud fra et økonomisk aspekt, det kan jeg selvfølgelig ikke skjule. At man måske i indskolingen får det her billede af sundhed og at man får noget sund mad hver dag til frokost.

I: Ja. Hvis du skulle sige hvad du godt kunne tænke dig i forhold til en skolemadsondring er det så mere at eleverne er inddraget så det bliver noget tværfagligt eller ser du det mere som det vigtigste er at de får et ernæringsrigtigt måltid eller hvordan tænker du?

S: Ja, altså det er mest som et ernæringsrigt måltid fordi man kan sige i forhold til at lære noget tværfagligt, det har vi simpelthen ikke remedier eller lokaler til.

I: Okay

S: Vi har selvfølgelig et husholdningslokale der nede, men jeg kan ikke have 20 elever fx til at stå oppe i vores køkken, det har vi ikke remedierne til, men altså det kunne selvfølgelig godt være i forhold til husholdningslokalet, men det er slet ikke på banen endnu og på sigt er jeg ikke sikker på at det er en god løsning.

I: Nej, men hvor mange ville du kunne have i dit køkken?

S: Jamen, fire-fem

I: Okay. Har du nogle specielle krav til maden ud over dem som du har nævnt? Skal det fx være lokalt eller økologisk eller i sæson eller?

S: Nej, det har vi ikke. Altså i forhold til økologisk er det klart at det er økonomien ikke til. Og i forhold til sæson kan man jo sige at det grønt vi kører med er der jo stort set hele året. Så det har vi ikke fokus på, altså økologi kan vi slet ikke rent prismæssigt.

I: Okay. Så for dig er det vigtigste i forhold til mæthedsværdien?

S: Ja

I: Og det her man at de lærer at udfordre dem selv en lille smule på det sådan rent kulinariske, prøve nogle nye ting, prøve noget nyt mad?

S: Ja det er at prøve ny mad eller prøve noget mad de kender med nogle anderledes ting i kan man sige. Hvor man ligesom byder lidt ind med noget inden for grøntsagsområdet.

I: Ja. Så du prøver måske i virkeligheden at holde dig til de retter de kender, traditionelle og så ændre på dem?

S: Ja, ja præcis.

I: Okay. Du har jo været ret meget inde på det, men hvad ser du som sunde kostvaner, hvad børnene skulle have med sig når de går fra skolen?

S: Jo, men altså man kan sige at det er jo en eller anden form for et måltid som er mættende og vi kan jo se på de små at bollen her, det visuelle billede, det er mange gange den her bolle der står her, så derfor så synes jeg jo at det måske er det man skal fokusere meget på at bollen i hvert fald er ernæringsmæssig og selvfølgelig også på protein og så videre har en vis mætnings-grad også ud fra at vi godt kan se at de unge mennesker som jo ikke er så store når man går i 0. og 1. klasse og måske får spist den her bolle og har også pasta-kødsovs, men starter med at tage den her bolle i munden. Spiser man sådan her en bolle, så er man stort set mæt pga. det der er i den.

I: Okay, ja. Sådan helt overordnet hvem mener du så er ansvarlig for børns sundhed eller elevernes sundhed?

S: Jamen altså det er vel punkt 1 forældrene. Jeg mener ikke det er skolens ansvar, selvfølgelig ligger der noget i undervisningen i forhold til husholdning eller husgerning eller kundskab eller hvad det nu hedder. Men punkt 1 må jo være forældrene.

I: Okay, så skolen skal ikke nødvendigvis tage et ansvar eller hvilken rolle ser du at de skal spille i forhold til?

S: Jamen er vel i forhold til det undervisningsmæssige, når man kommer i den klasse hvor man har hjemkundskab, der skal man selvfølgelig, der har man jo også i dag undervisning på sundhed og i forhold til ernæringen og beregninger og hvad der er sundt og hvad der er usundt og det sunde fedt og det fede fedt det har man jo i undervisningen i dag.

I: Så du tænker ikke at der skal være en vision eller et ønske om at man måske fik permanent netop den her skolemadsordning så skolen ligesom indgår et..?

S: Jo det var jo også det jeg var inde på før, men det er jo noget rent politisk kan man sige når man inddrager skole og mad i institutionerne som et krav hvor man faktisk bliver påtvunget det. Det skulle man måske også overveje på skolerne så man er sikker på at ens børn hver dag får et sundt måltid.

I: Så du ser måske mere at det både er familien, men måske også et politisk ansvar.

S: Ja det gør jeg.

I: Ser du det så som på kommune plan eller på regeringsplan?

S: Jamen nu skal jeg ikke gå ind i politik, men det skal vel egentlig være på regeringsplan.

I: Hvad tænker du i forhold til den nye skolereform hvor der er kommet motion ind?

S: Jeg tænker at det jo så er meget nærliggende at koble kosten på også

I: Hvad tænker du at hallens rolle bør være i forhold til sundhed?

S: Jo, men det er jo det der ligesom er ideen med at at vi skal have pomfrits og hotdogs og alt det her det skal vi have ud og så skal vi jo ind og lave nogle sundere ting, forskellige brødsorter som jo ligger i det her JumpFood koncept og det gør sig jo i at man godt kan lave en burger som er sund og man kan godt lave en salat der er sund og i princippet kan man godt lave en pomfrit som er sund, men at vi får alt det her junk ud og får de her sunde ting ind og vi tænker selvfølgelig også at de drikke, friskpresset appelsin juice og så videre ind. Det vil også give det visuelle og det er mange gange det der er vigtigt hos de unge mennesker. Vi er sådan set startet lidt i forhold til at vi har fjernet en del slik og sat lidt knækbrød og gulerødder og lidt grov pølsehorn, lidt frugt osv. på disken og det er tydeligt nu at når børnene kommer og så er det faktisk det de køber.

I: Okay, fedt.

S: Og ikke slikket og det er faktisk lidt interessant

I: Ja, så hvis udbuddet er der, altså det er tilgængeligt for børnene, så mener du faktisk at de efterspørger det eller køber det?

S: Ja det gør de

I: Nu lidt med sådan fremtidsperspektiv, hvad tænker du så der skal til for at gøre madordningen til en vedvarende succes?

S: Vi skal selvfølgelig beholde det niveau vi har nu og så skal vi selvfølgelig prøve at få det markedsført endnu mere.

I: Ja og hvor tænker du at det kan markedsføres henne?

S: Jamen altså vi skal selvfølgelig have noget mere med hjem til børnene på skolen, delt på skolens intranet og måske også lave nogle flere ting til måske nogle events, små events på skolen evt. i byen hvor vi har et aktivt byliv. Så ja, markedsføringen. Nu er vi et lille lokalsamfund med 3.500 indbyggere, så derfor så kan man sige at små events i byen med sundhed som emne ville være attraktivt.

I: Ja. Ser du at du har en fordel, netop som du siger, når du sådan lige som er samlingssted for de forskellige sociale aktiviteter også?

S: Ja, det gør jeg. De unge mennesker har jo ikke noget, hvad skal man sige, sted at være efter skole og det vil sige at vi mangler et, i gamle dage kaldte man det en ungdomsklub, men de mangler et samlingssted hvor de kan mødes. Og det sammenfattet med sundhed tror vi godt kan spille sammen.

I: Ja absolut. Hvilke udfordringer oplever du at der kan risikere at komme i fremtiden også i forhold til madordningen?

S: Jo, men altså, udfordringen er jo at vi skal som sagt op i et højere gear og derudover er vi selvfølgelig spændt på, fordi en ting er jo at åbne et sted her oppe, hvor vi selvfølgelig prøver at få en masse børn ind i den her cafe, men at det ikke bliver et samlingssted for 140 børn som bare hænger ud for der skal selvfølgelig også være noget økonomi i det. Og bare man sidder og sludre og sladre og ikke bare sidder og hænger ud vel.

I: Ja, det kan selvfølgelig også være en udfordring. Hvordan tænker du netop som du siger at der er 600 elever på skolen og at du har en intention på 100-150 elever, tænker du at kommunen kunne have noget interesse og give måske noget økonomisk støtte?

S: Det har jeg slet ikke indtryk af, vi er vel som resten af landet, vi er rigtig hårdt ramt og presset herovre, det er vi på alle fronter og det har vi også mærket selvfølgelig i de her grupper hvor vi har siddet, der er bare ikke penge til så meget på Bornholm. Vi er hårdt presset på så mange fronter, for så er det jo i de her forskellige udvalg og det her er så sundhed og det er hårdt skåret ind til benet. Så det har jeg slet ikke tiltro til at vi kan få en økonomisk indsprøjtning.

I: Okay.

S: Og så er vi jo ikke den eneste skole, så derfor så ej det tror jeg slet ikke på.

I: Nej okay. Hvordan tror du at samarbejde omkring madordningen kan styrkes? Eller har det brug for at blive styrket i fremtiden? Er der nogle elementer man kunne kigge på?

S: Hvad tænker du på samarbejdet?

I: Både i forhold til skolen eller andre, netop som du nu siger at du har noget samarbejde med Kvickly eller andre eksterne samarbejdes partnere?

S: Nej det tænker jeg ikke for som sagt har vi ikke plads til eleverne, men det vi måske skal er at vi skal lidt mere ind på skolen i forhold til når der er arrangementer på skolen kunne man godt forestille sig, pædagogiske møder og forældremøder og arrangementer kunne man måske godt kunne spille ind med noget der for at komme lidt bredere ud nede på skolen.

I: Tænker du i forhold til at levere noget mad så du kan prøve at promovere maden

S: Ja, at man kommer ned med forskellige smagsprøver eller får lov at lave et 5 minutters indlæg når der er forældremøder i klasserne og måske også kommer med på et lærermøde eller et pædagogisk møde for lige at fortælle lidt om hvad det er vi laver, for det er der faktisk mange der ikke ved, de ved der er en madordning, men hvad den indeholder det er der ikke alle der ved.

I: Ja, så måske noget kommunikation ud til de forskellige der er involveret?

S: Ja.

I: Så de ved hvad du kan og hvad du byder ind med?

S: Ja præcis. For lærerne har vel også en rolle for at få det her kommunikeret ordentligt ud, der har vi også oplevet at de ikke får det kommunikeret ordentligt ud. For i skolesystemet i dag har man som sagt det her intranet og det er her alt information bliver sendt ud, for ikke at pålægge lærerne for meget.

I: Ja, men kunne man forestille sig at lærerne fx sagde husk at få bestilt i løbet af ugen eller?

S: Det kunne man sagtens og det er der også nogen af lærerne der gør, men det skal nok rettes lidt til så man ligesom får formidlet det bedre både blandt elever, men også deres forældre.

I: Så jeg kan høre at der mangler lidt information, men det er jo også en ret ny ordning, men tænker du at det er nok at det bliver sendt ud via intranettet?

S: Nej, det gør jeg ikke for jeg oplever op til flere forældre sige at der er de kun inde måske en gang hver 3. uge, mange af forældrene når slet ikke det her. Nu er det sådan at dengang jeg gik i skole fik man jo et stykke papir med hjem, det

gør man ikke mere og det kan man jo diskutere hvad der er bedst, for i princippet skulle de jo så have et med hjem hver uge.

I: Har du gjort dig nogen overvejelser om at lave nogle workshops for børnene så de kan prøve og smage maden, får nogle gratis smagsprøver eller et eller andet for at se om det er interessant?

S: Jamen det var de jeg var lidt inde på, når der er forskellige arrangementer der nede, at vi måske byder ind med noget smagsprøver ja.

Appendix 6: Transcription of interview with health consultant

Date: 3/4 2014. Duration: 47.13 min.

I = interviewer

H = health consultant

I: Vi har fået lov til at skrive om den her case der er på Paradisbakkeskolen i forhold til skolemadsordningen.

H: Den har en lidt broget tilværelse

I: Ja. Derfor ville vi gerne snakke med dig, da du sidder som forebyggelseskonsulent i Nexø kommune.

H: Nej i Bornholms regionskommune, vi har kun en kommune herovre.

I: Okay.

H: Og om lidt flytter jeg faktisk til Rønne, så sidder jeg ikke i Nexø mere.

I: Okay.

H: Ja vi er kun en kommune, det er nok ret vigtigt.

I: Ja, okay. Først vil jeg høre dig lidt overordnet hvad din holdning er til skolemadsordninger generelt?

H: Min holdning til skolemads ordninger er at vi burde have Svenske tilstande, således at alle børn fik et måltid mad når de kom i skole.

I: Ja.

H: Det der gør det så vanskeligt er det her med at forældrene skal betale og det går op i praktiske ting i stedet for hvad de får at spise, synes jeg. Det er alt det her med de praktiske løsninger om hvordan får du betalt og hvordan får du bestilt og hvor lang tid skal de bestilles i forvejen og så videre og så videre.

I: Ja.

H: Jeg synes det havde været kanon hvis vi fik tilstande så alle børn som gik i skole fik et måltid mad midt på dagen. Det behøvede ikke være varm mad, det kunne også være en rugbrødsklapsammen eller hvad ved jeg, men et eller andet at spise, så alle sad fælles om et bord og fik et godt måltid mad. Og jeg ved godt det har noget med økonomi at gøre, så det er ønske tænkning.

I: Ja, men hvad tænker du der skulle til for at det måske ikke kun var ønske tænkning?

H: Det skal være på lands dækkende plan, der er jo ingen kommuner der har råd til at gå ind og dække de udgifter der er forbundet med en madordning.

I: Nej, altså nu var du jo lidt inde på det, men hvilken betydning tror du at det her skolemad kan have for eleverne hvis det er at de netop får det her på landsplan som du siger?

H: Ja, jamen det har jo stor betydning for deres ve og vel og det er en god måde at få nogle gode kostvaner indarbejdet i de unges liv, fordi vi ved jo alle sammen at når man sidder fælles og spiser det samme så spiser man jo

mere og tør mere i forhold til hvis man kun skal sidde hjemme og have madpakke med. Man får prøvet nogle flere madvarer ved at spise fælles fordi man gør det samme som kameraterne ikke.

I: Ja, så du ser det også meget som maddannelse?

H: Ja og kendskab til madvare i det hele taget og få den variation på som kan være vanskeligt få nogle af målgrupperne. Altså dem som typisk ikke har madpakke med ved vi jo godt de har ikke særlig varieret kost, for det tænker man jo nok ikke så meget på i de hjem. Og jeg tænker også at det også er dem der heller ikke vil betale for madordningen. Vi kan let få lidt ulighed i det at skulle spise, i spise situationen.

I: Ja, hvordan, kan du uddybe det? Hvordan tænker du ulighed?

H: Jeg tænker at de forældre der ikke har så mange ressourcer og vi ved jo at jo kortere uddannelse jo dårligere madvaner og i det hele taget livsstils vaner har du, ikke.

I: Ja. Så der er en direkte sammenhæng?

H: Ja, så derfor mener jeg at de mest udsatte vil have godt af hvis de kunne få et måltid mad på skolen, så de bliver ligesom præsenteret for og også at de spiser det samme alle sammen og også at det var nærings rigtigt nok, så de fik både sund og varieret kost, et måltid i hvert fald om dagen.

I: Okay, ja.

H: Jeg tror også det er en måde man kan få flere grøntsager ind i børnenes liv, frugt og grønt i det hele taget.

I: Ja. Er der andre ting du tænker er relevante i forhold til en skolemadsordning som man skulle tænke ind i skolen ud over mad?

H: Ja helt sikkert. Rammerne omkring måltidet har stor betydning. Det er også et problem at der ikke findes kantiner ude på folkeskoler, men at man sidder i et lille aflukket klasselokale eller hvad det nu er. Kantiner på skoler, det kan også være en mangelvare, i hvert fald her overe.

I: Ja.

H: Rammerne om et måltid det betyder jo lige så meget som det du spiser. At man får lyst til at spise ikke.

I: Ja.

H: Altså mit ønske helt konkret her i Nexø var jo at børnene kunne drage nytte og gå ned i hallen i deres cafeteria og spise der nede og indtage deres mad i stille og rolige rammer og så gå tilbage i skolen. Men det kommer til at give nogle andre praktiske problemer når de forlader skolens område har jeg ladet mig fortælle.

I: Ja, men det er vel mere i forhold til hvilken aldersgruppe de er ikke?

H: Jo jo helt sikkert. For man kan sige at hvis nu hallen formår at få fat i de unge, så hele overbygningen de må forlade skolen, så kunne de jo lige så godt løbe ned i hallen i stedet for ned på tanken, der er faktisk ikke så langt til hallen som der er til tanken. Det er noget med at få en kultur ind og det hele og få et attraktivt tilbud fra hallens side af. Så de unge ligesom drager der ned i stedet for til kiosken eller tanken.

I: Ja. Ser du noget potentiale i at det rent faktisk er muligt?

H: Helt sikkert. Altså nu er vi jo kun lige startet med SMIL projektet nede i Nexø hallen, vi havde en anden hal først og der tænker jeg nu skal vi først have lavet cafeteriaet om til en decideret cafe og vi har de unge mennesker med i vores følgegruppe, som er med til at ønske hvad det skal indeholde med hæng-ud møbler og sådan noget og noget trådløst netværk, så det bliver et opholdssted man gider være. Og dernæst så skal vi have fokus på maden og der skal vi lave

nogle events specielt målrettet de unge, fordi de ikke har noget sted her i Nexø og samle sig og så vil vi prøve at lave hallens cafe til det nye samlingssted nede i Nexø for de unge. Og dermed madvare tænk med. Det er fremtidsplanen, men det er først til efteråret at vi ligesom kommer i gang med det, fordi vi skal først have rammerne og så kommer maden bagefter.

I: Ja og der har i også været med til at sponsorere nogle penge til hallen?

H: Det har vi nemlig, fordi i SMIL projektet der er det sådan at der skulle lægges 60.000 for at bevise at man godt vil noget med det her SMIL projekt og der sagde vi fra kommunens side, fordi vi mener det er et godt område at gå ind og ændre kostvaner på, så vi sagde at hvis der er en hal der vil være med så går vi ind og betaler halvdelen, de 30.000 ikke og så betalte hallen selv de andre 30.000, så på den måde kom vi med i projektet. Der foruden har vi en forebyggelsespulje som man kan søge midler og der har Nexø hallen også fået lige godt 50.000 til at lave events netop for de unge, men det bliver så først til efteråret ikke. Men de har søgt midlerne og fået dem bevilliget.

I: Hvad tænker du i forhold til læring om ernæring på skolen og praktisk og om skolen ligesom skal tage en rolle i forhold til det?

H: Det synes jeg allerede de har gjort. Skolelederen er også med i følgegruppen omkring cafeteriet og SMIL projektet, så de er faktisk med og de udveksler erfaringer og ønsker og alt det. Så jeg forventer mig da meget i det samarbejde frem over.

I: Hvordan ser du muligheden for at børnene kunne indgå rent praktisk i køkkenet fx?

H: Det bliver lidt svært fordi det er over i Nexø hallen, det tror jeg ikke rigtigt på, det havde været noget andet hvis det havde forgået på skolen for så havde det været helt oplagt at de på skift kunne hjælpe til i køkkenet. Jeg tror ikke på det nu.

I: Okay. Hvilken betydning tror du det vil have hvis børnene havde mulighed for at være med i køkkenet og have indflydelse på hvad de skulle spise?

H: Ja, helt sikkert. Jeg tror faktisk at de ville have lyst til at prøve noget mere og at de havde mere lyst til at spise den mad. Det ved vi jo godt med os selv, at hvis vi selv er engageret i nogle ting så synes vi de er mere spændende ikke. Og sådan er det jo også med børn især. De kan jo sælge budskabet til hinanden, klassevis osv.

I: Ja, lige præcis. Du har været lidt inde på det, men hvilken rolle mener du at regeringen skal have til skolemad?

H: Ja, det er så nemt at sige at det skal være regeringen der skal komme med nogle penge til det der, men så kunne man måske i stedet for at lave en masse projekter med det ene og det andet, tildele nogle penge, jeg ved godt det er rigtig mange penge der skal til, men så tilskud til en eller anden ordning. Det er lidt for nemt at bare sådan sige, men jeg tror faktisk at vi kunne komme langt hvis vi allerede fra skolen kunne præge vores børn, det er jo i barneårene at vores kostvaner grundlægges.

I: Ja og du tror der ville være opbakning fra skolerne hvis det blev vedtaget så det blev ligesom Svensk?

H: Jamen hvorfor skulle der ikke det, det bliver en del af skoledagen. Nu skal de alligevel begynde at gå i skole fra hvad er det 8 til 4 ikke, med den nye skolereform. Det at sidde omkring mad eller omkring et bord og spise mad det er også en del af dannelsen.

I: Ja. Så du ser mad og måltider som mere end bare ernæring?

H: Nej det er en del af hele dannelsen

I: Hvilken rolle mener du at skolen skal spille i forhold til skolemad?

H: Riget fattes penge, i hvert fald her på Bornholm og kommunen kan ikke gå ind og støtte på nogen måde, men man kan støtte op moralsk og på alle måder. Der har jeg jo gjort i det her tilfælde hvor leverandøren som nede i Nexøhallen skulle starte op med mad, der fik jeg da etableret kontakt til Vester Marie skolen, for der har de en madmor som laver mad og der fik jeg etableret et møde mellem dem ang. at høre hvordan hun kører det og sådan og jeg har skaffet dem Fødevarestyrelsens skolemads mapper, altså bakket dem op så de er sikre på at det bliver ernæringsrigtig mad der bliver tilbudt børnene, for at fortegne leverandøren, men de har jo ikke nogen ernæringsfaglig baggrund eller noget køkken uddannelse på nogen måde, derfor så skal de have lidt hjælp til at sikre at det bliver bedst muligt. Der mener jeg der kan vi bakke op med råd og vejledning og støtte op omkring dem for at komme i gang. Og jeg var der nede i går i en sammenhæng og der var det tydeligt at der lå Fødestyrelsens skolemads mappe opslået og der lavede hun så ud fra den og det ved vi jo at det er beregnede opskrifter, de lever op til nøglehulsmækket osv. så det er fint.

I: Så det jeg høre dig sige er at økonomisk støtte det ikke nødvendigvis er, men at man kan støtte på rigtig mange andre måder?

H: Ja lige præcis. Og der føler jeg som forebyggelseskonsulent at jeg kan gå ind og sige okay, i skal til at lave skolemadsordning, men hvordan er det lige i har tænkt det og så på den måde støtte op. Jeg tilbød dem faktisk også et kursus i Københavns Madhus regi, men der måtte de desværre rejse på ferie, men der havde jeg så nogle andre hal-folk afsted. Så vi gør da lidt for at bakke op omkring det sundere valg på madfronten herover.

I: Ja. Kunne du forestille dig at man enten på regeringsplan eller kommune plan gav økonomisk støtte til ressourcetsvage familier?

H: Så bliver der så meget administration i det, det tror jeg simpelthen, det er, fordi hvor skal grænsen så gå og hvem skal have og hvem skal ikke have, altså, kan du ikke se det?

I: Jo jo sagtens.

H: Et eller andet sted, for jeg tror jo på forebyggelse og at vi skal sætte ind tidligt og derfor tror jeg at på den lange bane, vil blive sparet rigtig mange penge, hvis de her børn kommer godt fra skolen ikke, altså forstå mig ret rent madmæssigt. På sigt tror jeg det, men sådan er det jo bare ikke i virkeligheden, der er vi nødsaget til at operere på den korte bane, fordi når der mangler penge så ved vi jo godt at der hvor man kan forebygge det er det man kan skære væk.

I: Jo ja.

H: Det er det vi er oppe imod hele tiden, det skal man lige vænne sig til når man arbejder sådan et sted her. Vi kan jo ikke mandsopdække alle vel og det mener jeg heller ikke vi skal. Folk skal have ret til selv at bestemme. Men jeg tror på at Nexø hallen kan få mange, altså han piver lidt over at der er for få der benytter sig af tilbudet, men jeg tænker at vi også må lave lidt informations opstød og måske lave nogle events hvor alle ungerne kommer til at smage noget, uden at det skulle koste noget, så de kunne smage på hvad det var, så tror jeg måske at der kunne komme nogle flere med på den.

I: Så du tænker at der mangler noget kommunikation?

H: Nej, men jeg tænker at de har haft så mange forskellige leverandører her på det sidste og det er forskellige der har leveret mad til skolen og et eller andet sted så tænker forældrene ej nu orker vi nok ikke mere fordi det har endt med at det alligevel har blevet ens formet. Jeg tror at så er det nemmere bare lige at smøre en madpakke i stedet for at skulle til at bestille det og betale over telefonen.

I: Ja så du tænker at det bliver en barriere at få tænkt på at bestille og få gjort alle de her ting og få husket at have gjort det?

H: Ja, det tror jeg faktisk. Det kan forhindre nogen i at gøre det, så er det nemmere lige at smøre en klapsammen.

I: Ja.

H: Så er det selvfølgelig også et spørgsmål om penge, der er nogen der siger at de sagtens kan smøre god madpakke for hvad er det det er, 20 kr. eller hvor meget det er. Det skal vi ikke fortegne hellere.

I: Nej, så der kan også være en økonomisk barriere?

H: Ja selvfølgelig kan der det.

I: Tror du det er derfor der ikke er flere der benytter eller?

H: Det ved jeg ikke. Der har jeg ikke kendskab nok til det.

I: Okay. Du snakkede lidt om til at starte med at det var sådan en lidt knudret sag med denne her skolemadsordning på Paradisbakkeskolen?

H: Det er fordi de har haft så mange forskellige leverandører og som så er stoppet igen.

I: Okay, på den måde.

H: Som jeg har forstået der har de haft 2 eller 3 forskellige leverandører og nu er det så hallen.

I: Okay. Du har været lidt inde på det, men hvilken rolle mener du at kommunen i forhold til elevers sundhed eller børns sundhed?

H: De skal skabe de rammer så de får det sundeste liv på alle måder. Og det er hele vejen rundt, det er ikke kun på mad og måltider og fysisk aktivitet, det er jo i det hele taget. Med trivsel osv., det er alfa omega. Så skal vi give dem de bedste rammer overhovedet muligt.

I: Ja. Kan du definere hvad du mener skolens rolle skal være i forhold til elevers sundhed?

H: Fuldstændig det er det samme. Jeg tænker at skolen og kommunen er lig med, det er det samme. Skole og kommune for mig er det samme. De skal skabe de bedste ramme så alle de kære små børn får det bedste liv og de bedste forudsætninger for at blive selv selvhjulpne og får et godt og langt liv.

I: Ja. Hvilken rolle mener du så at familien skal spille i forhold til børns sundhed?

H: Jamen de skal understøttes i stadig kunne leve det liv som, både med hensyn til mad og måltider også der hjemme og få, altså jeg tror vi skal, det bliver måske lidt filosofisk..

I: Det må det gerne være.

H: Jamen jeg tænker på at det skal være sådan så man er glad når man går i skole, man skal være glad når man kommer hjem og kan fortælle resten af familien hvad man har oplevet og hvad man har lavet, på den måde med oplevelser og i det hele taget hvad man får at spise. Og jeg tænker at vi også skal have et fritidsliv der fungerer, gerne med hele familien, hvor man kan være sammen. Jeg tror på at vi stresser alt for meget og vi skal ned på individ niveau, hvis du forstår, og vi skal være bedre til at tage hånd om hinanden.

I: Ja

H: Vi har så travlt og det er ikke altid vi oplever at der er nogen der går og hænger lidt med hovedet og der er det måske bare lige en lille håndsrækning der skal til og så er man på den igen ikke.

I: Ja.

H: Mit sundhedsbegreb det er så bredt. Så det handler måske bare om at spørge den ældre dame der bor lige ved siden af, når man skal ned hos købmanden.

I: Ja, så det er også det du mener, for næste spørgsmål var omkring hvilken rolle lokalsamfundet kan have i forhold til elevernes sundhed?

H: Lige præcis. Og der tænker jeg at vi skal være meget bedre til i lokalsamfundet, ja de nære ting, det lyder måske for banalt, men jeg tror at vi alle sammen kan få et meget bedre liv, for man får også noget ud af at give og hjælpe andre og være opmærksom på andres ve og vel.

I: Så i en travl hverdag også henne i skolen kan det at sidde rundt om et måltid måske også være med til at nå at fange hinanden, hvis der er nogen der føler sig uden for eller?

H: Lige præcis. Det ved vi jo med legepatruljer i skolegården, når de store skal tage sig af de små, så sker der noget helt andet socialt og det tror jeg også en måltidssituation ville gøre. Forstår du hvad jeg mener?

I: Ja sagtens.

H: Fordi der ikke bliver den der mobning, man leger sammen lige pludselig og man acceptere hinanden.

I: Ja.

H: Og de børn der ikke får en så varieret kost de vil blive introduceret til noget nyt og vil prøve at smage på noget som de måske aldrig har smagt før. Og der er nogen maget kræsne som måske vil turde spise lidt anderledes end når man sidder selv og spiser.

I: Ja når de andre spiser det så er det måske ikke så farligt.

H: Ja, jeg har haft en sundhedsskole tilbage i 2006 til 2009 hvor jeg havde med overvægtige børn, fysisk aktivitet og madværksted. Der lavede vi den ene dag ananas og vindrue salat og der var faktisk tre børn der aldrig havde smagt frisk ananas. Det fortæller lidt ikke?

I: Jo, det kan man blive lidt overrasket over.

H: Ja, altså tit er det kun virkeligheden der overstiger fantasien.

I: Ja. Hvordan tænker du, du har været lidt inde på det, men at jer som kommune i kan assistere og sørge for den nye madordning bliver forankret eller en succes?

H: Vi kan jo gå ind og være sparringspartnere for leverandøren måske høre hvordan det går og komme med nogle ideer til hvad de måske kunne gøre, hvis de stadig har mod på det. Fordi jeg synes allerede nu at jeg har givet dem nogle redskaber, dels fået dem til at snakke med nogle andre der har haft med skolemad at gøre og dels givet dem noget materiale omkring skolemad og sagt at de jo altid kan ringe hvis de mangler inspiration eller et eller andet. Hvis der er noget de ikke kan forstå så vil jeg jo altid være der fordi jeg også er med i SMIL projektet med dem ikke. Og netop fordi skolen også er med i SMIL projektet så har vi jo en tæt dialog der kan man sige.

I: Ja.

H: Vi har både SMIL og SoL i Nexø.

I: Ja, det er rigtig god. Der sker rigtig meget. Ser du også det som en mulighed?

H: Helt sikkert, helt sikkert. Jeg tænker da at vi som kommune på en eller anden sigt, altså SoL projektet, hvis det ikke fortsætter, der er jo lidt snak om at det skal stoppe, det ved vi ikke endnu, det kommer an på penge, men jeg er da

helt sikker på at vi skal da bakke op omkring det arbejde der ligger nu her, få det videre bragt på en eller anden måde, det skal ikke tabes på gulvet vel. Og jeg tænker at lokalsamfundet de har meget at byde på, når de bliver sat sammen.

I: Ser du også det at I har sådan et tæt lokalsamfund i modsætning til mange andre byer, at det er jeres fordel i virkeligheden?

H: Ja det tror jeg og jeg tror også, altså nu kommer jeg måske lidt uden for her, men jeg tror også på at hvis vi nu fx skulle forestille os at vi vil godt have rygerne sat ned, det er jo også forebyggelse, vi skal have færre der ryger, vi skal have færre der starter med at ryge her i lokalsamfundet. Så tror jeg faktisk det er nemmere at komme ind og få folk til at melde sig til et rygestop kursus når det foregår hjemme her i lokalsamfundet, for vi kender det, det er ikke fremmede lokaler vi skal ind i, vi kender de andre der kommer, i stedet for at man skal på udebane melde sig til og man aner ikke hvem der kommer og det er fremmet osv.

I: Så du sidder ikke der alene med 30 andre og du kender kun dig selv.

H: Ja hvis det bare er ude i Rønne, det ville også være fremmede her fra. Det er 30 km ude, men der er fremmede mennesker og lokaler og det er nok lidt farligt fordi jeg jo skal til at vende mig af med at ryge, hvis det var det og det er jo ikke særlig spændende og det er man ikke så stolt af i forvejen og så er det bedre at lade være med at melde sig til, men hvis nu naboen sagde ej skal du ikke med på rygestop kurset så tager vi afsted sammen ikke og måske også ham landsbytossen som vi alle sammen bæreover med i hverdagen og han er der også og han er bare sådan, men det er fint. For når man kender hinanden ikke. Det tror jeg betyder meget.

I: Så det sociale netværk det betyder meget?

H: Det tror jeg, rigtig meget. For rigtig mange ting og jeg tror man kan komme igennem med meget. Der er også nogen i lokalsamfundet her der laver gangstier her, så man kan lave fælles motion og sådan noget. Og så tror jeg på at når det er en del af det lokale så kan man lettere bruge det. Det bliver lidt mere, man får lidt mere ejerskab til forskellige ting tror jeg fordi det er tæt på mig, det er en del af vores ikke. Hvis det er kommunen der kommer med et eller andet. Vi er aktive medspiller i lokalsamfundet tror jeg.

I: Ja, i stedet for at være passiv eller det bliver trukket ned over hovedet?

H: Ja præcis, vi skal være med i beslutningsprocessen ikke.

I: Ja, så du ser det måske også i forhold til at give børn, nu bare på skolen, i forhold til at give dem nogle handlekompetencer?

H: Ja selvfølgelig skal de have det og det får de jo også ved at være sammen med andre mennesker i det hele taget. Det er sjovt at se i SMIL i følgegruppen, der har vi jo nogen unge mennesker med, fordi vi godt vil have dem med til selv at være med til at planlægge hvordan de kunne tænke sig at deres nye forsamlingssted skulle være og de har jo masser af ideer og de vokser jo fordi der bliver lyttet til dem ikke. Det er jo ikke altid at alle ideer kan blive til noget, men kom med dem, hvad kunne i tænke jer og der er jo ingen grænser for hvad de vil lave af aktiviteter og sådan noget i hallen, hvis de kunne få det og lave noget samlingssted osv. Så det er jeg meget spændt på at se hvad der kommer ud af det. Og sådan tror jeg også at de små børn kunne være med og det har SoL projektet jo også vist.

I: Ja, for det er jo de mindre børn de har fat på.

H: Ja nemlig. Men når du har de mindre børn, så skal du også have forældrene med, de unge mennesker, det er lidt sjovt, fordi der står de ligesom selv med en hel masse, det giver et helt andet perspektiv synes jeg.

I: Ser du andre udfordringer i forhold til madordningen på Paradisbakkeskolen som kan sætte den på en eller anden måde i fare?

H: Jamen det er hvis leverandøren siger, det her kan ikke løbe rundt, hvis der er så få der benytter den ikke.

I: Ja.

H: Det er i hvert fald en fare, for hvor er vi så hvis han springer for så er der vidst ikke så mange tilbage, jeg ved det ikke. Og det er lidt ærgerligt for netop heldagsskolen, hvis der skal være 3 kvarters fysisk aktivitet hver dag og så kan man sige at skoledagen bliver længere, så hvis man ikke har madpakke med, så er det altså ret længe at man ikke får noget mad, hvis du forstår hvad jeg mener.

I: Ja. Ved du om der er mange som ikke har madpakker med?

H: Nej, men vi ved jo at der altid er nogen.

I: Jo.

H: Og jeg tænker faktisk, altså 8 timer, der er jo næsten behov for 2 mellemmåltider også, så det bliver ernæringsmæssigt godt ikke.

I: Absolut

H: Så det er absolut en udfordring med den nye skoledag og der ikke tænkt mad ind i skolereformen.

I: Det synes vi også. Noget helt andet, fordi der jo var rigtig meget ramaskrig fra forældrene den gang at regeringen snakkede om at indføre at alle daginstitutioner skulle have sådan en madordning i forhold til at de gerne selv ville smøre madpakker, ser du nogen problematik i at fratage forældrene retten til selv at lave madpakker?

H: Selvfølgelig vil der altid være problemer hvis det frie valg forsvinder og alt begyndelse er jo svær og al forandring, men jeg tror helt inderst inde der vil jeg tro at der er mange forældre som ville blive glade for det. Altså hvis maden ellers var i orden, så tror jeg de ville være glade for at være frie for den madpakke.

I: Ja.

H: Hvis de med god samvittighed kan sende dem afsted og vidst de fik et ernæringsrigtigt måltid, men jeg ved godt at der er kommet meget til omkring økologi osv., men hvis der er specielle diæter så skal de selvfølgelig have det. Det skal de jo også kunne rumme altså madordningen. Vi ved jo godt der er mange etiske forhold der skal tages højde for når man snakker mad ikke. Nu har vi ikke så mange muslimer på Bornholm, men nogen findes der da, som ikke spiser svinekød og sådan og det skal der selvfølgelig tages højde for.

I: Ja. Hvilke muligheder ser du i forhold til madordningen på Paradisbakkeskolen?

H: Det kan jeg faktisk ikke svare dig på fordi dels kender jeg ikke præcis hvordan de foregår derover, jeg har ikke været over og se hvordan de spiser og sådan, så det er lidt svært at svare på for mig synes jeg. Uden at vide det, så ved jeg ikke hvor de sidder rent praksis og spiser deres mad. Nej jeg kan ikke svare mere på det tror jeg.

I: Nej. Leverandøren siger at de henter det nede i en foredragssal og så sidder de og spiser det nede i klasserne.

H: Ja og det er jo ikke den optimale måde vel. Men der spiser de jo selvfølgelig også deres madpakke og det ved vi jo. Men det er igen rammerne. Vores skole er jo ikke lavet til man skal spise på skolen vel. Så det vil jo kræve kæmpe udgifter hvis det skal tilpasses på den måde.

I: Ja absolut, det er jo også økonomi igen ikke.

H: Ja det er det og det er ikke så nemt.

I: Nej, men ser du nogen muligheder for at den nye skolereform kunne integrere mad og sundhed i undervisningen?

H: Helt sikkert, helt sikkert. Masser af muligheder. Du kan både inddrage matematik og natur og teknik og idræt og dansk og jamen du kan inddrage det hele på kryds og på tværs.

I: Tror du at det er noget de kunne indføre?

H: Jeg tror det er meget person afhængigt, men de har jo stadig forpligtelserne faghæfte 21, det får en ny ordlyd, men det er jo stadigvæk aktuelt går jeg ud fra, omkring sundhed og seksualundervisning og alt det der. Kender du faghæfte 21?

I: Ja det gør jeg.

H: Jeg tror endda Karen Vistoft hun er med til at formulere det nye, er hun ikke det mon. Hun er en sundhedspædagog. Er hun professor eller er hun, hun er i hvert fald underviser på Danmarks pædagogiske universitet og render rundt og snakker om sundhed og børn og alt muligt.

I: Okay ja, nu ved jeg ikke hvor meget du ved omkring hvordan rammerne kommer til at se ud til efteråret med den nye skolereform, men som vi kan udlede af den så er det meningen at pædagogerne skal indgå i et større samarbejde med lærerne, tænker du dermed at pædagogerne kunne indgå i den mere praktiske læringsform fx ved at tage børnene i køkkenet?

H: Sagtens, sagtens. Hvis de bare har lidt sundhedsfaglig baggrund og så tror jeg bare det bliver så meget personafhængig, men det er min påstand at tro.

I: Tror du man kunne støtte skolerne på nogen måde i at integrere sundheden fra kommunens side?

H: Jeg har jo været involveret i rigtig mange børnehaver og skolefritidsordninger omkring kost og ernæring hvor jeg har været ude og lave mad og måltidspolitik og har været med ude og starte op til forældremøder og sådan, så det tror jeg da at vi kunne fortsætte med.

I: Men du siger at det er meget personafhængig tænker du så at der skal være en som går foran, en slags tovholder eller en ildsjæl for at det kan lade sig gøre?

H: Jeg tror at hvis det ikke er beskrevet som en del af den nye skolereform, så tror jeg ikke på med mindre der er nogle personer der viser interesse for det at de tager det op. For hvis det er en del af kravet så skal de det og så gør de det også tror jeg. Men hvis det ikke er et decideret krav og det ikke står beskrevet så kan jeg frygte at det bliver personafhængigt.

I: Så ville du ønske på en eller anden måde at det bliver skrevet ind i skolereformen?

H: Jeg kunne godt forestille mig at omkring kosten at vi skulle have det skrevet ind, ja. Jeg tror faktisk vi har lavet et høringsvar om.. Det er kun i forhold til madkundskab, det er ikke på selve skolereformen. Jeg kan lige finde det, hvis du har tid?

I: Ja.

H: Ja, vi ønsker at give vores input til hvorledes faget kan gentænkes i nye perspektiver på tværs af fag, det var det jeg sagde før ikke. Vi ønsker at madkundskab skal spille en essentiel rolle på lige fod med øvrige fag og tildeles midler på niveau med andre. For hjemkundskab har jo været noget udtværet hvis man kan sige det sådan, både økonomisk og i det hele taget hvor meget det er blevet prioriteret ikke i folkeskolen.

I: Jo lige præcis. Hvor var det det var fra sagde du?

H: Jeg sidder i Sundby netværksgruppe, temagruppe omkring mad og fysisk aktivitet og vi har lavet et høringsvar til madkundskabsfaget. Så skriver vi her; vi tænker også maddannelse, madmod og madglæde og at det skal spille positivt ind på social ulighed i sundhed og det har vi jo snakket om. Og de skal selv mestre at kunne lave et måltid mad

og tage ansvar for egen ernæring. Og det kan inddrages i samtlige fag, hvis læreren er med ikke. Det er det vi ligesom skriver.

I: Hvornår er det at det kommer i høring?

H: Jamen det her det er gammelt, det er fra i foråret eller efteråret engang.

I: Okay.

H: Denne her den er fra oktober måned.

I: Okay, ja.

Appendix 7: Transcription of interview with school teacher

Date: 11/4 2014. Duration: 1.05.38 min.

I = interviewer

Sch = School teacher

I: Hvad er din funktion i forhold til skolemadsordningen?

Sch: Jeg er kontaktlærer for elevrådet og der har vi lavet en madpatrulje inden for elevrådet, vi har haft de her madproblemer oppe rigtig mange år fordi eleverne gerne ville have mad og så har vi haft forskellige ordninger undervejs og eleverne har også i mange år snakket om at få en kantine, men det er ikke rigtig lykkedes endnu. Og så kom det her SoL projekt, hvor de så også har været involveret i og nu er vi så mundet i en madordning, hvor vi så har en madpatrulje, som jeg så også holder lidt kontakt til og har nogle møder engang imellem og prøver at fylde op på det engang imellem. Det er min involvering i det.

I: Hvad underviser du i?

Sch: Lige i år er jeg fuldtid på skolebiblioteket. Men ellers har jeg undervist i dansk i indskoling og ellers undervist i matematik og engelsk

I: Okay så du er ikke hjemmekundskabslærer?

Sch: Nej det er jeg ikke. Men jeg har som klasselærer, vi har to klasselærere på nogle klasser, hvor vi har kørt sådan nogle forløb fra 1 til 3 klasse og der har jeg arbejdet meget tæt sammen med en kollega som er ernæringsuddannet og vi har haft meget fokus på sundhed og har haft en vældig dialog med forældrene om madpakker og hvorfor vores holdning er som den er i forhold til fødselsdagsarrangementer, for vi sagde at vi ikke vil have kager og alt det der sukker, der måtte ikke indgå sukker i det på den måde fordi vi mener at det er lige så nemt at komme med en klasse klementiner eller en kasse æbler pyntet med flag fremfor at komme med slikpinde eller noget andet eller en stor kage. Så vi har nok været sådan meget sundhedsapostlene og har haft det arbejde. Vi er ikke enige i lærer staben som sådan men vi har en sundhedspolitik på skolen

I: Hvad går den ud på?

Sch: Jeg kan ikke helt huske den for den er blevet lempet lidt, jeg mener at der må være kage den sidste fredag i hver måned men om den bliver defineret ens for nu at sige så er jeg ikke helt sikker for nu at sige det pænt og jeg ikke husk helt nøjagtigt hvad der står i den

I: Den ernæringsfaglige person hvad er hendes funktion på skolen?

Sch: Hun er matematiklærer og naturtekniklærer på skolen og så har hun bare været ernæringsuddannet før og så har taget læreruddannelsen senere

I: Ved du hvilken ernæringsfaglig baggrund hun har.

Sch: Nej men jeg tror det er fra SUHRS er det ikke det der ligger i Sorø, hun er uddannet der i hvert fald, nu bliver jeg i tvivl jeg mener at det var der hun blev uddannet, men jeg er ikke helt sikker

I: Tror du hun vil være interessant at interviewe i forhold til madordningen?

Sch: Hun har i hvert fald en holdning til det og en meget sund holdning og har jo været med til at implementere det i vores hverdag og hvor vi har set nogle udveje og muligheder i det og fået noget forældre opbakning, men hun har ikke som sådan været involveret i madordningen her på skolen.

I: Nej så hun underviser ikke i hjemmekundskab?

Sch: Nej det gør hun heller ikke

I: Hvad var skolens motivation for at indgå i samarbejdet med Nexø hallen omkring madordningen?

Sch: Det er en lang historie. Vi startede med en madvogn, en privat der kom, jeg kan ikke huske hvordan de bestillinger kom igennem, jo det var vist bare at de havde lavet noget mad og så kom de og serverede fra en madvogn ude i skolegården sådan helt udefra, men det er 7 år siden tror jeg, men der har hele tiden været et ønske om at vi fik sådan en madordning og dels er det fordi at det er meget svingende den kvalitet som børnene får med i skolen af mad, dels har vi nogle store børn som går lige ned til tanken og køber det de nu synes er mest fristende og så har vi også, der var en ting mere lad mig lige tænke

I: Er det noget med at der er nogle børn som ikke har mad med?

Sch: Det har vi i hvert fald også, men fordi at der er blevet meget fokus på børneomsorg og hvis vi skal indberette forældre så er det meget at kigge på madpakker, har de mad med, har de gymnastiktøj med, har de rent tøj og sådan noget, det er jo ligesom der hvor vi kan sætte en finger og derfor så ved forældrene her at vi har mange udsatte forældre her eller udsatte familier og det er vi meget obs på, så på den måde er det ikke så meget eller der har været meget fokus på om man har haft madpakke med vil jeg sige, men det er jo så kvaliteten af den vi måske så ikke synes var god nok

I: Okay så I ser simpelthen det at børnene har mad med hver dag er en del af omsorg og hvis der ikke er mad med så er det omsorgssvigt?

Sch: Ja det er noget af det vi holder øje med, når vi skal kigge efter svigtede børn

I: Hvorfor blev I enige om at det lige var Nexøhallen som det skulle være?

Sch: Så har vi været ude i forskellige andre aftaler hvor vi har fået maden bestilt og bragt forskellige steder fra og vi har også haft nogle som stod på skolen og lavede noget, hvad er det nu de hedder, det er dem som gør rent, ejendomsservice har også stået for noget i en periode, men hvor de har stået og lavet maden er jeg egentlig i tvivl om for jeg ved jo at der er ekstremt mange restriktioner på dette område, men jeg ved at der var rigtig mange problemer dels med mængde, hvor mange børn skal have og hvor meget skal der laves og vi havde nogle problemer med at maden den var ja salaten den blev slatten fordi så blev den gemt fra den ene dag til den anden, så kvaliteten af den blev simpelthen for ringe til sidst. Og så var den en ny mand som overtog kantinen i vores hal, jeg tror vist at det var ham selv, nå nej det er også fordi SoL projektet har været på og vi har snakket meget omkring mad og han har også været en del af SoL projektet, så det der med at der er blevet talt mad og madordninger og sådan noget, jeg tror faktisk at det er der igennem at man har talt om det

I: Så SoL har faktisk spillet en stor rolle i forhold til at få faciliteret det her samarbejde?

Sch: Jeg ved ikke om det er direkte SoL's skyld men det at man har talt sammen i lokalsamfundet og har haft fokus på mad har gjort at nogle folk er kommet til at snakke sammen, men jeg tror faktisk at det er skolen som har taget kontakt til ham, men det er jo igen fordi at vores leder har siddet til møder sammen med ham som så har fået kantinen, så hvordan ideen lige er opstået, det ved jeg faktisk ikke. Men pga af SoL er jeg ret sikker på at man har tænkt lidt ud af huset. Vi har i vores SFO ordning en kok ansat som står hver formiddag og gør klar til om eftermiddagen og laver brød og salater og alt muligt, sammenkogte retter og når de har bål så laver de mad over bål, der er også sunde madpandekager og han har haft rigtig meget lyst til at komme ind og arbejde på skolen og ligesom at være den der kunne lave mad til det hele, men vi har haft et problem med at få faciliteter til det i det hele taget, det her med at det skal være de her fantastiske køkkener, så vi har haft en mand som rigtig gerne ville men det har bare ikke rigtig kunne lykkes pga af faciliteterne

I: Okay heller ikke hjemmekundskabslokalet?

Sch: Nej faktisk så har man kigget på hjemmekundskabslokalet om det kunne indrettes til det, men det vil simpelthen blive for omkostningsfuldt, koste for mange penge, så det kunne ikke løses med den økonomi vi havde.

I: Ville det være jer selv som skole som skulle betale for et nyt køkken?

Sch: Ja

I: Der er ikke mulighed for at få noget hjælp gennem kommunen?

Sch: Kommunen skal spare spare spare spare, rigtig mange millioner, nej der er ikke noget at hente mere

I: Har I gjort jer nogle forventninger eller forhåbninger i forhold til samarbejdet med Nexø hallen omkring madordningen?

Sch: Altså så er de meget personlige, jeg ved ikke hvad skolen sådan overordnet har, altså jeg forestiller mig at det er det her med at børnene får den sunde mad og forældrene er faktisk villige til at betale en del synes jeg i forhold til at blive fri for at smøre de her madpakker, vi har haft store problemer med madpakke opbevaring, men vi har efterhånden fået rigtig mange køleskabe mange steder især i de små klasser har vi sådan nogle fælles køleskabe, men så er der mellemtrinnet som ungerne får ikke rigtig lagt de her madpakker i køleskabet selv selvom man som lærer står og siger har I nu husket at, vi har også haft perioder hvor vi simpelthen har stået og sagt har I nu husket....ja ja det har jeg gjort....men når vi så nåede til frokostpausen var der så alligevel kun tre som havde gjort det. Og det er jo ikke alle der bliver ført i skole af mor eller far og det er heller ikke meningen synes jeg at det er far eller mor som skal stå og tage den op af tasken og putte den i køleskabet. Og så synes de jo når de når op i 4 klasse at de er kritiske og ad den er kedelig den der madpakke, der ligger dernede og den har ikke været i køleskabet og så gider de ikke rigtig spise den.

I: Ja og så glæder de sig til at de kan få lov til at gå ud og købe noget andet?

Sch: Ja og det kan de så først fra 7 klasse

I: Nu talte du lidt om forældrene så du oplever i virkeligheden gerne at de vil betale det det koster?

Sch: Altså de har selvfølgelig en smertetærskel, men jeg synes egentlig mange forældre gerne vil betale noget for at deres børn får mad

I: Men oplever du så at prisen er okay til at de gerne det eller er der nogen som har ytret noget om det?

Sch: De betaler vist nok 20kr og de får så, der har så været lidt indkøringsproblemer her på den sidste ordning. Lige her da vi startede op med Nexø hallen så har der været snak om at portionerne simpelthen var for små, nogle dage ved jeg at så har der været nogle større bakker eller skåle som de har fået og så ved jeg at en af de dage hvor jeg havde madpatruljen inde og snakke, lige dagen før sat bakker frem så de bare selv kunne tage og det havde været en succes, men jeg ved at der bliver arbejdet på at blive rettet ind på portionstørrelserne, de prøver at ændre på kopperne, da nogle har været for lave, så maden er røget ud, nogen kan godt gå med en tallerken og nogen kan ikke gå med en tallerken, men jeg tror nok at de er ved at arbejde sig ind på en størrelse som er okay i forhold til prisen. Men jeg ved også at der er et problem med at få det til at løbe rundt fordi der ikke er nok som har meldt sig til madordningen, men det håber vi jo er en indkøringsperiode og når det falder på plads og portionerne passer at der så er nok som melder sig til så det kan komme til at løbe rundt

I: Jeg tænker vi har jo også talt med leverandøren og han siger at han gerne vil have at der i hvert fald er 100 som benyttede det.

Sch: Ja og det er kun halvdelen nu.

I: Ja og jeg tænker at hvis nu forældrene gerne vil betale hvad er det så du tænker som kendetegner de elever som så ikke benytter den i virkeligheden eller hvad tænker du der er årsagen til at der ikke er flere som er tilsluttet den?

Sch: Det ved jeg faktisk ikke

I: Det er bare mere at jeg tænker at hvis forældrene gerne vil betale og ikke synes prisen er urimelig og eleverne også gerne vil have det....så

Sch: Ja ved du hvad, det har jeg lige skrevet ned her, det skal jeg lige finde et svar på

I: Men tænker du, du siger jo at nogen forældre har en lav indkomst, kan det være det der kendetegner det eller kan det være noget andet, noget med køn, alder, udskoling, indskoling eller er der noget?

Sch: Jeg ved det ikke, men med alle mine fordomme inde i hovedet så tænker jeg så er der selvfølgelig nogle svar men jeg ved ikke om det er virkeligheden

I: Hvordan er spiserammerne på skolen?

Sch: Eleverne spiser i klasserne og det er der to holdninger til. Når man er lærer i de små klasser så kan man godt lide at have dem samlet og der bliver tit læst højt og sådan nogle ting, så man ligesom har en samling og noget ro omkring maden, men når vi så kommer højere op så er der rigtig mange der trænger til at komme ud og røre sig og så er det med at få gafflet i sig lynhurtigt og så får de lov til at drøne afsted og så er der nogen som ikke kan holde ud at sidde stille mere. Så jeg tror nok at der er nogle af eleverne som godt kunne tænke sig nogle andre faciliteter omkring det at spise og jeg ved også at vi har et problem herinde på skole biblioteket fordi at eleverne godt kan lide at tage deres mad med herind fordi her er hyggeligt, her er nogle borde, ja der er også nogle lænestole og nogle forskellige ting og så er det jo at vi siger at mad og bøger hører ikke sammen så I skal sidde nogle andre steder. Og der er ikke rigtig borde rundt omkring på skolen, de sidder andre steder og spiser, jo på de stores gang der er der nogle gruppeborde hvor de også sidder og spiser, faktisk ude for klasserne, men i de små klasser der skal det foregå i klasserne

I: Men spiser lærerne sammen med eleverne eller er det som sagt kun de små klasser?

Sch: Til og med 6 klasse

I: Okay, hvor lang spisepause har de?

Sch: Ja det ringer til spisning 11.35 og så de faktisk et kvarter til at spise i

I: Okay?

Sch: ET HELT KVARTER og er der ikke noget med at der går omkring 20 min før man får en mæthedsfornemmelse, det har vi snakket rigtig meget om, men det er der ikke blevet lavet om på

I: Okay, men kan de så nå at hente maden og så komme tilbage og spise den?

Sch: Nej ikke rigtig

I: Okay men tænker du at det er en barrierer for at de ikke benytter det altså simpelthen fordi de dårligt kan nå derned?

Sch: Jeg ved faktisk ikke om de små, sådan har det været tidligere, har fået lov til at gå og hente mad lidt før også fordi vi ofte starter med at spise lidt før med de små også bare fordi det tager lidt længere tid for dem at åbne en madpakke op, det må jeg indrømme, den verden er jeg ude af lige i øjeblikket, så det ved jeg faktisk ikke, men jeg at det har været sådan tidligere at de faktisk havde en halv time i indskoling og de fik så lov til at hente mad noget før og så er det de store som henter mad der 35, men de store har nemlig lov til at være inde for i spisefrikvarteret, så dybest set har de chance for at sidde og spise, der er bare ikke noget lærer opsyn med dem hele tiden

I: Men har I som lærere mulighed for at købe maden?

Sch: Ja det kan vi godt

I: Er det så noget som I gør?

Sch: Det er der lærere som gør ind imellem

I: Er det noget som har overrasket jer i forbindelse med etableringen af madordningen?

Sch: Jeg kan huske at ledelsen snakkede noget om at de var overraskede over hvad emballagen koster, altså det er dyrt

I: Når du siger emballage tænker du så bestik, engangsservice?

Sch: Ja og fx skal der sådan nogle kopper til suppen, plastikbægere til salater og sådan noget

I: Okay og det er ikke noget leverandøren har med, det er noget som I betaler?

Sch: Ja med Nexø hallen så er det

I: Har I oplevet hjælp eller støtte til at etablere skolemadsordningen?

Sch: Altså hvad tænker du økonomisk?

I: Ja altså det kan både være nøglepersoner som har påtaget sig ansvar eller vist interesse ligesom gået foran, det kan også være økonomisk?

Sch: Ja altså vores ledelse, men altså nøglepersoner?

I: Ja fordi jeg synes fx at du har nævnt dig selv og hende der med ernæring, så jeg tænker har I sådan gået lidt foran eller netop ham kokken eller?

Sch: ham, kokken, han har nok arbejdet en del på at prøve at få noget op at stå, men har jo ikke fået lov til det så, jeg mener ikke han har været inde omkring det der kører nu. Fordi det er tilknyttet SFO'en altså det kører i deres verden, selvom han gerne ville det andet og vi har snakket rigtig meget også da vi startede SoL fordi der var hende den anden, min kollega og jeg vi ville rigtig gerne, vores klasseværelse lå lige ud til SFO ordningen og der er sådan nogle grønne arealer, så vi ville rigtig gerne have lavet noget der i samarbejde med dem, men det var ikke derden gik hen ad, så det var lidt ærgerligt. Det var fordi vores klasse var en 3. klasse og SoL projektet havde fokus på 2. klasse på det tidspunkt, så derfor løb vores sådan lidt ud. Men vi ved ikke rigtig om der kommer noget ud af det lidt senere med noget nyttehaver og forskellige ting.

I: Når det var det du gerne ville have.

Sch: Jamen i det hele taget meget mere fokus på al den der ernæring og netop synes vi også det der med at børnene var med til at lave maden og alt sådan noget, det er jo også en motivation og en læring der vil noget, men det er skolen og mange af vores kollegaer slet ikke gearet til.

I: Okay, fordi jeg tænker hvordan er enigheden om, eller hvor enige eller uenige er i om at det her skolemads projekt er godt eller hvor stor en del mad skal fylde på skolen?

Sch: Det er vi meget uenige i. Der er mange holdninger til det.

I: Vil du så mene at alle lærer støtter op om denne her skolemadsordning eller?

Sch: Jeg tror nok de støtter op om madordningen som sådan, altså vi synes alle sammen det er en god ide at der er noget mad de kan købe her på skolen og især at det er et sundere tilbud end det de kan hente på tanken, det er vi klart enige om.

I: Hvor er det så jeres veje ligesom skilles?

Sch: Jamen det er måske, det er noget omkring fx når der skal holdes, der har været meget med klassens time kager og sådan noget og også afholdelse af fødselsdage.

I: Okay, så det er mere der der er uenighed?

Sch: Ja

I: Så ikke i forhold til om madpakkerne er sunde eller usunde eller?

Sch: Nej der synes vi faktisk at folk gør et godt stykke arbejde.

I: Okay ja. Er der nogen andre potentielle samarbejdes partnere som du ser der ligesom kan være med til at styrke den her madordning?

Sch: Jeg synes faktisk, altså vi har jo prøvet nogle ting allerede dels med den vogn der kom og dels med noget der hed Devika der lavede Ø-levering til rigtig mange, som var sådan en selvstændig organisation vi købte hos og vi så har haft egendomsservice på og nu har vi så vores hal der. Jeg kan ikke tænke på andre sådan lige. Det er kun hvis vi kunne få nogen faciliteter så vores SFO kok kunne komme ind og lave noget mad og så lave det sammen med børnene, det er det jeg tænker kunne være super fantastisk.

I: Så du ser ikke hjemkundskabslæreren kunne have en interesse i også at kunne få styrket madordningen?

Sch: Jo helt sikkert, men jeg synes bare at, da hjemkundskab er et så nedprioriteret et fag, så det er noget med at det ligger på sjove tidspunkter og de har meget lavt budget, så jeg ville synes det var svært, hvis jeg stod som hjemkundskabslærer ville jeg synes det var svært.

I: Hvornår starter de med at have hjemkundskab eleverne?

Sch: Ja, jeg mener det er i 6., men jeg sidder lige med et skema bog her, så det kan jeg lige se. Ja det er 6. klasse.

I: Og kun 6. klasse?

Sch: Nej, de har det også i 7.

I: Okay, så i to år i træk. Og hvor ofte er det? Er det en gang om ugen?

Sch: Ja det er en gang om ugen, det er to lektioner om ugen. Som jeg ser det tror jeg de har sådan et dele hold, ja.

I: Ja så har det fx noget sløjde og så har de hjemkundskab, så deler de det op.

Sch: Præcis.

I: Har i oplevet at kommunen har spillet en rolle i forhold til skolemadsordningen?

Sch: Jeg ved det faktisk ikke.

I: Du ved ikke om de har støttet eller rådgivet eller?

Sch: Nej, men jeg kan prøve at spørge vores ledelse?

I: Det må du meget gerne. Hvad har efter din mening været den største udfordring i at etablere skolemadsordningen med Nexø hallen?

Sch: Nu skal jeg tænke. Vi har haft en kultur med at hente mad fordi vi har haft nogle andre ordninger, så det vil jeg tro egentlig er gået meget let. Jeg tror noget med priser har været det største egentlig.

I: Så prisen har været det vigtigste?

Sch: Ja, det har været prisen i denne her ordning der har været oppe til diskussion, hvad for et prisniveau skal det være og hvor meget kan man få og sådan nogle ting. Og leverandøren er jo meget i tvivl om han overhovedet kan overleve på det ikke. Men for os der tror jeg faktisk at, fordi vi har haft nogle andre madordninger har det været nemt at komme på, det har bare været nogle andre mennesker der står og laver maden. Men hvordan i forhold til, det synes jeg er svært at svare på. Det er fordi jeg har været lidt på sidevognen, jeg har ikke haft fingrene så meget i det. Men hvis du lige stiller spørgsmålet igen så skriver jeg det ned og så prøver jeg at se om jeg kan få svar på det.

I: Ja, hvad har efter din mening været den største udfordring i forhold til at etablere skolemadsordningen.

Sch: Okay, jeg spørger lige en og får et ordenligt svar.

I: Det er helt i orden, men det er også godt at få din mening omkring de her ting.

Sch: Jeg ved det godt, men det er fordi vores ledelse har taget sig meget af de her ting, så de har måske nogle svar, jeg har sådan meget jeg synes uden ligesom at have belæg for det, fordi så meget har jeg slet ikke haft fingrene i det.

I: Okay ja. Men hvad har efter din mening været noget af det mest positive med hensyn til etablering af skolemadsordningen?

Sch: I det hele taget med de madordninger vi har haft eller kun i forhold til Nexø hallen?

I: Kun i forhold til Nexø hallen.

Sch: Det at børnene synes at maden er rigtig, rigtig, rigtig lækker.

I: Okay, nåh det er godt.

Sch: Vi har jo lige været igennem en ordning hvor salaten har været lidt slatten og de der dressinger har været, og der er børnene meget ærlige, de synes de har været for fede fordi de vidste godt hvad de blev lavet af, det var sådan nogle færdig købte og de vidste godt at der var for meget fedt og alt muligt andet i og de vidste godt at man kunne lave dem på alle mulige andre måder, de er jo meget kritiske.

I: Ja.

Sch: Ja ja det er de. Så madens kvalitet, det er helt sikkert en forbedring.

I: Jeg kan høre at der har været positive tilbage meldinger fra eleverne, men ved du hvordan lærerne har modtaget madordningen?

Sch: Lærerne synes i hvert fald til at begynde med at det var for små portioner og at børnene ikke fik det de skulle have, men jeg tror nok at det har ændret sig og de er mere tilfredse nu og jeg tror egentlig at de synes det er en okay ordning.

I: Hvad med forældrene, hvordan har de modtaget den ved du det?

Sch: Jeg ved, denne her nye ordning er jo lidt anderledes, der har været sådan noget med mobil, man kan tilmelde sig via mobiltelefonen og betale, men jeg har faktisk ikke hørt nogle forældre udtale sig, jeg har kun hørt om børn, det er mest børnene jeg har spurgt fordi jeg har siddet med dem og har ikke, det ved jeg faktisk ikke.

I: Men ved du så om børnene har ydret sig om forældrene synes det er besværligt eller let, både i forhold til om de synes maden er god, men også i forhold til det rent praktiske.

Sch: Forældrene er jo glade når børnene synes maden er god, men om den der mobilbetaling det ved jeg faktisk ikke om de synes er nemt, det tror jeg nok de synes er nemt og de kan også bare have kontanter med, men så skal de have tilmeldt sig.

I: Okay, så det vil sige at hvis børnene bare har tilmeldt sig inden kl. 8 om morgen og de bare har penge med fysisk så..

Sch: Ja.

I: Så man kommer uden om hvis der er en der ikke har en smartphone.

Sch: Ja.

I: Ved du om der er lavet en forundersøgelse i forhold til elever og forældres ønsker og behov til skolemaden?

Sch: Det tror jeg ikke, ikke sådan en iværksat undersøgelse, men vi har snakket med elevrådet og vi har snakket med skolebestyrelsen.

I: Okay, ja. Hvem har kontakten til hallen?

Sch: Det har den ene af vores ledere.

I: Hvem er det?

Sch: Hun hedder (klippet ud)

I: Okay.

Sch: Og jeg ved vi skal her den 30. april skal vi til et evaluerings møde, lederen og jeg og nogle børn og leverandøren.

I: Okay. Hvordan samarbejder i med Nexø hallen?

Sch: Det er igennem en af skole afdelings lederen det foregår, det er hende der har kontakt til leverandøren.

I: Okay, tror du at hun har tid til at svare på nogle spørgsmål?

Sch: Vi kan sagtens prøve at spørge hende, men altså de ligger jo vandret i øjeblikket, så det kan godt være at hun ikke har. Men jeg synes det ville være værd at spørge hende, men jeg ved skolelederen vores overleder har sendt den videre til mig fordi det er mig der står med madpatruljen og jeg ser jo kun mig selv som børnenes, men hende der har mest kontakt med det det er faktisk skole afdelings lederen. To sek.

I: Ja. Det behøver ikke være i dag.

Sch: Nej, men jeg kan heller ikke få fat i hende i dag, men altså de vil være i skole på mandag og tirsdag i hvert fald, men jeg kan lige prøve at skrive til hende og så kan jeg sende hende din mail adresse?

I: Det må du meget meget gerne. Hvad med markedsføring har i tænkt på noget med det, mere formidling af ordningen til forældre og elever og information?

Sch: Der har stået noget på vores intra til forældre og børn og der har også været levet nogle foldere som har været delt ud i klasserne.

I: Okay. Er det dit indtryk at børnene er gode til at vise det til forældrene der hjemme?

Sch: Ja det har jeg faktisk indtryk af og ellers som jeg siger så er det på vores intra hvor forældrene kan se det direkte og det er jo også der forældrene melder sig til forældremøder og skolesamtaler og det er der al vores kommunikation foregår, så der burde de se det.

I: Hvad tænker du om den nye skole reform i forhold til madordning?

Sch: Det ved jeg slet ikke, det har jeg ikke gjort mig nogle tanker om og det er fordi jeg befinder mig et helt andet sted i skoleverden, så det har jeg slet ikke tænkt over. Men det vil jeg jo ikke kunne lade være med nu når I spørger.

I: Nej. Men du ved ikke om der sker nogle ændringer i skolemadsordningen nu når de skal gå længere tid i skole?

Sch: Det har jeg ikke hørt om.

I: Ved du om SFO'en skal lukke?

Sch: Ind til videre er der ikke tanker om det i hvert fald, men mange forestiller sig at den vil gøre det fordi den ikke kan køre rundt, da der nok ikke er så mange børn der bliver efter skolen, når de skal være i skole så længe. Og hvordan vi her på stedet tænker hvordan de her ting skal køres sammen, det ved jeg heller ikke.

I: Okay nej, det er ikke planlagt endnu?

Sch: Nej

I: Er der nogen af pædagogerne der kan indgå i et samarbejde med lærerne på skolen?

Sch: Det skal vi jo og de kommer nok til at være tilknyttet mest i indskolingen, men hvordan det har vi slet ikke snakket særlig meget om endnu. Vi ved nogle tidspunkter de skal være her på, jeg mener de skal tilknyttes skolen efter kl. 1 for at de ikke får delt arbejdstid, men hvordan og hvor ledes rent praktisk, pas.

I: Vi ser den nye skolereform rummer muligheder for at tilrettelægge undervisningen så den i højere grad aktivere eleverne både praktisk og teoretisk, ser du noget potentiale for at integrere læring og maddannelse og sundhed i undervisningen altså tværfagligt?

Sch: Ja det ser jeg da et stort potentiale i, men om det kommer til at ske her det vil jeg sætte et stort spørgsmålstejn ved.

I: Tænker du at der er nogle af de andre lærer der ser det som potentiale?

Sch: Jeg er sådan lidt irriterende fordi jeg ser muligheder i næsten alt, men jeg tror nok at lærerne godt kan se et potentiale i det, men spørgsmålet er om det er det de vælger, hvis du forstår hvad jeg mener, fordi der jo er mange tiltag rundt omkring og mange synsvinkler vi kan have på det her, så spørgsmålet er hvor vi graver os ned og det ved jeg ikke hvordan denne her skole vil lægge deres anslag eller hvad man skal sige.

I: Nej okay. Vi har jo snakket lidt om det, men eleverne deltager ikke i madlavningen, men tror du på sigt at det kunne være en mulighed?

Sch: Jeg ved det er et stort ønske fra børnene, men om det kommer til at ske, jeg tror der er lang vej.

I: Er det rent økonomisk eller er det fordi det ikke bliver prioriteret hos alle lærer?

Sch: Jeg er tilbøjelig til at sige det sidste, jeg tror ikke man vil som lærer, her i hvert fald, vil lægge så stor vægt på det.

I: Nej, er det også derfor du mener hjemkundskab er så nedprioriteret?

Sch: Ja

I: Så der er nogle få nøglepersoner der mener at sundhed er vigtigt og så er der mange der ikke har den samme holdning?

Sch: Ja, altså de ville helt klart nikke hvis man spurgte synes du sundhed og ernæring er vigtigt for skoleeleverne, men det at inddrage det i hverdagen det er et andet sted.

I: Okay ja, men kunne man så forestille sig at SFO pædagogerne kunne påtage sig den her rolle med at få eleverne med i køkkenet?

Sch: Ja det kunne man godt.

I: Tror du de andre lærer kunne være åbne over for denne her ide?

Sch: Ja det tror jeg godt.

I: Eller at ham kokken måske kunne hive dem med?

Sch: Jamen han vil rigtig gerne, det ved jeg.

I: Okay. Vi har været inde på det, men mener du at kommunikationen om omkring den nye madordning har været tilstrækkelig til forældre og elever?

Sch: Ja det tror jeg, det tror jeg faktisk den har.

I: Hvem mener du bør ansvarlig for kommunikationen til forældrene og eleverne?

Sch: Ej det mener jeg må være ledelsen.

I: Ja okay. Hvem mener du er ansvarlig for elevernes sundhed?

Sch: Jeg synes at familien har et meget meget stort ansvar og jeg mener helt sikkert at skolen kan bakke om omkring det, men hvis jeg griber i egen barm det var mit ansvar at mine børn da de var små havde en god madpakke med i skole og hvis den ikke blev spist, så snakke om hvorfor den ikke blev det, fordi jeg synes at skolen har så mange andre ting den skal tage sig af, selvfølgelig kan vi sagtens snakke sundhed og selvfølgelig synes jeg også at sundhedsbegreber skal være i skolen, men jeg synes at den daglige, der må det være forældrene, det synes jeg.

I: Ja okay ja. Har du gjort dig nogen overvejelser eller ideer om hvad der skal til for at gøre madordningen til en vedvarende succes, så det ikke bliver som leverandøren frygter at det ikke kan komme til at løbe rundt?

Sch: Ja hvad skal der til. Jeg ved ikke hvorfor. Vi har jo ikke haft evalueringsmøde med leverandøren endnu hvor jeg har været med, men jeg ved ikke hvor stor forskellen er på den salatbuffet som vi havde før som jeg synes var mæg kedelig og så hvad der er nu, hvor der ligger noget forskel. Nu vi sidder og snakker om det kan det godt undre mig der ikke er flere børn der bruger den, men det var også først lige her da jeg fik at vide at jeg skulle snakke med jer at jeg egentlig fik at vide at der ikke var så mange der bruger den og det undre mig for jeg har kun hørt positive ting fra eleverne og jeg hører jo kun fra nogen der bruger den, det er jo derfor de har meldt sig til madpatruljen. Så der skal jeg også lige finde ud af et eller andet.

I: Ja for det kunne jo være interessant at vide hvorfor om det er rent praktisk, om det er en forglemmelse eller hvad det kan skyldes eller om det måske er særligt for udskolingene at det er vigtigere at de kan komme væk fra skolen og gå på tanken.

Sch: Lige præcis ja. Jeg prøver lige at stikke en finger i jorden.

I: Leverandøren snakkede noget om events, tror du det ville hjælpe hvis de nu fik lov at smage maden, at alle børn fik mulighed for at få nogle smagsprøver og at måske forældrene også blev inviteret?

Sch: Ja hvorfor ikke, det er da en god ide.

I: Ja.

Appendix 8: Transcription of interview with home economics teacher

Date: 22/4 2014. Duration: 24.26 min.

I = interviewer

H = Home economics teacher

H: Jeg ved ikke frygtelig meget om den nye skolemadsordning, andet end at jeg ser det eleverne får.

I: Men hvad er din holdning til skolemad?

H: Jeg synes umiddelbart at det er en god ide hvis der er en god ernærings sammensætning i det hvis man ikke bare spiser børn af med pasta og pizzastykker så er det en god ide, jeg er positivt stemt som udgangspunkt

I: Hvad ser du ellers som formålet med at indføre en madordning kan der være nogle andre potentialer?

H: potentialet i det er jo også at man kan løfte bunden og er der er et kosttilbud til dem som ellers ikke ville have haft madpakke med eller kanelgiffler fordi det var lige det der var i skabet, så selvfølgelig kan skolens kosttilbud bidrage til at den nederste del i segmentet men jeg synes jo generelt at man godt kunne sigte lidt højere fx ved at præsentere eleverne for et bredere sortiment end salatbar eller præsentere dem for lidt anderledes eller spændende smagsoplevelser

I: Hvis du så siger at man skal løfte bunden med denne her madordning, hvordan ser du så det konkret kan lade sig gøre?

H: altså konkret her på vores skole så er det jo hallens cafeteria som har påtaget sig opgaven at lave skole mad, med det kendskab jeg har til den så handler det om at de får noget hvid pasta med kødsauce eller så får de en sandwich eller sådan noget. Jeg synes ideelt set at det havde været rigtig godt at der havde været et cafeteria hvor man havde også kunne spise maden sammen og hvor der var et godt sortiment af salat og hvor eleverne blev præsenteret for et lidt bredere udvalg af fødevarer fordi at når fx får præsenteret dem for en rødbedesalat eller nogle stegte rodfrugter så kunne man måske tilvænne dem til nogle andre smagspræferencer.

I: så du oplever ikke den nye madordning som værende specielt sund?

H: nej det gør jeg ikke, altså sund fra en skala fra 1 til 10 så opfatter jeg den som værende sådan en lille 5

I: og det er simpelthen baseret på at der ikke er noget fuldkornspasta og det er ikke tænkt ind eller?

H: jamen det er pga at det er hvidt brød og der er alt for lidt grøntsager, det er mere en madordning end det er et sundhedsløft. Og derfor er det jo som sagt et godt alternativ for dem som ikke havde haft nogen madpakke med eller for de nederste 20 % som har toastbrød med pålægsschokolade med men det er en dårligere erstatning for 2 rundommere med pålæg, der er det et dårligt byt og det er selvfølgelig også et godt alternativ til dem som har smidt deres madpakke ud fordi de ikke gad spise den fordi det er selvfølgelig bedre at spise en lys sandwich end det er ikke at spise noget. Men nu har jeg tidligere været på en mindre skole hvor der var sådan en madmor hvor alle elever de spiste sammen i en fælles samlings sal fordi hvis skal lave rigtig gode madordninger, så handler det jo også om at det bliver en social ting altså at man spiser sammen og at man ikke bare får serveret maden ud i en plastik og så tilbage til klassen, sådan så tilbuddet også bliver socialt funderet hvor der er et fællesskab forbundet med det og man ser sidemanden hov han tager måske noget af en eller anden salat, så tænker man måske det tror jeg også jeg prøver at tage den. Ja der er noget liv og fællesskab forbundet med spisesituationen.

I: men ser du den mulighed overhovedet være tilstede på Paradisbakkeskolen?

H: Ikke lige nu for de har jo ikke faciliteterne til det lige nu som kan rumme så mange børn, hvis vi skulle spise sammen men det kan jo godt være med den nye skolereform at det kan lade sig gøre at man kan tænke lidt fleksibilitet ind så alle børn ikke behøver at spise på samme tid men at man kan have et rullende spisefrikvarter så kan det godt lade sig

gøre, men nu skal vi lige ud af denne her rigide kassetænkning som vi stadigvæk er inde i. Men det kræver lidt at vi kan tage den nye skolereform til os og tænker lidt ud af boksen fordi i det oplæg der er lige nu hedder det stadig at alle børn har spisefrikvarter samtidigt og det er jo problematisk hvis man alle sammen skal op og hente mad i den samme kø så er det svært at bespise 600 mennesker samtidigt hvis man ikke hedder Claus Meyer

I: men altså hvad tænker du at der ville skulle til hvis lad os bare sige at alle 600 elever skulle benytte madordningen?

H: Det var den fysiske faciliteter at der var et cafeteria og at man fra skolens side prioriterede at man spiste sammen at det bliver socialt funderet i et fællesskab altså nu skal vi spise sammen tag jeres madpakke eller spise i cafeteriaet nu skal vi alle sammen sidde her og spise sammen

I: men ser du at I alle er enige om det eller oplever du at der er forskellige holdninger til det her spørgsmål?

H: holdningen er jo den at man indtil 6 klasse så spiser man sammen og så har vi noget spise tilsyn hvor at læreren bliver i klassen og så spiser de sammen med deres madpakker og dem som så har madordningen de fiser så afsted op og stiller sig i kø og kommer tilbage med deres mad i klassen. Så det vil sige at dem som så vælger denne her madordning de melder sig sådan dybest set ud af det sociale fordi de kan fx ikke være med til hvis man som lærer fx siger jeg læser en historie mens vi spiser eller vi sidder og hygger og snakker eller sådan noget. Hvis du skal være med i madordningen så skal du faktisk gå fra klassen, stille dig op i en kø, få din mad udleveret og så komme tilbage og det er jo uheldigt fordi at man dybest set skal fravælge den sociale del. Der havde det været bedre at sige kom nu rejser vi os op alle sammen op og vi tager den kasse med madpakker med og så går vi op og sætter sig i cafeteriaet alle sammen og så er der nogen der har madpakker og så er der nogen som får mad oppe i cafeen og så sidder vi her sammen og spiser

I: så det jeg hører dig sige er at det faktisk ville være muligt hvis man tænkte i nye baner i form af den nye skolereform så der blev rullende frikvarter?

H: Ja og også i de eksisterende rammer

I: men jeg tænker er I alle sammen enige om, har det samme syn på hvor vigtigt det her fællesskab omkring det at spise sammen er, har alle lærerne det samme tid på det eller er det her mere din holdning?

H: jamen det er nok min mening, jeg har jo ikke været så længe på Nexø skole, jeg kommer jo fra en lille skole baggrund men Nexø skole har jo udmærket sig ved at have en ekstremt hård kostpolitik altså hvor alt hvad der hedder kage og sukkerholdige produkter og sådan noget er bandlyst på skolen. Så i en år række har der været sådan en kostpolitik der har været ekstremt fundamentalistisk i forhold til at man ikke måtte have saft man måtte ikke have mælkesnitter man måtte ikke have kage med til fødselsdag så derfor kan man sige at der ikke rigtig er noget fælles pædagogisk fodslag fordi der er nogen som har synes at det har været alt for voldsomt og nogen som har været tilhængere af denne her meget stramme politik. Så denne her meget hårde holdning, men dybest set rigtige holdning til kostpolitikken har gjort at lærer kollegiet er blevet splittet i forhold til det. Fordi min personlige holdning til det her er at jeg ikke synes der er noget galt med at spise kage til fødselsdag fordi det er jo ikke det man bliver dårligt ernæret af men fordi der har været den her meget stærke kostpolitik så er fokus blevet flyttet fra måltidet som en social begivenhed fordi det har handlet om nogle andre ting

I: altså der har på en måde været for meget fokus på ernæring?

H: Ja eller der har i hver til fald være for meget fokus på regler og reglementer omkring det hvor fokus så har været at nogle har været sådan helt fundamentalistiske i forhold til at der endelig ikke må forefindes noget kage eller kiks eller noget andet, så der har været den stramme fløj og så har der været den anden fløj som har nå ja visse vasse det går vel nok og så har det været det som det har handlet om i stedet for at snakke om nogle andre væsentlige ting altså oplysning til folket spis nogle grøntsager, altså der sker jo ikke noget ved at spise et stykke kage hvis man også spiser sundt

I: så du tænker i stedet for kun at snakke forbud så i stedet også oplyse om hvad er sund mad?

H: Ja ja præcis så derfor er fokus blevet flyttet fra oplysning omkring reel sundhed til bare at blive et forbudsvælde og så har vi så endt op med at få en madordning hvor der så bliver serveret hvid pasta med kødsauce og hvide boller, burgerboller fordi det jo ikke usundt nej men det er heller ikke sundt

I: du er jo hjemkundskabslærer og hvordan oplever du at det bliver prioriteret i forhold til andre fag?

H: det bliver prioriteret godt vi har delehold i hjemkundskab og det er jo i en skole som er presset til det yderste til fingerneglene og der er blevet sparet på alt så har vi på vores skole prioriteret to ting vi har nogle profillinjer i overbygningen og så har vi hjemkundskab/sløjde, det eneste fag overhovedet, jo så er der selvfølgelig også der hedder støttelærere, men ellers så er det de eneste fag hvor der er to lærere altså hvor man kun har en halv klasse, for normalt så har man en klasse på 24, men når jeg har dem i hjemkundskab så har jeg kun 12 elever og det er jo i den grad en prioritering af faget og det gør jo så at man har tid til noget.

I: også i forhold til økonomisk i forhold til at kunne lave noget mad?

H: ja nej det er jo selvfølgelig lidt stramme budgetter vi har, det er nok 7 eller 9 kr vi har men det tager jeg nu ikke så tungt, jeg er bare sådan lidt uansvarlig offentlig ansat som bare bruger en masse penge og så på et tidspunkt så er der ikke flere, nå gud har jeg brugt alle pengene, nå det må I undskylde. Ej det koster noget virkelig for skolen er jo ikke om jeg køber 5kg hakket oksekød, det er jo det der med at jeg kun har en halv klasse altså det er jo der at der virkelig bliver kastet nogle penge efter faget, det er jo lønsedlen som koster noget, der skal jo gives løn til to lærere og det skal der jo et helt år.

I: der er ikke på nuværende tidspunkt noget samarbejde mellem madkundskab eller madordningen på nuværende tidspunkt?

H: Nej

I: og der er heller ikke nogen undervisning tilknyttet madordningen vel?

H: nej desværre det er to adskilte ting

I: ja for kunne du forestille dig at man kunne lave en kombineret af de to?

H: ja den lille skole jeg var på før der havde 6 klasserne sådan på skift så var der nogle som var oppe og hjælpe i køkkenet og selvom det kun handler om at de var med til at anrette og stille frem så er der jo alligevel et ejerskab som opstår i forhold til det at være i køkkenet og lige smage på tingene og sådan noget som det er nu er det fuldstændigt adskilt og et eksternt tilbud som bliver tilbudt

I: Vi tænkte netop om eleverne kunne være med til at udvikle nogle opskrifter i hjemkundskab som så kunne bruges i denne her madordning så der måske blev et sundere tilbud?

H: ja jamen det kunne det da sikkert godt og dybest set så har vi jo i vores hjemkundskabslokale er jo indrettet til at man sagtens ville kunne bespise 100 mennesker herfra hvis det var

I: nå det ville man godt kunne, det er der gode nok faciliteter til

H: jamen det er der og det er jo også sådan noget stå men selvfølgelig i det øjeblik du har elever inde og røre ved maden så skal man pludselig have hygiejnebevis så man kan jo ikke bare lige uden videre have eleverne til at være med til at lave maden, dem der skal lave maden skal jo have et hygiejnebevis

I: men du sagtens et potentiale i at I kunne så stå og lave noget af maden i hjemkundskabslokalet?

H: jamen det kunne man jo godt men så ville man jo kun kunne servere det som smagsprøver

I: ja eller jeg tænker at man måske kunne have en anden til at stå i det køkken og så bespise nogen og så kunne eleverne være lidt med ligesom på lille skolen?

H: Ja jamen det kunne man godt, det ville også virkelig give mening hvis maden blev lavet på stedet og man kunne lugte at der lugtede af boller i karry ned af hele gangen, det ville give mening

I: og det ville netop også give det der ejerskab som du siger ikke?

H: ja præcis altså det er jo det der med at eleverne fjerner sig fra skolen og stiller sig op ved hallens cafeteria og får udleveret en plastik boks, de kunne ligeså godt have lavet maden i nabo byen og kørt den hertil i nogle store flamingo kasser og der går bare så meget tabt, altså på den lille skole hvor jeg var det første eleverne gjorde om morgenen var at gå hen og se på sedlen hvad de skulle have at spise den dag

I: men ser du med den nye skolereform mulighed for at integrere mad, sundhed, maddannelse i undervisningen når den nye reform træder i kraft?

H: ja det synes jeg da er oplagt i de der fag som vi kalder for understøttende fag i undervisningen der bliver noget mere tid til rådighed med den nye skolereform og den kunne sagtens blive brugt til noget mere mad. Men altså det ville jo være fantastisk hvis det var ligesom i Sverige hvor det var en del af at gå i skole og få mad altså der spiser børnene jo bare på skolen og det er en del af det altså mad er bare en integreret del af det at gå i skole

I: når du taler om det hvem tænker du så skulle betale for det?

H: altså det skulle staten det skulle være en del af budgettet at man fra statens side har prioriteret at vi tror på at en god kost og ernæring er med til at løfte børns evne til at lære og børns evne til at præstere så derfor vælger vi selvfølgelig at betale for at alle danske skolebørn får noget ordentlig mad. Skolemad på alle skoler og så ved jeg ikke hvor de skulle finde pengene men det må de jo finde ud af hvis man mener det så må man jo lave nogle tiltag som virker

Appendix 9: Transcription of interview with SFO cook

Date: 23/4 2014. Duration: 50.09 min.

I: Interviewer

C: The SFO cook

I: Via den nye skolereform får SFO'en en større betydning for skolen eller kan indgå mere i det pædagogiske arbejde. Derfor kunne vi godt tænke os at høre lidt om den SFO mad du laver.

C: Selvfølgelig kommer den nye skolereform til at give SFO'en en større rolle. Madmæssigt der tror jeg ikke der sker den store forskel for det jeg skal lave til SFO'en vil blive det samme som det altid har været.

I: Så der kommer ikke til at være nogle ændringer på den front.

C: Sådant set ikke. Det den nye skolereform lægger op til det er jo at man måske skal bruge hinanden noget mere og det vil sige at, nu skyder jeg lige fra hoften af, det der er i gang med at ske med vores udviklingen det er at fx hjemkundskab der er der fx fire lærere tilknyttet, det er sådan et eksempel, hvorfor kan den ene ikke være en kok?

I: Ja

C: Da jeg blev ansat i 2010 4. januar der fik jeg at vide at en pædagog gør det en pædagog er bedst til og det samme gør så en kok. Og de havde en ide om at kosten både i institution og generelt skulle højnes lidt og så kom jeg ind i billedet der og det er jo fuldstændigt rigtigt. Jeg gør det jeg er bedst til og det gør en pædagog jo også dvs. jeg lavede jo simpelthen en helt ny madkultur. Det der med at det skal være sundt, det kan man kun gøre lidt sundere, men selve madmæssigt det skal være noget med at det skal være den energi børnene har, som de har brugt og skal have noget nyt. For ikke at blande tingene for meget sammen så er det jo at, med den nye skolereform, for at vende tilbage til den, så er det at jamen i stedet for de fire skolelærere så kommer der en kok ned og være med og stå for det praktiske og skolelærere kan stå for det læringsmæssige og teoretiske. Du var inde på med hensyn til maden, jamen jeg kan jo nogle ting via mine kompetencer og min uddannelse som kok. Det jeg kan det er at jeg kan vise tingene og gøre nogle ting og lave nogle ting. Og hvis vi lige går tilbage til cafeen som var udgangspunktet, jeg laver noget mad til halv tre inden for den økonomiske ramme jeg har og inden for den kostpolitik der er lavet. Og det der er sket er at jeg fx har fået bygget et ude-køkken og det er fordi der er nogle fødevarer der går ind i, levnedsmiddelkontrollen har fastsat nogle regler om hvad jeg må bruge og hvad jeg ikke må bruge også fordi man ikke skal blande tingene sammen. Det der er godt ved den nye skolereform det er at jeg kan være med til at vise børnene nogle ting som i sin tid var noget forældre og bedsteforældre lærte dem. Det er fx at partere en gris, at ordne fisk, at ordne vildt, det er noget man i den nye skolereform kan vise, men som vi nu gør i SFO'en for vi er måske startet lidt tidligere på den nye skolereform end selve skolen er.

I: Ja

C: Men hvis vi snakker den nye skolereform kontra cafeen, jamen der sker ikke noget. Det man kan sige det er jo at jeg som kok er blevet fanget af det her, jeg synes jo det er så spændende at arbejde med børn, det er at jeg tager børnene med ud på en masse Bornholmske virksomheder for at vise børnene det grundlæggende i maden. Mange af de ting jeg bruger her i cafeen, det ville jeg gerne have skulle være Bornholmsk, det kan jeg ikke fordi det er noget med økonomi at gøre, men grundtingene er de samme og mel er mel, men det er dejligt at arbejde med Bornholmske produkter. Jeg kan godt lide at den røde tråd går hele vejen igennem dvs. hvis man har parteret en gris, så skal man også tilberede den bagefter og spise den. Det er det jeg håber ved den nye skolereform kan lade sig gøre.

I: Så fra jord til bord?

C: Ja. Jeg går ind for den nye skolereform fordi jeg mener at det er der der er berettiget til en kok eller en anden uddannelse som at have en pædagog i sløjd. Men for at vende tilbage til det der mad det er jo at jeg kan nogle ting

som også kan højne cafe maden. Hvis en lærer tager sin klasse med ud og plukke bær og plukker en masse bræ, brombær, hindbær osv. Så kommer de tilbage til mig og så er jeg kokken der koger marmeladen og hælder det på glas. Vise dem det som vores bedsteforældre ville gøre, men det har de ikke tid til for de arbejde også. Vi har nogle af børnene, deres forældre eller bedsteforældre er fiskere, der er dog ikke så mange tilbage af dem, jamen så får jeg nogle gange, så får jeg en torsk hvis de har fanget lidt for mange og det er jo godt for os og så går jeg udenfor og så skar jeg torsken op og fileteret den og så lavede noget kogt torsk med grøntsager. Det er den røde tråd igennem kan man sige.

I: Så børnene deltager og er aktive i madlavningen?

C: Ja. Nu skal vi fx på Bornholmsk mosteri. Det er Bornholmske æbler der bliver brugt der. Man har et sted her på øen hvor man presser æblerne, men jeg har selv investeret i en presser her i klubben. Dvs. vi tager børnene med ud og plukker æbler hos de forældre og bedsteforældre vi nu har fået lov at komme og besøge og så presser vi simpelthen selv æblerne og laver vores egen juice. Og selvom jeg er kok så er jeg jo blevet grebet af det, så jeg går ind og overtager nogle pædagogiske, men jeg har også nogle der hjælper mig jo. Jeg har jo et ude-køkken, men vi har også en kompostbunke, vi har plantet frugttræer, igen fordi vi startede på noget for fire år siden og vi begyndte at bygge noget op. Nu skal vi snart til at have bier fx, fordi børnene skal jo vide hvordan de bestøver osv. og så får vi honning ikke og det er det jeg håber og forventer af den nye skolereform det er det at vi kan nogle flere ting fra jord til bord. Men realiteten, hvis du spurte min chef nu så ville hun nok sige nu dæmper du dig lige lidt, fordi jeg ville jo tage for meget over, fordi jeg har en masse ideer fordi tingene hænger sammen. Og det er også, hvis vi kommer ind på hallen, jeg kan jo ikke forstå hvorfor tingene skal komme eksternt. Det var jo mig og en kollega der skulle lave manden til børnene til frokost, men pga. økonomi, det spiller jo meget ind. Det er penge, penge hele tiden jo. Men det køkken jeg har det må jeg fx ikke bruge til fersk varer. Jeg har jo nogle rammer inden for det cafe måltid jeg laver, jeg har jo ikke fersk, jeg har dødt kød og dødt fisk og så vil du helt sikkert gerne vide hvad er en dødt fisk og hvad er dødt kød, men det er skinkestrimler fx til pizza.

I: Noget der har været forarbejdet på forhånd?

C: Ja, men i mit sprog kalder jeg det dødt kød og i dit sprog hedder det forarbejdet

I: Ja.

C: Der går ikke noget skår af mig ved at lave mad til børnene af forarbejdede ting, det accepterer jeg, for jeg forsøger at gøre det bedste ud fra de råvarer jeg har, men det havde jo været fint at man havde et ordentligt køkken og når de så kom halv 12 og de skulle have noget kantine mad, så var det mig der lavede det, fordi mange af de ting som de får serveret til kantinen nu af det eksterne firma, det er mange af de ting som jeg laver til SFO'en i forvejen bare om eftermiddagen. Så man kan sige at jeg kunne gøre det jeg altid har gjort, men jeg ville få et bedre køkken og muligheder og jeg ville kunne begynde at lave ting som er lidt anderledes forstået på den måde at dem i SFO'en de jo ikke skal have det samme som de får til frokost.

I: Nej.

C: Men i bund og grund så er der ikke noget der hedder SFO mere, hvis det stod til mig så skulle man sløjfe SFO'en, min ide og den Franske model kan jeg bedst lide, det er at man møder kl. 9, men fra kl. 8 bliver man tilbudt morgenmad, det er med i skolereg, ingen udgift for forældrene. Så starter undervisningen kl. 9 og når kl. den er 12 så er der en times spisepause og så skal der være mad tilknyttet børnene og igen om eftermiddagen så skal der være et eftermiddagstilbud og det skulle også være med i skolereg. Og skolen skulle have åben til kl. 17 eller 18. Fra 0. klasse til i hvert fald 3. klasse der går stort set de fleste i SFO'en også, det er et fåtal der ikke gå i SFO'en af en eller anden grund. Det er måske tre-fire stykker der ikke gå i SFO'en. Så det er min holdning at det skal slås sammen, det skal ikke opdeles. Og så ved jeg ikke hvad man gør med bruger betaling, men det gør så også at man kunne køre det meget bedre, for så har jeg børnene både til frokost og eftermiddag. Dvs. jeg kunne servere noget andet om eftermiddagen, måske noget der er lidt anderledes ikk.

I: Ja så de ikke får det samme både til frokost og eftermiddag?

C: Ja og det er det jeg har skitseret for dig at man i skoleregi kan partere grisen og i SFO regi kan man jo stege den. At partere fx en gris det er jo oplæring, det er grundprincipper og stege og spise det kan man jo gøre som hygge. Hvis du ikke kan grundtingene så kan du jo heller ikke det andet. Og i skolen lærer vi jo at regne og skrive, men når vi så er ude af skolen så er det jo at vi først skal til at lære jo. Og det er det jeg gerne vil det er at lære børnene det grundlæggende og så når det bliver eftermiddag og de ikke har lyst til at lære så meget så kan vi gøre det sjove. Det grove om dagen og det sjove om eftermiddagen.

I: Nu siger du jo at økonomien er rigtig stram, ser du nogen mulighed for at dette drømmesenario kan ske?

C: Ja, det er jo kun at flytte pengene. Vi har jo netop brugerbetaling i dag, hvis der ikke var brugerbetaling så skulle vi jo betale lidt mere i skat. Men som jeg sagde så fra 0. til 3. klasse, der går de fleste børn i SFO'en. Så det er jo kun at ja, man kan sige at når man har børn så får man børnecheck udleveret og så går forældrene hen via netbanken og betaler til SFO'en.

I: Ja det er rigtigt, så du tænker at børnechecken kunne gå til at..

C: Jamen man kunne sige i får kun halv børnepenge, men til gengæld får jeres børn også mad. Det er mit drømmesenario, en lærer ville jo sige glem maden, men køb tablet og computer og mobiltelefoner til børnene, sådan er jeg bare ikke. Men de få der ikke gå i SFO'en det tror jeg er økonomi fordi den ene må gå arbejdsløs, men er det godt for barnet, det kan diskuteres. Jeg synes vi har et rigtig godt tilbud her, det hører jeg også fra forældrene. Der var en forældre der havde fat i mig i går og ville ligesom takke fordi jeg havde tændt gnisten i deres søn, fordi han kunne kun spise spaghetti-kødsovs og sådan nogle enkelte ting og nu ville han spise skipper skræk fad som jeg laver og han ville gerne have at hans mor laver spinat der hjemme ikke. Jeg vil gerne ud og vise dem, hvordan bliver melet malet, kornene malet til mel ikke og hvordan kommer olien af rapsmarken. Og hvorfor spise den billige torskerogn fra dåse, der er 20% rogn resten det er 80% soja og alt muligt andet affald man har puttet i. Hvorfor kan vi ikke købe bukser og koge.

I: Og lave det fra bunden.

C: Ja, du må ikke tro at jeg gør alt fra bunden der hjemme, men jeg er her for at lære børnene om noget. Har jeg muligheden for at vise børnene noget godt, så gør jeg det. Men igen penge, penge, penge. Jeg servere kun det billigste, men jeg er så heldig at jeg samarbejder med Kvickly og Netto ikke og de har været meget hjælpsomme, så når der er tilbud på mel, så køber jeg en ordentligt portion og så kan jeg hente lidt af gangen nede hos dem. Jeg kører med økologisk mel nu fra Kvickly 10 kr. pakken. Jeg ville dog hellere bruge Bornholmsk mel. Jeg vil hellere bruge penge på ting der er lidt sundere, men originalt. Hvor kommer det fra ikke. Havde jeg haft råd til den Bornholmske pasta, så havde jeg kun kørt med den.

I: Hvis det ikke kan lade sig gøre at få et nyt køkken inden for den nærmeste fremtid, kunne du så se et samarbejde mellem dig og Nexø hallen, så i blev sparringspartnere måske?

C: Nej fordi jeg er kommunalt ansat og han er privat. Det er to vidt forskellige verdener. Eksternt har helt andre regler både det ene og det andet og han er slet ikke omgivet af den her kostpolitik. Jeg er under strengere krav end han er. Vi kan slet ikke sparre sammen fordi det er det private og offentlige der blandes sammen. Men jeg kommer fra den private sektor og det der har været den største opgave for mig, det er at glemme det private, for jeg opføre mig mange gange som det private ikke. Jeg har jo svært ved at hvis jeg mangler et piskeris jamen så går jeg ind og spørger chefen, må jeg få et piskeris, ja eller nej. Her der skal jeg ansøge og det skal tages op på et møde og så går der tre måneder og så får jeg et piskeris eller ikke. Så du kan godt se at hvis jeg skulle samarbejde med hallen, så ville han jo dø inden, de ville jo blive kede af det fordi inden jeg skal tage en beslutning så skal jeg lige igennem ledelsen som lige skal igennem et møde først.

I: Ja.

C: Den går ikke, det er to vidt forskellige verdener og det kan slet ikke harmonere sammen. Hallen gør det de er blevet bedt om de laver et cafe måltid inden for de regler der nu er fastsat, det er det de gør og færdig. Mit kontor er lige overfor deres indgangsparti, jeg ser de kommer med maden og jeg ser de går igen, færdig.

I: Ja okay. Jeg tænkte på, hvor meget er det du laver mad for, for du har et ret stramt budget ikke?

C: Jeg har faktisk fire grupper af børn. Jeg har et budget der hedder 100.000 og jeg har 257 børn, men noget er SFO børn og noget er klub børn. Klubbørn, de betaler kun halvdelen end hvad SFO børn gør, men man har valgt at de skal få det samme mad og dem der går i klubben er jo dem der spiser dobbelt så meget som de andre. Men det jeg har regnet ud til er at jeg har 1,68 kr. per barn.

I: Okay, det var ikke meget.

C: Nej og ved du hvad, jeg kan lave mad for det, men det er også fordi jeg bager brød hver dag, det er der hvor du henter pengene. Det er 50 øre og så har jeg 1,16 kr. tilbage.

I: Med den erfaring tænker jeg at, vi har jo også talt med hallen som synes det er svært at få det til at løbe rundt.

C: Ja, men det er også svært for han skal tjene penge på det. Jeg kender ham jo og jeg har snakket med ham og jeg ved at han er ved at køre surt i det her. Det er fordi han skal have 70% til sig selv, så kan du selv regne ud at hvis du betaler 20 kr. for et måltid mad, så fjerner du 20% for moms først, så er der 16 kr. tilbage, af de 16 kr. skal han have 70% ned i sin lomme, hvad er der så tilbage. Hvorfor jeg kan for 1,68 kr. der er fordi jeg bager brød, han gider ikke bage brød, han køber bollen dvs. han giver 2,25 for en bolle og jeg giver 50 øre og så er det hjemmebagt. Men det koster selvfølgelig noget at have mig gået hele året, men det er jo det man vælger jo at sige at vi bruger lidt flere penge på lønninger og lidt mindre på mad ikke. Men vores er jo kun et cafe måltid, hans det er et frokost måltid. Jeg skal lige prøve at regne ud, altså 4,80 han har til madvare, han skal have 11,20 til at dække lønninger, lys, varme osv. Så så kan du godt forstå at han har svært ved at få det til at løbe rundt hvis han kun har 4,80 kr. til madvarer og når bollen er købt færdiglavet. Jeg vil ikke hjælpe ham med opskrifter for han kan godt selv, problemet er bare at han er kun interesseret i at holde sin økonomi. Jeg synes at når man skal levere til børn så skulle halvdelen af pengene gå til råvare. Jeg skal jo ikke tjene på det, så når jeg får 1,68 så har jeg 1,68, jeg skal ikke tænke på lys, varme, løn og om der går et piskeris i stykker, det skal han. Så det er derfor at det er to forskellige verdener. Men jeg kan da godt se hvor fint det er for os at have hallen, for vi har ingen udgifter på det, så skolen er jo rigtig glade for det. Men jeg vil ikke hjælpe med opskrifter for så får børnene bare det samme til frokost som om eftermiddagen og det er ikke i orden. Jeg holder tingene tæt til kroppen og han studser også over hvordan jeg kan lave mad for så lidt, men det er min lille hemmelighed.

I: Ja.

C: Jeg bruger måske også en halv time om dagen på at planlægge, ligesom at jeg har netto avisen der hjemme og det gør hallen da ikke. Jeg ved han har en aftale med Kvickly, men deres grønt er 20% dyrere end Nettos og han får det leveret og når du får det leveret kan du ikke føle på tingene selv.

I: Hvis man indfører med kantine og produktionskøkken på skolen, så kommer den problematik at man tager timer fra skolen ikke?

C: Ja det ville så tages fra skolens lønninger. Hvis jeg skulle til at producere maden, så er det jo sådan at man har noget der hedder senior jobber og dem betaler du jo ikke løn til på samme måde, de er omkostningsfrie, men de må bare ikke gå ind og tage et job som andre kunne udføre, men de kunne jo hjælpe mig jo fx, de kunne sidde og tage imod pengene. Men jeg ville kunne lave mad for det halve, da jeg ikke ville have omkostninger for lys osv., men det er jo så skolen der bliver nødt til at betale min løn og det kommer måske til at gå ud over vikar budget og sådan nogle ting ikke.

I: Men hvad med børnene, kunne man ikke forestille sig at de måske også kunne indgå i ordningen?

C: Jo, det sker derovre i København, der er nogle skoler der har indført det. Børn laver mad til børn og det er et godt projekt, men så skal man ned i skolekøkkenet og der kommer så en anden planlægning ind i, for jeg kan jo ikke det hele og så er det man skal have lærerne med på jo. Men de skoler..

I: madskolerne

C: Der er børnene tilknyttet nogle timer de laver mad om ugen i måske et halvt år og den kok der skal lave mad med børnene han får jo hjælp af børnene dvs. der er læring i det og der er også den økonomiske gevinst ved det for man skal jo ikke ud og have tre kokke til at lave det, man kan nøjes med en ikke. Og så betaler børnene kun hvad råvare prisen er, jeg tror de får en portion for 12 eller 14 kr., det er da til at have med at gøre.

I: Ja helt bestemt

C: Men omvendt bliver der taget nogle lønkroner fra skolen og det vil jeg helst ikke blande mig i hvad man gør. Jeg er personligt meget for den nye skolereform, jeg glæder mig til den træder i kræft fordi det er en anden læring der også sker. Dem som ikke kan lære ligninger og sådan noget på tavlen, det er her den nye skolereform er god. De kan fx komme hen til mig og så kan man begynde at halvere grøntsager og så lærer du regning på den måde der.

I: Så noget praktisk, hvor man kobler teori.

C: Gå med mig i byen, hvad koster porrer, hvis vi skal have fem hvad er prisen så, hvis tre porrer koster 15 hvad koster en så eller vi har kun 30 kr. til porrer, hvor mange kan vi så købe? Det den nye skolereform skal tage sig af det er at lære børnene noget på en anden måde og så kan de jo komme op til mig og veje og måle og lære regning på den måde.

I: Absolut, der er mange muligheder i den nye skolereform.

C: Ja der er mange facetter i den nye skolereform. Alle dem som er blevet tabt før det kan blive grebet nu. Det er i hver fald min bedste overbevisning.

I: Jamen du er kommet godt rundt om mine spørgsmål selvom jeg ikke har fået nået at stille så meget.

C: Ja. Men du skal bare vide at det SoL projekt, i starten var jeg jo meget modstander af det indtil jeg lærte hvad det var, så fandt jeg faktisk ud af at det var rigtig givende og rigtig godt og derfor mener jeg at jeg kører SoL projektet videre i SFO regi og skole regi, men jeg går ikke med på det originale, ikke det med for meget sundhed det skyder jeg ud til siden, men hvor kommer varerne fra.

I: Ja.

C: Og det vil sige at det jeg starter på først den 5. maj, det er at vi skal ud og se hvor de laver flødeboller, vi skal på et mosteri, vi skal på et bryggeri, vi skal se hvordan kornet bliver malet og hvad er grahamsmel og hvad er rugmel. Vi skal se det vi kan og det er hvor kommer varerne fra. Fra jord til bord, det bruger du selv det ord. Og når jeg siger SoL så har jeg jo fundet ud af at der er altså bedsteforældre, selvom de er godt ophængte, så kan vi godt bruge dem og det er det jeg så vil gøre nu. Det SoL koordinatoren lærte mig det var, tage fat i forældrene og bedsteforældrene, jeg ved hvem der er engageret og hvem der ikke er. Men jeg gør det bare ikke i sundhedstegnet, jeg gør det i hvor kommer varerne fra. Men det du også skal vide det er at den kommunale verden den er ikke så let, jeg har en tegning af hvordan skolekøkkenet kan laves om det koster 400.000 og nu har jeg en anden tegning liggende der kun koster 150.000 hvor det er SFO køkkenet der bliver lavet om, det er ikke det bedste, men det er da det næstbedste og det er stadig til gavn for børnene. Men det er ikke let og hvor pengene skal komme fra. Men forældrene vil jo gerne have man opdrager deres børn, men det skal jo være på deres måde og det samme madmæssigt. Der har man måske to forældre der siger det skal være økologisk, men resten gør ikke, men de to forældre det er også dem der hele tiden banker på min dør, hvornår er det økologisk, har du købt økologisk i dag. Hvor man er bare sådan åhh. For børn dør jo ikke af at det ikke er økologisk. Jeg kan give et eksempel for når børnene spiser morgenmad her i SFO'en så har vi pålægschokolade.

I: Ja.

C: Der er tre forældre ud af 557 børn der er modstander af at der er pålægschokolade og der er ca. 20 børn der spiser morgenmad hver morgen og der er de tre forældres børn imellem og så spørger jeg hvorfor. Jamen de vil bare ikke

have det, det er usundt og sådan noget. Og jeg siger hvad er alternativet. Alternativet er at de ikke spiser noget. Så fortæller jeg at jeg bager selv bollerne, de er hjemmebagte med solsikkekerner og hørfrø, rugmel og hvad jeg nu har. Og så kommer der selvfølgelig smør på og pålægschokolade, men alternativet er at de ikke spiser noget. Et barn lærer jo ikke noget hvis de ikke får noget i kroppen, er det så ikke bedre at de får pålægschokolade på en hjemmebagt bolle i maven, så der er noget at arbejde med og de er læringsmodtagelige. Men 1,68 kr. er ikke meget at lave mad for, men jeg gør det, men jeg kunne da godt tænke mig lidt mere så vi kunne købe lidt sjovere grøntsager og lidt sjovere frugt. Jeg havde en mor som sagde at hendes barn ikke blev mæt af maden og så når man gik hende lidt på klingen så var det faktisk fordi hun ikke havde tid til at lave aftensmad, så hvis hun kunne få lidt mere mad så behøves hun ikke fodre barnet af når hun kom hjem, men det er fordi man bare skal spørge ind til forældrene hvorfor brokker i jer, så er der jo en grund til det jo.

I: Ja.

Appendix 10: Transcription of interview with school manager

Date: 25/4 2014. Duration: 36.39 min.

I = interviewer

A = School manager

I: jeg tænkte på om du kort kunne beskrive din funktion i forhold til madordningen?

A: lige pt er jeg leder på afdeling Nexø for overbygningen og modtagelse klasserne men så er det jo det at før det så havde jeg en tværgående funktion hvor jeg havde nogle mere tværfaglige opgaver på hele skolen som også består af en martikel inde i salen og i den forbindelse så var madordningen en af mine opgaver og så efter at vi har fået om organiseret så har opgaven bare stadig ligget på mine skuldre

I: hvad har være skolens motivation for at indgå i dette her samarbejde med Nexø sportshal

A: jamen tidligere har vi jo haft nogle andre samarbejdspartnere, vi har haft en lokal delikatesse vi har haft et kommunalt selskab og et andet kommunalt selskab til at varetage madordningen og de syntes ikke at kvaliteten af det var godt nok og så var det sådan at vores hal og vores fodboldhold fodboldklubben har vi blandt andet et tæt samarbejde med Nexø boldklub og vores pige fodboldhold er Nexø's stolthed og det er vigtigt at de klarer sig godt og vi har derfor fået et samarbejde op med hallen i forbindelse med at pigerne skulle i parken og spille turnering, det her partnerskab har så udviklet sig og her har der så været nogle uformelle snakke hvor der så er nogle ideer som har vokset og det kom så på banen at han kunne lave et eller andet både til gavn for os og for ham. For det vi så af problemer med de andre madordninger det er det med at det var en salatbar som blev lavet og det var ikke de samme som stod og lavede den som også serverede den ude på skolen derfor havde de heller ikke helt fornemmelsen for hvad fungerer og hvad fungerer ikke og det har de jo her for det er dem der laver maden og dem der serverer den, der er så en på skolen der tager imod betalingen altså det rent praktiske for vi kører jo sådan noget digital betaling og så har vi jo lavet en mad patrulje

I: har i gjort jer nogle forventninger eller har I nogle forventninger til samarbejdet?

A: vi har helt klart en forventning om at det bliver noget sundt og god mad som man kan mærke er hjemmelavet det er lækkert at komme op og få en hjemmebagt bolle med hjemmerørt tunsalat det er jo lækket for børnene at de selv står og kommer agurker i så det er hjemmelavet og ikke fabriksfremstillet

I: så det hele er lavet fra bunden?

A: ja jeg kan ikke love dig at alt er lavet fra bunden men mit indtryk er helt klart at det ikke er en tunsalat købt nede i netto, det er en de selv har stået og rørt og bollerne dem er jeg helt sikre på er hjemmebagte og det er jo et plus, vi bestiller det jo også til møder vi havde det nye børne og unge udvalg til møde og så bestilte vi det igennem madordningen og det synes de jo også er rigtig spændende at netop har kunne få sådan et partnerskab som vi jo i virkeligheden har indgået og det er jo også relevant i forhold til den nye skolereform at indgå partnerskaber med lokalsamfundet for det har vi jo gjort her og det er til gavn for os begge. Så vi har en intention om friske råvarer noget der er sundt og noget der faktisk både var vigtige for os og for leverandøren er at mad patruljen også får noget at sige at der kommer en hurtig respons på hvordan fungerer det her og så havde vi jo lidt udfordringer til at starte med betalingen og nu forsøger vi så med mobile løsninger og at forældrene hjemmefra betaler maden via deres smartphone eller tablets. Det kan selvfølgelig også være en begrænsning for nogen

I: og alle er godt klar over at de kan betale kontant?

A: det har vi skrevet ud i vores materiale som ligger på vores intranet jeg kan jo ikke love at alle læser de her skrivelser men vi gør det at vi sender madplanen ud for 14 dage af gangen og nederst på denne madplan står der så hvordan man skal gøre med betalingen indenfor de her jeg kan ikke huske om det er danske bank eller man om morgenen

inden kl 8 skal lave en SMS om at man gerne vil bestille og hvilken klasse altså hvis man har bestilt og så kan man tage en 20 kr med den løsning har vi fx valgt med vores modtagelse klasser, det var faktisk der hvor vi startede det op fordi vi synes det var en smule svært for de tosprogede børn og vi synes at det var svært at forklare både på tyrkisk og arabisk og så videre at der var en mulighed så har vi bare fået det oversat til deres sprog at man kan sende en SMS og så købe maden for de elever var meget glad for de andre madordninger som vi har haft med salat

I: så har I da også gået langt i at informere om den nye madordning

A: altså det er måske også fordi de tosprogede er mit område og derfor synes jeg jo at det er meget vigtigt at de er med på nye madordning

I: er der noget som har overrasket jer/kommet bag på jer i forhold til den nye madordning?

A: jeg havde jo nok trods alt håbet at der var et bedre salg end der er, jeg må indrømme at jeg har ikke lige de seneste nye opdaterede tal men jeg havde nok håbet at der var endnu flere som handlede oppe hos leverandøren

I: da vi talte med leverandøren sagde han det lå mellem 40-60 som brugte madordningen

A: ja jeg havde nok håbet det lå højere, det gjorde det med den gamle ordning hvad grunden er til det er godt nok svært men det kan jo også være det her med at vi har holdt en pause og forældrene så har fundet ud af at de godt kan smøre en madpakke jeg ved ikke om det er det der gør det for jeg synes ikke at for det er gode portioner man får synes jeg for 20 kr

I: så de bør blive mætte?

A: ja det vil jeg absolut vurdere altså de gange hvor jeg har fået det til møder og så videre der synes jeg absolut at man bliver mæt det synes jeg og i virkeligheden mere mæt end bare ved en salatbar hvor børnene bare vælger pasta og ananas

I: men føler du at der både blandt lærere og andre har været hjælp og støtte til at få det op og køre, husker de at sige det til eleverne?

A: der hænger jo menuplaner rundt omkring og har jo orienteret elevrådet i og med at mad patroljen er jo udvalgt af elevrådet og så går eleverne jo tilbage til klasserne og fortæller de her ting, så man kan jo sige at vi har jo prøvet hele vejen rundt og også klæde eleverne på til det

I: jeg tænkte bare på at en lærer fortalte at selvom de fortalte eleverne om morgenen at nu skulle de huske at komme deres madpakke i køleskabet og eleverne sagde at de skulle de nok gøre så havde de alle sammen næsten glemt det alligevel, kan det være lidt det samme er det er en slags forglemmelse?

A: ja men jeg tror jo egentlig at det er forældrene der skal synes det er en god ide tænker jeg for det er jo de færreste hvis vi taler indskolingen så har de jo ikke mulighed for at gå ind og betale for maden på den måde som vi gør her og så vil de fleste jo også have svært ved at gå ind og sende denne her SMS til leverandøren oppe i hallen og så der er mad til dem og det kan jo godt være det at man ikke har mulighed for at gøre det impulsivt hvis man nu lige har glemt madpakken eller et eller andet det kan jo godt gøre at der kommer en mindre omsætning men samtidig kunne jeg ikke forestille mig at hvis vi åbnede op for at der kom 40 mere det kunne jeg ikke, så jeg tænker at det er fordi at der har været en periode hvor børn og forældre har vænnet sig til at det med madpakken den kan vi jo egentlig ligeså godt lave derhjemme og så sparer man den 20 om dagen og 100kr om ugen og hvis man har flere børn så er det jo også mange penge

I: altså selve det her med logistikken med at gå frem og tilbage også kan være en hindring?

A: ja det er jo ingen hemmelighed at vores store drøm er at lave en kantine altså det kunne vi rigtig godt tænke os, vi er jo en etplans skole vi er en relativ stor skole at være for Bornholm vi er godt 600 elever og når man så skal bevæge sig fra den ene ende af skolen til den anden så er der jo relativt langt så det tror jeg at du har ret i der er der nok nogle af de store elever som tænker om jeg går derop eller går på tanken det er næsten lige langt, det kunne i virkeligheden

være interessant hvis du ringede til tanken og hørte om de kunne mærke et fald i salg eller om det er det samme. Vi har en tank liggende her nede for enden af tanken og jeg ved at de sælger en del franske hotdogs og roulader

I: men kunne du forestille dig at den nye skolereform åbnede op for, jeg ved godt at der ikke er plads til alle eleverne samtidigt men kunne man forestille sig at man kunne indføre sådan et rullende spisefrikvarter så eleverne spiser forskudt af hinanden?

A: ja og det ville vi skulle gøre og vi har faktisk også mange ideer til hvordan det kunne lade sig gøre, vi har faktisk en cykelkælder som faktisk ikke bruges mere fordi børnene ikke er meget for at sætte deres cykler derned fordi der går historier om at cyklerne bliver ødelagte, men vi har sat kamera op, men cykelkælderen er kæmpestor og der kunne vi sagtens indrette en kantine, der er også nogle der tænker jamen hvad sker der den dag med reformen når med SFO klubben så går der måske ikke så mange børn mere og kunne man så tænke noget ind i de faciliteter som de har deroppe men det er jo sådan noget der ligger lidt længere fremme men havde vi pengene så ville det da være fantastisk at få bygget en kantine og så lave differenceret spisefrikvarter som du talte om, det kunne være rigtig spændende og det påtænker vi jo i forhold til ti pausen altså lige pt har vi tanker på at spisefrikvarteret skal være fælles men man kunne jo sagtens lave spise pausen differenceret også så alle havde mulighed for at spise i en kantine

I: ja for vi talte med en af jeres lærere og han sagde det her med både logistikken men også det her med at når eleverne forlader klassen så forlader de også lidt fællesskabet og det var så det han sagde at når de så kommer tilbage er de på en måde blevet ekskluderet af fællesskabet på en måde fordi de vælger at forlade det her fællesskab

A: altså da jeg selv underviste da læste man jo en lille historie op og det er jo rigtig at det går man jo glip af hvis man benytter sig af madordningen det er fuldstændigt korrekt men med det tilbud der er nu er det jo ikke rentabelt for leverandøren at have åbent i hallen i en time som det er nu sådan så vi ville kunne lave det differenceret det ville der ikke være økonomi i det for ham og det er bare de betingelser som vi har lige nu man kunne selvfølgelig gå ind og kigge på nogle andre betalingsmåder men jeg synes også at det er rart at der ikke er penge mellem eleverne og ham men at det er noget forældrene i virkeligheden tager sig af

I: jeg tænkte også noget med en rabatordning eller man kunne betale over PBS eller en klippekortsordning så de får noget rabat hvis de bestiller over en længere periode for det vi også kunne forstå på leverandøren er at han er bekymret over at der ikke er flere som bruger den så han kunne få en vis sikkerhed for det?

A: altså vi har jo faktisk møde i den næstkommende uge med mad patruljen og leverandøren og hende der koordinerer det og så mig som ledelse person deltager og det var der da snildt mulighed for at bringe det her på banen med et klippekort det er da spændende helt sikkert

I: jeg tænker at der også var tale om at det var kommet bag på jer hvor dyrt emballagen er?

A: ja vi ved jo godt at det er dyrt men hold da op altså det som koster os er suppen for det man skal opbevare suppen i er rigtig dyrt og vi har jo samtidig ikke nogen fortjeneste på denne her mad, hver gang leverandøren sælger en portion mad er det jo en udgift for skolen og kan man sige kommer han op og tjener 300 portioner så er udgiften jo endnu større til os kan man jo sige men den ordning har vi jo så lavet med leverandøren for holder han prisen på 20 kr så skal han ikke betale for emballagen. Jeg skal så lige sige at det ikke er sådan at vi ikke har en interesse i at flere køber mad for det har vi men hvis det på et tidspunkt bliver en kæmpe succes så bliver det også en kæmpe udgift for os. Men man kan sige at med den madordning vi havde før så var vores udgift at vi købte et vist antal portioner hver dag og hvis de så ikke blev solgt jamen så mistede vi penge ad den vej altså der købte vi ind og så sjussede den som stod for madordningen sig ind til at i dag bliver der nok solgt 100 portioner og vi havde ofte et tab på denne måde for det var måske ikke alle der købte 100 portioner den dag men den nye ordning med leverandøren er lettere for da vi ikke behøver at have med økonomi at gøre fordi vi jo er en skole altså vi har jo også en pengeløs bank hernede så det er også besværligt for os for vi skal til Rønne og sætte penge ind hvis vi skal sætte kontanter ind og alt det her med en PBS betaling det går ind til et centralt sted i kommunen og så bliver de delt ud til os så det at leverandøren og hans folk tager sig af det finansielle er jo også en hjælp for os så det går begge veje og vi har jo budgetteret med noget til emballage og det er 30.000 kr til det formål og da jeg kiggede her i april havde vi kun brugt 5000 kr på emballage og hvis der flere der ønsker at benytte ordningen så er 30.000 kr ikke skudt meget forkert

I: nu hvor den nye skolereform kommer til at træde i kraft hvordan kommer jeres hverdag så til at se ud?

A: altså dels så laver vi om på det nye mødetidspunkt i dag så møder børnene ind kl 8.10 og lærerne ind 5 minutter før med den nye skolereform skal vi møde ind 7.45 så spisepauser og sådan noget skal vi også ændre på for man er meget sulten når man når hen til 11.35 som er det tidspunkt hvor vi spiser i dag. Vores ti pause er vi også ved at tale om man kunne lave et eller andet interessant frugtordning hvor man kunne købe sig ind, jamen de bliver så differenceret så man finder ud af i de enkelte teams hvornår man ønsker at holde sin 10 pause men frokostpausen holder vi som sagt fast i at bliver der 11.35 til 12.15 og så er der alle de her ting med at vi skal have mere fokus på bevægelse, på læring vi vil tænke mål ind på en helt anden måde og vi vil forsøge at tilrettelægge alt undervisning langt mere fleksibelt og med fokus på den enkelte elevs læring så i forhold til faste skemaer der vil der også være nogle udfordringer i forhold til det og vi skal også have lavet nogle nye klasseteams og alle de her ting sidder vi og arbejder med nu så der er rigtig mange spændende ting i vente det er der

I: så I er positivt stemte over for den?

A: det er vi det er jo en stor og spændende udfordring men det er samtidig også her på folkeskolens 200 års jubilæum spændende at være en del af denne her nytænkning af folkeskolen og der synes jeg egentlig at vi her på stedet har forsøgt at varme op med forskellige tiltag altså dels partnerskaber og så prøver vi også at sætte fokus på noget bevægelse vi har været så heldige at få midler til at lave nogle nye legepladser der er flere ting hvor vi prøver at gøre skolen klar til når vi åbner op

I: hvordan med pædagogerne, skal de indgå i undervisningen eller arbejde mere på skolen?

A: ja der bliver langt flere timer ind så der kommer flere pædagoger det gør der men det bliver en udfordring for så meget større bliver vores økonomiske ramme jo heller ikke så for nogle eleveres klasse vil de jo så opleve at det er pædagogen som er der alene med børnene og laver nogle ting med dem hvor der før ville have været en lærer

I: kunne man så tænke at pædagoger kunne være med til at lave noget mere praktisk med eleverne fx med mad og man kunne integrere i højere grad mad og sundhed i undervisningen?

A: ja det kunne være rigtig spændende og det er jo faktisk også det som mad patruljen startede med at sige at de gerne ville være med til madlavningen og så er den bare blevet neddroset til at det de kunne være med til at have medindflydelse og påvirke i hvilken retning madordningen skulle gå men det er helt sikkert og det læser man jo også om at der er flere og flere skoler som praktiserer det her med at produktionen af maden det bliver en del af undervisningen, vores udfordring er bare at vi ikke har noget produktions køkken og så skulle vi så op til leverandøren i hallen og bruge hans produktionskøkken men så bliver det også noget rod med at han jo skal tjene nogle penge og vi er jo en skole, de skoler som gør det oplever jeg at det er i skoleregi hvor børnene så laver maden men hvor der er en madmor eller madfar ansat sådan læser jeg det i hver ti fald ofte

I: men kunne I se fx kokken fra SFO kunne lave maden?

A: det kunne være rigtig spændende, vi har jo en uddannet kok i SFOén og det ville da være oplagt at hvis vi en dag fik en madordning at han kunne lave mad men i det køkken hvor han i dag laver mad der må han ikke producere han står jo ikke og steger bøffer det er jo ikke et industrikøkken de har deroppe så vi har en drøm hvor vi kan få et køkken og bruge hans evner helt sikkert

I: kunne man forestille sig at for at inddrage eleverne mere i madordningen at de i madkundskab udvikler sunde opskrifter til madordningen?

A: det kunne faktisk være rigtig spændende og faktisk så har vi en hjemkundskabslærer som også er uddannet kok, et af de fag hvor vi tænker at han kunne være oplagt er netop hjemkundskab hvor han kunne have et samarbejde med leverandøren det kunne være rigtig spændende

I: hvad er din overordnede holdning til skolemad?

A: jeg synes det er en rigtig god ting men jeg er jo samtidig forældre i en børnehave hvor jeg sidder i bestyrelsen og igen her til maj skal vi stemme om vi vil have denne her madordning eller ej i børnehaven og jeg stemmer nej hver gang fordi det mad der bliver serveret jeg tror vi giver 512kr om måneden for rugbrødsadder og så en halvfabrikat en gang om ugen fordi de ikke kan stå og stege frikadeller til alle børnene så dernede er jeg helt klar tilhænger af at man har sin egen madpakke med, jeg synes også at der er noget hygge i at man har en madpakke med som man har stået derhjemme og lavet med sine forældre og man ved hvad der i og at man som forældre giver denne her madpakke med det kan jeg egentlig rigtig godt lide og også nu hvor vores datter er startet oppe i førskolen der får hun madpakke med hver dag og hun synes jo at det er fantastisk, den madpakke som hun enten har været med til at lave eller er spændt på hvad er der mon i men samtidig så synes jeg også madordningen er fin de dage hvor man ikke får lavet sin madpakke eller for dem som ikke kan overskue at lave sin madpakke og der tror jeg så fordelene er at nede i daginstitutionen bliver det altid et ja til madordningen for hvis man ikke stemmer så bliver det et ja til madordningen og er det 50/50 så bliver det et ja til madordningen og sådan har det været nede hos os der har været en stor overvægt af forældre med fripladser og det vil sige at fripladser får automatisk madordning så nede hos os har det været et ja til madordningen hele tiden men de forældre som så kommer herop i skoleregi så er der jo ikke tilskudsordning på madordningen så de vælger jo ikke madordningen her på skolen enten fordi de ikke har penge eller måske fordi de så hellere vil lave rugbrødsadder så den mulighed kan man jo sige er der jo ikke i skoleregi at få en friplads til madordningen var der det var der måske flere børn som havde benyttet sig af den som måske i dag ikke får sådan en varieret madpakke, men det er i hver til fald påfaldende at der er så mange i dagtilbuddet der siger ja til madordningen men ikke i skole tilbuddet

I: og det kunne nok godt have noget med det økonomiske at gøre?

A: ja det tænker jeg

I: men inden I indgik samarbejdet med leverandøren har I da givet ham nogle specifikke krav til maden?

A: altså hvis eleverne nu havde sagt pomfritter så havde han ikke gjort det for han ved godt at vi har en kostpolitik som skolebestyrelsen har vedtaget hvor børnene må ikke spise slik på gangene og drikke sodavand og den har han selvfølgelig taget udgangspunkt i så der er jo selvfølgelig ting som han ikke serverer da det ikke ligger inden for den kostpolitik og så er mad patruljen jo selvfølgelig også på banen med hvad de godt kan lide for leverandøren er meget lydhør over for eleverne

Appendix 11: Transcription of interview Bent Egberg Mikkelsen

Date: 19/3 2014. Duration: 51.45 min.

I = interviewer

B= Bent Egebjerg Mikkelsen

B: Men det der begreb omkring captive foodscapes vedrører det som I spørger om, hvor er det så man skal sætte ind hvis man skal gøre noget fornuftigt på en skole. Så captive foodscapes er det rum i bredest forstand hvor vi kan gøre noget omkring mad så alle de steder hvor mad ligesom er på bordet fysisk men måske også bare noget vi taler om når vi sidder og taler om mad, når en lærer underviser om mad eller når vi har en madpakke med er alle sammen opportunities eller events der har med mad at gøre og som vi kan definere som action opportunities eller action possibilities hvilket fører tilbage til begrebet affordance som generelt er hvad er det for nogen muligheder som er i rummet, byrummet eller skolerummet eller omgivelserne eller hvad vi nu kalder det environment tilbyder os...

I: Affordance er det sådan befordrende på dansk?

B: Nej affordance er sådan set, vi har en søn på 18 år som er skater og han går rundt sammen med sine kammerater i byrummet og så finder de noget som aldrig nogensinde var tænkt til at være skater ramper og så laver de det om til skater ramper så de definerer simpelthen, kender I øskifterne inde på Åboulevarden, de der højhuse lige ved janners plads, det er sådan et rigtig godt skater spot, men det er aldrig nogensinde lavet som et skater spot så det er blevet til et skater spot fordi nogen har sagt at det her det har en affordance som indbyder til skating. Og det skægge ved arkitekter er at halvdelen af dem stort set de bliver enormt imponeret af, hold da kæft det var vildt og resten de bliver enormt irriterede fordi de ikke vil have at det skal blive ligesom, de vil bare have at det skal se ud, det skal ikke bruges til noget. Men det er et eksempel på affordance, sammen kunne man sige eller nogen ville sige om et skolerum, sige vi mener faktisk at undervisningen i biologi eller undervisningen i science den indbyder til madtænkning, den indbyder til at vi kan undervise i bæredygtig bespisning eller lifeskills eller hvad vi nu kalder det, gode vaner, varierede vaner der er en dietary diversity altså mange forskellige fødevarer som vi spiser, balanceret kost, det kan vi sådan set påstå og det kan vi så gå ud og forsøge og forfølge det, det er der så nogle barrierer ved, så er der nogle lærere som siger ej det har vi ikke tid til og så er der skolereformen og det koster for meget og vi skal spørge skolelederen og så siger han nej og så videre. Men det er alt sammen noget man kunne kalde, hvad ville man kalde det, stakeholders preparedness, altså den tænkning vi har det er at vi har den der med at gå ud og se på et rum, det kan være i et lokalsamfund men dertil finde en skole så kan vi sådan set sige eller bruge sådan et system så kan vi sige hvad er det for nogle stakeholders som er der er og hvad er det for en parathed som de har, simpelthen går igennem læreren for sig, skolelederen for sig, pedellen for sig hvis vedkommende har betydning, kantinelederen, eleverne, forældrene så ville man sige stakeholderne her hvor parate er de, hvor vigtigt synes de det er at vi gør noget på skolen. Så stakeholders her og så har vi vores affordance som vedrører environment så kan vi gå rundt og sige hvordan ser det ud rent faktisk nu, hvor indbydende, hvor godt, hvor sundt og bæredygtigt er det i forvejen og hvis det er det i forvejen så er der

ingen grund til at ligesom at lave noget, men sandsynligvis er det sådan at der en masse action opportunities eller action possibilities, affordance kunne man kalde det i det her captive foodscape. Så et system tilgang til dette ville være og det er der hvor vi prøver at, faktisk at udvikle til næste års, gøre det sammen med Tenna ud fra sådan en design tilgang. Faktisk så kommer vi til at bruge en case som food scape project management så vi kommer til at køre lidt mere med et system tilgang hvor man kommer til i stedet for at skulle vælge et case ude i verden så kommer man til at skulle vælge 4 forskellige foodscapes, et bliver henede(AAU's kantine), et bliver ved universitet, et bliver Ellebjerg skole og det sidste bliver lokal Enghave foodscapes som vi kalder. Og det er så en system tilgang til, hvor vi så siger at hvad er det så for nogle folk som er der og hvor parate er de, hvor vigtigt synes de det er og hvordan ser omgivelserne ud, så sådan en systematisk tilgang til det, det vil sige hvor godt er det og hvor kan vi lave det om. Så det er sådan set det, hvad er det man kan sige, når I spørger om i et af de spørgsmål I stiller, hvor skal man sætte ind, vi må hellere gå frem efter jeres udemærkede, det synes jeg i øvrigt er super tjekket.

I: Nå det er vi glade for

B: For I spørger sådan set om skolereformen og så spørger I så om den mest ideelle løsningsmodel. Den som man kan sige altså I berører det selv i form af at jeg plejer at der er sådan 2 modeller der er flere modeller til at tænke mad på skolen, der er sådan en instrumental foodservice, availability simpelthen der skal bare være noget tilstede og så er der en integreret tilgang der siger at det faktisk at vi serverer noget faktisk også er en god mulighed til at indbygge det i en pædagogisk sammenhæng, maddannelse, der er ikke pokkers meget maddannelse det vil sige i at der kommer en lastbil en gang imellem og afleverer en flamingo kasse og så er der nogen, bemærk det er kun nogen som køber det. Og nu ved jeg ikke hvad det er for en skole som I bruger men hvis I havde brugt Ellebjerg skolen lige rundt om hjørnet, så ville I finde ud af at de har et EAT-system kørende som er udmærket, men som er nede i kælderens og som kun nok bliver brugt af omkring 10-15 % af eleverne, det er det jeg vil kalde semi en non-collective, jeg kan prøve at tegne det, der er 3 muligheder, der er en non, der er en collective og så er der en semi. Og så plejer jeg at sige at Sverige og i Finland det er rigtig gode eksempler, de har alle skoler alle børn, så har vi børnehaverne i Danmark der har vi alle børn i nogle børnehaver og så har vi non det er skolemaden i Danmark, nogle skoler nogle børn, det er sådan set I spørger om, når I spørger om hvad er potentialet, så er min pointe at det er klart at hvis vi ser, lad os nu sige og det er der sådan set god evidens for, der er 2 evidens kilder, 2 evidens som peger i hver sin retning, dels skal man lave undersøgelser der viser at de børn der hvor man intervenserer med sund skolemadsordning så spise sundere end dem som medbringer noget andet og det andet kan så enten være skolemads eller ingenting eller nok ikke ingenting men det er maden over fra hjørnet, competitive foods, så kan vi vise en ting nemlig at de kommer i gennemsnit til at spise sundere efter en intervention og man kan også på availability, det er så på intake hvor på det andet der på availability niveau der kan man vise at de ting der tilbydes de ofte i en skolemadsordning er i gennemsnit er sundere end gennemsnitsalternativet og det gennemsnitlige alternativ det kan være igen 2 ting og det skyldes simpelthen at spredningen der er meget større, man kan sige at der på en offentlig skolemadsordning der vil der være i de fleste lande være en tresshold det vil sige at i Danmark vil det være de gældende anbefalinger for skolemads, dem vil man overholde og det er ikke fordi at alle madpakker er usunde men det er fordi nogle er usunde, det vil sige spredningen

er meget større, mens du rammer en tresshold på skolemadsordningen der vil alle overholde den. Så du kan vise de 2 ting, det er sådan set evidensen for at for der er rigtig rigtig mange undersøgelser lavet på dette område, gætter på det er omkring 100 over 100 nu over de sidste 20-30 år. Så det er klart hvis vi siger at, vi kunne kalde det at der er en eller anden sundhedsværdi i en skolemadsordning så er det klart at hvis du ser på populations niveau, hvad har du i Danmark 700.000 skolebørn, i Sverige vil du nok have 1 million eller 1,2 million, så kan du ligesom betragte det som en medicin hvor du siger at her giver vi medicinen til 1,2 millioner børn og så gør vi det samme i Danmark der giver vi medicinen ikke for at lave nogen sammenligning med medicin i øvrigt men her giver du den gode effekt af skolemad men du fortynder den ud, lad os bare sige til 1/3 del af skolerne og på de skoler er det nok gennemsnitligt 15 % og så har du fortyndet den super super super super super meget. Og det er så når vi alene kigger på availability for min pointe er sådan set at der availability og så er der curricula og hvis man går et trin videre så vil Bjarne Bruun Jensen og hans folk de ville sige at vi skulle bruge en whole school approach og det er jeg fuldstændig enig med ham i. whole school approach så tegner man en og i det her tilfælde så ville der være food service, availability det ville være det som han kalder school ethos og så curricula. Kender I den tænkning? Altså groft sagt dette er class room, dette er skolen der har en mad og måltidspolitik hvordan er tingene skolebestyrelsen, skolelederen forældrene involveret, er der et ethos, en commitment til at ville de her ting så er det integreret i skolens ånd kunne man sige, ja Bjarne Brunn Jensen han er vores adjunkt. Professor i øvrigt på Aalborg, han kommer fra, ja han har siddet på DPU i rigtig mange år, nu er han på Steno sundhedsfremme og i øvrigt en del af vores SoL partnere. Han har lavet rigtig meget med det begreb omkring action competence/handle kompetence hos børn i forhold til sundhed og til skoler og har udviklet det der begreb omkring, hvad er handlekompetencer, som bygger meget på en sådan participatorisk tilgang at hvis man skal lave noget ordentligt så skal vi have børn inddraget. Så i stedet for at sige til børn hvad sundhed er så skal børn udstyres med den kompetence der gør at de selv kan tage aktion i stedet for at det bliver serveret, de skal udstyres med en empowerment i virkeligheden der gør dem i stand til at forandre tingene selv frem for at nogle andre skal gøre det, men det er en lang historie, men det vedrører den approach med whole school altså hvor du griber ind mange steder inklusiv curricula, så ved at gå fra den der availability hvor vi bare skal have en container med noget sundt mad frem det er i virkeligheden sådan en man kunne kalde klassisk fødevarerstyrelsens tænkning, vi skal sørge for at fødevarerne overholder nogle regler. Men det der ligger i integrerede i selve måden vi gør ting på skolen på måden vi underviser, på måden vi laver mad- og måltidspolitik, den er overhovedet ikke med i den tænkning den ligger simpelthen derovre. Derfor en anden måde vi kunne kalde for passiv til aktiv, fra passiv bespisning til aktiv læring det kalder vi i FRIDA projektet, det er 2 kvalitative forskellige måder at gå til det på. Men min pointe er sådan set at når I spørger mig om potentialet i det så er der pokker til forskel på hvis vi nu igen tænker på det som medicin til den der sundhedsmæssige effekt, det bliver meget meget instrumentel det her og meget meget fortyndet det her og stort set uden effekt vil jeg påstå, men det er så min påstand det kan jeg så ikke eftervise.

I: Ved du om de i Sverige har denne her model eller om de også mest har denne her, hvor de serverer maden?

B: de har sådan set primært udelukkende vil jeg sige denne her, altså jeg diskuterer det rigtig meget med svenskere, det eneste som man kan sige om svenskere er at de har været super gode til at introducere Sapere-metoden, men jeg

vil sige at hvis du går til det på en sådan måde. Jeg snakker rigtig meget med Malmøs skolemadsforsyning som jo har, ja de er sådan berømte eller de har deltaget i rigtig mange europæiske projekter, når jeg diskuterer det med dem, de har den der tilgang at det svenske malmøske skolemadsystem det er en forretning med 600 ansatte rigtig mange, Malmøer jo en ret stor by i virkeligheden, så de laver mad til alle daginstitutioner, dagtibusene, skolerne og gymnasierne det ved jeg for min søn går i skole i Malmø og de får 2 varme måltider om dagen, det er bare for at sige at det er et rigtig stort system. De har et stort professionelt system med super mange ansatte og når jeg diskuterer det med dem så hvordan er det her integreret i undervisningen så bliver de sådan helt fjerne i blikket, jamen vi har jo et system, som jeg tænker er et meget hvidkitlet system, det er alt sammen folk som render rundt i hvide kitler og laver mad og super god mad det er rigtig god mad, men når det kommer til diskussionen om snakker i så med læreren eller er det integreret i science undervisningen eller er der projekt uger så det har de bare ikke og der kunne man sige at den måde man gør det på i nogle steder i Danmark inklusiv fx LOMA skolen og vores SoL skoler der har man ligesom været tvungen til at gøre det på nogle andre måder fordi man ikke har hele det der kæmpe professionelle system med masser af rustfrit stål, gryder og køkkener og pletter og pander og ansatte til at gøre det, det har man fx slet ikke i Danmark, der skal man kæmpe for hus til hus for at få sådan en. Så derfor kan man sige at det i Danmark ligesom har udviklet sig på en lidt anden måde hvor man måske gør det lidt på sin egen facon og ikke som en standard, hvad kunne man kalde det sådan en svensk folkehjems tilgang I kender den godt ikke? Altså det svenske folkehjem, kender I det udtryk? Altså den svenske velfærdsmodel, de har det som en integreret del og har været det i 60-70 år, en del af den svenske model, det er måden vi gør det på, det er en national tilgang, hvor i Danmark der gør vi det på vores egen, altså LOMA skolen gør det på helt sin egen unikke måde, Vangebo gør det på sin måde, Værebros skolen gør det på sin måde, EAT-skolerne på deres måde.

I: Er det en styrke eller er det en svaghed tænker du?

B: Jeg tror det både er en styrke og en svaghed fordi du ikke kan lave om på det sådan er det bare rent historisk men jeg tror det man kan bruge det til er at høste de der erfaringer der er de steder hvis man skulle og jeg er sikker på at det kommer altså det ligger i hele diskussionen omkring folkeskole reformen. Har I set min blog, der er ikke så meget nyt i den men her forklarer jeg LOMA modellen i detaljer på blokken, den forklarer ikke så meget nyt men forklarer hvad der sker på Nymarksskolen, så den pointe om den iderigdom som kreativitet og lokale måde at løse det på og tanken er at det de gør der er særligt her er at de også inddrager de lokale producenter, det vil sige der ligger også en læring i at vi er tæt på smagen af Sydfyn og vores lokale sydfynske produkter, det vil vi sådan set gerne udnytte i en didaktisk sammenhæng, men pointen er sådan set at det kan være en styrke at hvis den styrke ligesom kan bruges til at informere det som måske om 5-10 år kommer i det danske måske bliver integreret i det folkeskole loven eller hvordan det nu bliver integreret, det man har i Sverige der har man ligesom en lov der siger at man skal det her, og det har man jo ikke i Danmark. Jeg vil påstå at det er en styrke at benytte den ide rigdom der ligger i, for alle dem jeg kalder early movers altså som har gjort noget, EAT-systemet, LOMA skolen, Vangebo, Værebros, Strandgårdsskolen nede i Ishøj hvis man er i stand til at udnytte disse kreative og lokale løsninger så tror jeg man kunne få noget rigtigt godt.

I: Hvordan tror du man kan sådan få lærerne og skolelederen med på denne her ide om at tage det med i hele skolen?

B: Jeg tror hele pointen er at det som er skolens kerneydelse det ikke mad, jeg plejer at sige at der er 2 døre når du kommer ind på en skole, der er køkkendøren og der er hoveddøren og hvis du kommer ind af hoveddøren og taler sproget om curricula og læringsmål og didaktik om sociale kompetencer om dannelse som sådan så taler du det rigtige sprog og så er du kommet ind af den rigtige dør, hvis du begynder at tale om næringsstoffer og næringsstof recommendationer og vitamin a så er du kommet ind af den forkerte dør eller så er du i virkeligheden kommet ind af den dør hvor du har en god samtale med køkkenlederen, hvis der er sådan en, det er jo ikke engang sikkert at der er sådan en, det kan også bare være at det er pedellen der står for det, men du er ligesom kommet ind på et andet magt niveau som slet ikke har mulighed for at flytte noget og som jo også har det problem at hvis du siger det til en lærer så vil de sige ja det er da meget godt men der er 10.000 andre vi også skal. Det gælder sådan set alle samfundsmæssige ændringer, når vi har problemer i samfundet eller når vi har manglende integration eller folk bliver kørt over i trafikken så siger vi hvorfor lærer vi ikke børnene det i skolen. Jeg var til et kæmpe øko-seminar med Dan Jørgensen og alle siger hvorfor lærer vi ikke børnene om økologi i skolen og når man er skole lærer så kan jeg godt forstå at man bliver rigtig træt fordi det siger folk hver gang, de har skindsygt meget de skal lave i forvejen, de skal implementere den nye skole reform og de skal stort set påtage sig alle samfundets løsninger for alle mulige dårligheder. Men der er 3 ting eller ihvertfald 2 ting i skole reformen som gør det aktuelt og som gør at man har en god sag dels at vi har, jeg må ikke sige aktivitets timer, det hedder læringsfremmende et eller andet, men det er aktivitets timer hvor eleverne bliver stillet overfor et problem, det kunne fx være mad hvor de skal planlægge, indkøbe, tilberede, stege, koge og servere, spise og afrydde, det er et problem som kan løses med forskellige fag, så du anvender fagene til at sige hvad er det vi kan lære fra biologi, hvad er det vi kan lære fra regning når det er at vi skal sidde og næringsberegne en opskrift, det instrument ligger der i aktivitets timerne, det andet faktum er det at skoledagene bliver længere og der er da ingen tvivl om at man skal have en eller anden anderledes bespisning end vi har haft før, så det er de 2 gode argumenter, det 3 argument kunne man sige er at den fokus som der er på science undervisning, altså det de bruger på Nymarksskolen, der bruger de maden og alle de her aspekter som jeg nævner er tilknyttet til at indbygge dem i fag og det har de faktisk tænkt sig at gøre ude på Hotel og Restaurant skolen, den første HTX i en madretning for at sige at der er rent faktisk meget science undervisning altså når vi har hele debatten om at folk ikke gider science undervisningen folk de flygter fra naturfagene, så er tanken faktisk at der er nogle eksperimenter som vi kan indbygge i en eller anden form for læring med food i en lærings kontekst. Jeg vil sige at disse 3 gode argumenter er der at komme ind af det jeg kalder hoveddøren og få en fornuftig snak. Man kan også se på bloggen på folkeskolen er altså skole reformen og maden som diskuteres og det er rent faktisk et rigtig godt argument at forsøge at få det ind i skolen på en anden måde. Lige præcis nu så er vinduet åbent for denne diskussion fordi der er noget som skal laves om.

I: Men kan du kort forklare hvad dine motivationer er for at indgå i politiske høringer med hensyn til skolemadsordninger?

B: Jeg vil sige at jeg betragter det som en integreret del af det at være offentlig ansat forsker altså der er nogle som betaler min løn og der synes jeg da at det en forskers pligt at udtale sig omkring det som en forsker nu har forstand på

og det jeg har forstand på at det jeg kalder captive foodscapes inklusiv skoler som er rigtig aktuell for tiden og så tror jeg rent faktisk at jeg ligger tæt op af Aalborgs officielle, der går på 2 ben dels den videnskabelige evidens altså peer reviewed, tidsskrifter og så i offentlige medier, altså vi skal altså lidt gøre os fortjente til vores løn. Jeg vil kalde det scientific responsibility. I folkesundhedssammenhænge er meget interesseret i at den tætte sammenhæng mellem evidens og policies, altså det vil sige at forskerens rolle at skaffe evidens og med gode videnskabelige metoder og så at det skal påvirke politik. WHO er jo en politisk organisation hvor mange citerer WHO så hvis de siger det så er det en sandhed, nej WHO er regeringernes samarbejdes organ omkring sundhed, så når WHO arrangerer sådan et møde så er det i allerhøjeste grad fordi de siger at nu har vi en masse evidens omkring skolemadsordninger og hvordan kan det bruges som en option i obesity governance fordi skolemadsordninger er ved at blive en policy option i en liste af altså mange forskellige taxations er en anden ting, begrænsninger på markedsføring af usunde fødevarer der er rigtig mange policies options og school meal programmes er en af dem.

I: Som forebyggelses arena for overvægt.

B: Ja jeg vil kalde det options men det er jo en arena og det er også rigtig vigtig at sige om captive foodscapes det trækker også på hele settings-begrebet som jo også er en WHO opfindelse fra 1986 så vidt jeg husker, og det er jo ligesom et sted en location, det der bare er det geniale i foodscapes det er at det udvider tænkningen i forhold til time, space eller hele diskussionen omkring place, space og time, power og meaning fordi settings er sådan lidt mere klinisk begreb der bare siger at det er steder hvor man kan gøre noget, men det bliver sådan meget sterilt teknisk begreb og måske ikke så åbent overfor den dagligdags tænkning som vi har til mad, men det trækker rigtig meget på setting begrebet, så det er et sted en arena som du siger men WHO opererer med sådan en helt liste af ting vi kan gøre. WHO sidder hele tiden og tænker vi må gøre noget, hvad kan vi gøre, hvis vi laver taxation så får vi hele den danske industri på nakken så må vi hellere skure ned for det, så opererer WHO med sådan en liste over options hvor de kan gøre noget for nogle af de veje de er jo betrådt med torne som er rigtige farlige, men det gode ved school meal programmes er at der er ikke så mange torne der, der er jo ikke så mange som ville stille sig frem og sige at jeg ikke synes at vi skal fremme usunde kostvaner på skolerne eller jeg synes overhovedet ikke at vi skal gøre noget ved skolerne. Alle vil jo gerne gøre noget på skolerne så det gør at denne vej bliver mere farbar end så mange af de andre options.

I: Men hvad tænker du så om den problematik med indførelsen af madordninger i børnehaver at alle børn skulle tilbydes et gratis måltid mad, der var jo ramaskrig over at nu måtte forældrene ikke selv bestemme?

B: ja og det er der hvor teknologi rådet kommer ind for det er jo en dyb politisk diskussion og kom med alle options, en fedmeforsker han sagde at vi bare skulle lave 3 meter høje hegn rundt om 7-11 og netto. Problemet er jo at det skal være socialt acceptabelt og der skal være evidens for det og det skal være solidt og det skal også være socialt acceptabelt. Alle de der optioner skal ligesom vurderes af nogle stakeholders og så skal de være socialt accepteret.

I: For det som jeg hørte var det i ligeså høj grad forældrene og hvordan ser du dem i forhold til skolen?

B: Jeg tror det ændrer sig, jeg tror der er stærkt kønsmæssigt aspekt for jeg har fx 2 drenge som jeg har været alene med en del af tiden, med for madforsyningen, jeg synes det er enormt praktisk enormt smart hvis skolen kunne tage en rolle her. Jeg har snakket med rigtige mange kvinder som synes det var over deres grænser, så jeg tror også at der ligger noget kønsmæssigt i at jamen det er en privat opgave en familiær opgave, den tror jeg bare flytter sig den holdning over tid det er ikke noget der sker over night men det er noget som kommer langsomt og jeg tror også at med mænds stigende ansvars påtagning altså i forhold til børn og deres opvækst og dagligliv så er der en kønsmæssig indflydelse at grænserne flytter sig og så tror jeg at den sidste ting jeg vil nævne er at sådan nogle mennesker som arbejder på arbejdspladser som denne her, de ved jo hvad man kan få i offentligt eller i et kantinesystem og de synes jo nogen gange at det er lidt ærgerligt at man kun skal nøjes med en madpakke, så jeg tror bare grænserne langsomt flytter sig. Det er jo det her med paternalisme hvor man mener at offentligheden griber ind i vores hverdag, den bliver desorteret.

I: Hvad tænker du i forhold til social ulighed, ulighed i sundhed måske i forhold til at få åbnet op for at alle ligesom får tilbudt det her?

B: Jamen der tror jeg at du får en god effekt, du rammer jo ligesom lige, det er jo et protected område skolen der er en vis enighed om hvad der er bedst at gøre alt skal være tilladt fx vil du aldrig finde en vending maskine på en dansk skole fordi det har man sagt at det vil vi ikke have, det har man i øvrigt på en masse amerikanske skoler, hvor her der tror jeg bare at der er enighed om at her skal der være en vis clean kunne du sige look af det foodscape eller et clean food environment og det er klart at det rammer alle på skolen inklusiv uanset den sociale gradient så er det klart at hvis det er noget med betaling så løser man det i Sverige og Finland ved at det er gratis men hvis det er noget man betaler for så skal man have det jeg kalder gratis free school meal som er en ordning og den har du i øvrigt også i danske daginstitutioner at du løfter prisen for udvalgte grupper og det har man prøvet af i KBHs kommune og det tror jeg fungerer udmærket, det er du nødt til at have hvis du skal adressere den sociale ulighed

I: Er det på kommuneplan eller regeringsplan at de gør det?

B: Nej altså det er på kommuneplan altså KBH har en særordning/forsøgsordning hvor de startede for 4-5 år siden. Det er simpelthen penge man får bevilliget...

I: Hvis man nu helt og holdent skulle høre din holdning skulle det indgå som en del af en lov hvor det netop bliver betalt over skatten?

B: Det er jo det letteste, men jeg vil sige at det er jo ikke en forsker opgave at forholde sig til det, det er jo en politisk afgørelse/diskussion, men det er da klart at det er det letteste, hvis man altså ligesom skal tage denne her fortyndingsfaktor alvorligt så er det klart at man teknisk set godt kan argumentere for at alle de barrierer man skal tage stilling til og om skolen overhovedet skal have ordningen og det faktum at man skal have penge med, det fortynder jo forringer intensiteten så den letteste måde er klart at gøre som i Sverige og Finland, det er ens for alle, der er ingen diskussion. For tanken er jo at skolen skal være så clean som muligt fordi ude i samfundet der kan vi

ligesom ikke rigtig gøre noget, vi kan jo ikke regulere det frie foodscape, det er ikke captive foodscapes der er sådan set jo alt tilladt der er fri skydning for alle, du kan gøre hvad som helst der er ikke nogen regulering måske noget restriktion på markedsføring til børn men det er sådan set det der er, der hvor du kan gøre noget er en skole.

I: Hvordan ser du så gennem et skoleforløb hvis du netop får inddraget eleverne sådan at det bliver noget tværfagligt og uddanner dem også så de kan tage kritisk stilling til en række forskellige problemstillinger at de også kan tage kritisk stilling til hvad det er for spise muligheder de har derude.

B: Ja ja det er jo det Bjarne kalder handle kompetence du kan indbygge noget kritisk refleksion noget kritisk stilling tagen til du kan give børn de redskaber der skal til for at de kan bedømme sammenhængen mellem en sund livsstil og sundhedsudfaldet, det kan da sagtens indbygge i noget undervisning, du kan ikke indbygge at du fx forbyder dem noget, du kan udbygge deres kritiske sans i forhold til fødevarer udbuddet altså forsøge at klæde dem på til den samfundsmæssige udfordring det er også at skulle forholde sig til indflydelsen af store virksomheder og deres usunde markedsføring, der tror jeg da at der ligger en vigtig opgave, det du kunne kalde food citizenship eller det er folk tilegner sig en magt over fødevarer systemet som de måske ikke har haft før, det kan man da sagtens indbygge.

B: Så forklarer den også det der med capability det der med at det er en retsmæssige og det er måske i virkeligheden lidt interessant for jer fordi påstanden jo er sådan set at der er en retmæssig tilgang altså hele menneskerettigheds tilgangen, altså FN har en tilgang de kalder special rapporteur a human right to food og den opererer med 3 begreber availability accessability og adococy og den tænkning med rights ligger lidt i den der capability tænkning at du som menneske har en ret til at forvente nogle ting af dine omgivelser, men det retsmæssige ligger dybt forankret i det der med school as protected place og det tror jeg at der en fidus med at argumentere med, sådan en beskyttet verden særlige spilleregler.

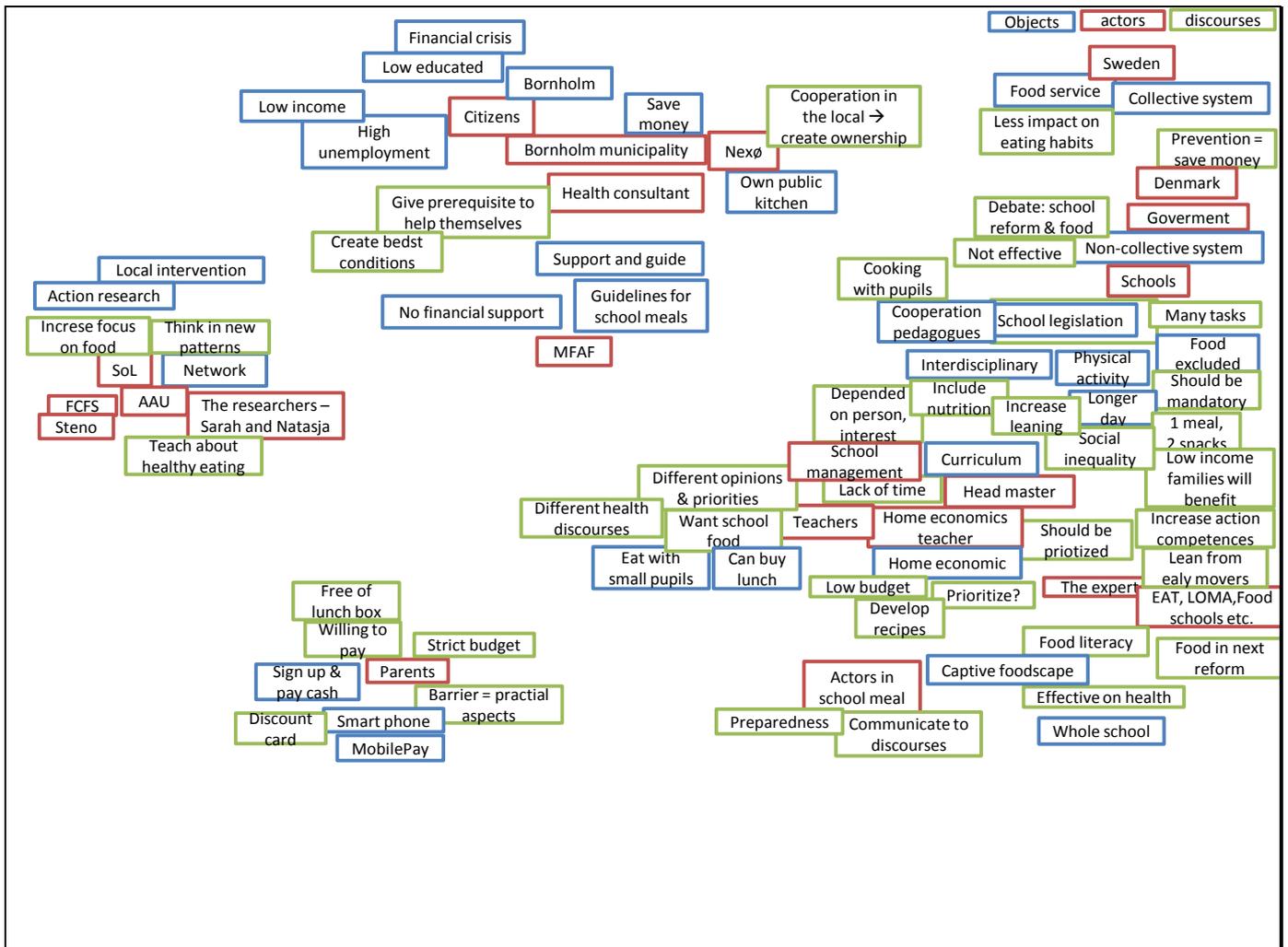
I: Tak jeg tror simpelthen at det var det. Nej jeg har lige et spørgsmål om hvorfor du tror at kosten ikke er blevet inkluderet i skole reformen?

B: Altså for det første så synes jeg kosten er et håbløst udtryk, det er jo sådan et ernæringsfagligt udtryk altså mad måltider eller dannelse er det jo måske snarere. Altså jeg ved jo ikke hvorfor det ikke er inkluderet det er jo en politisk diskussion, altså den er jo lidt politisk sprængfarlig lige så snart det bliver skrevet ind i skole reformen så bliver der snakket om at så skal vi til at have køkkener, til at have ansatte så det er jo dybt dybt sprængfagligt fordi det koster, skal du have et køkken så koster det op mod og skal det så være et produktionskøkken eller serveringskøkken, det er 3 millioner eller 500 tusinde hvis du skal have serveringskøkken, det skal du have nogle til at betjene og hvad har vi i Danmark af skoler vi har 2000 skoler det er 2000 ansatte, det er farligt ikke, så det tror jeg er medvirkende til at det ikke kommer lige nu, men det kommer langsomt det tror jeg fordi Christina Antorini hun snakker jo om de her ting, hun har været oppe og besøge LOMA skolen hun kan godt se at mad har en plads, så langsomt skal det nok komme, næste skole reform der kommer det.

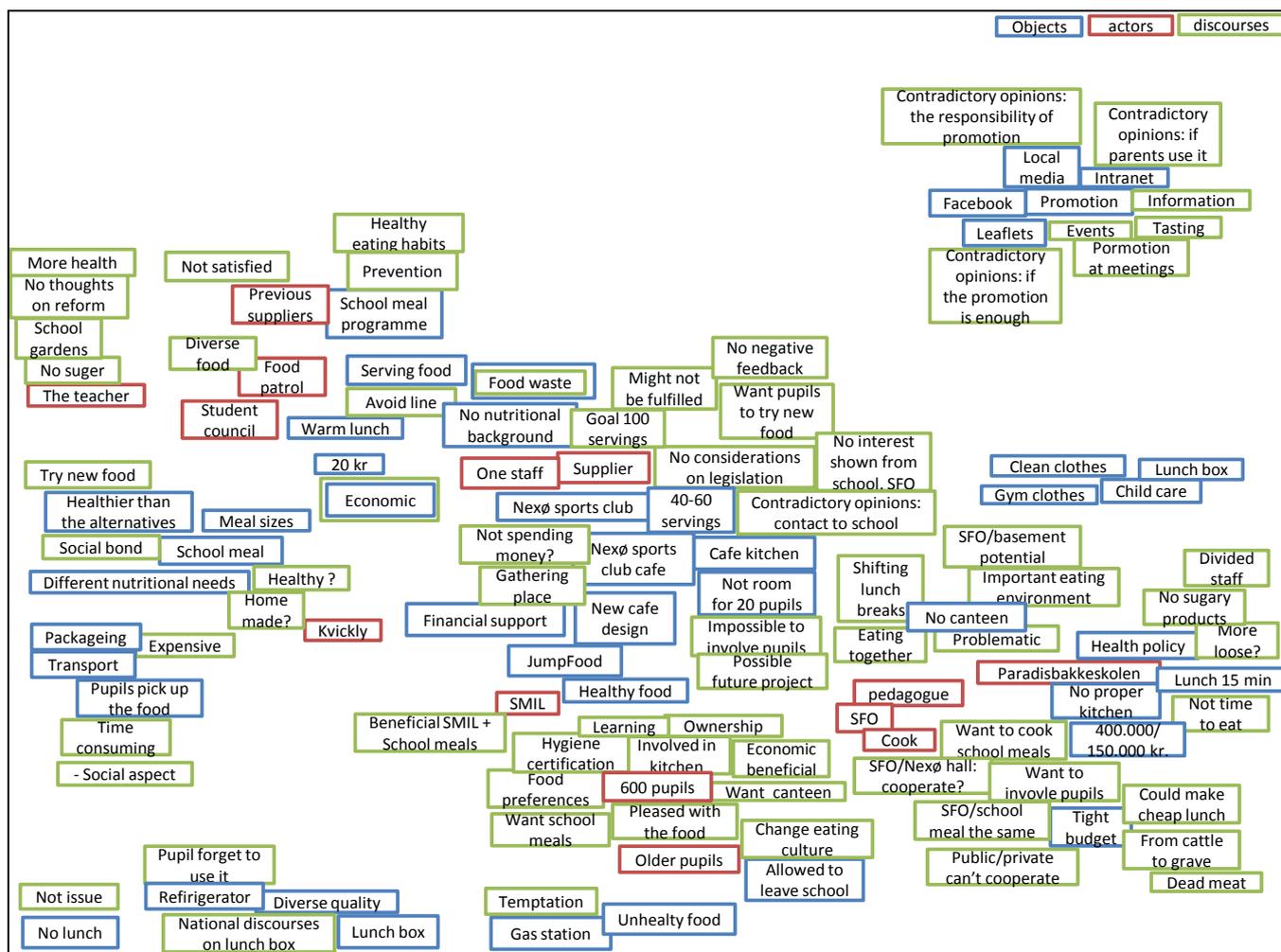
Appendix 12: Codes

Codes	Sub-codes		
School meal programme	Opportunities	Challenges	Communication, Cooperation
	Food literacy	Food, health	Nexø sports club
	Paradisbakkeskolen		
School legislation	Opportunities	Challenges	

Appendix 13: Messy Map of the school meal at Paradisbakkeskolen



Map 1 out of 2



Map 2 out of 2

Appendix 14: The survey

Evaluering af den nye skolemadsordning på paradisbakkeskolen

Formålet med denne survey er at undersøge jeres holdning til den nye skolemadsordning og hvilke årsager ligger der til grund, for at skolemadsordningen bliver benyttet eller ej.

Alle besvarelser vil være anonyme. Besvarelserne vil blive brugt i et speciale, som omhandler skolemadsordningen og hvad det kræver at få en holdbar ordning.

Det vil max tage 5-10 minutter at besvare spørgeskemaet.

På forhånd tak for jeres hjælp!

Hilsen

Sarah Granlund & Natasja Tingstedt
Specialestuderende i Integrated Foodstudies
Aalborg Universitet

Hvor mange børn har du gående på Paradisbakkeskolen?

Hvilket klassetrin går dit barn/børn på?

Hvor ofte benytter dit barn/børn madordningen?

- (1) Hver dag
- (2) Ofte
- (3) En gang imellem
- (4) Sjældent
- (5) Aldrig

Hvor tilfreds er du og dit barn/børn med madordningen?

- (1) Meget tilfreds
- (2) Tilfreds
- (3) nogenlunde tilfreds
- (4) Mindre tilfreds
- (5) Ikke tilfreds

Hvorfor har du valgt at dit barn/børn benytter madordningen?

(det er muligt at krydse af i flere felter)

- (1) Slipper for at smøre madpakke
- (2) Maden er god kvalitet
- (3) Maden er sund
- (4) Tidsbesparende
- (5) Mit barn/børn kan lide maden
- (6) Vil gerne støtte den lokale udbyder
- (7) Det er billigt
- (8) Fælleskabet omkring madordningen
- (9) Varierende mad
- (10) Det er mit barns/børns ønske
- (11) Andet (forklar) _____

Hvad er årsagen til at dit barn/børn ikke benytter ordningen (hver dag)?

(det er muligt at sætte kryds flere steder)

- (1) Dårlige erfaringer fra tidligere ordninger
- (2) Det er for dyrt
- (4) Maden er af dårlig kvalitet
- (3) Maden er ikke sund
- (5) Mit barn/børn kan ikke lide maden
- (6) Jeg er glad for at smøre madpakke
- (7) Ordningen benyttes hver dag
- (8) Maden er ikke varieret
- (9) Andet (Forklar) _____

Når dit barn/børn ikke benytter madordningen, hvad spiser han/hun så til frokost?

(det er muligt at sætte kryds flere steder)

- (1) Madpakke
- (2) Køber mad på tanken eller lign.
- (3) Spiser ikke noget
- (4) Går hjem for at spise
- (5) Ordningen benyttes hver dag
- (6) Andet (forklar) _____

Hvordan vurderer du selve maden fra madordningen?

	Rigtig god	God	Nogenlunde	Dårlig	Rigtig dårlig	Ved ikke
Kvalitet	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
Sundhed	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
Smag	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>
Variation	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>	(6) <input type="checkbox"/>

Hvor har du fået information om den nye madordning fra?

(det er muligt at sætte kryds flere steder)

- (1) Mit barn/børn
- (2) Andre forældre
- (3) Lærere
- (4) Intranettet
- (5) Nexø sportshal
- (6) Møder
- (7) Har ikke modtaget information
- (8) Andet (forklar) _____

Mener du at du har fået nok information om den nye madordning?

- (1) Ja
- (2) Nej

Hvordan synes du det er rent praktisk at bestille og betale maden?

- (1) Meget let
- (2) Let
- (3) Nogenlunde
- (4) Besværligt
- (5) Meget besværligt
- (6) Ved ikke

Hvad ville gøre madordningen mere attraktiv for dig og dit barn/børn?

	I høj grad	I nogen grad	I mindre grad	Slet ikke	Ved ikke
Fællesskab omkring måltid	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Faglig undervisning tilknyttet madordningen	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Elev inddragelse i	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

	I høj grad	I nogen grad	I mindre grad	Slet ikke	Ved ikke
madproduktionen					
Spisning i kantine	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Rabatordning	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Smagsprøver af skolemaden	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>
Informationsmøder	(1) <input type="checkbox"/>	(2) <input type="checkbox"/>	(3) <input type="checkbox"/>	(4) <input type="checkbox"/>	(5) <input type="checkbox"/>

Er der andet du kan komme i tanke om, som kunne gøre madordningen mere attraktiv for dig og dit barn/børn?

Har du supplerende kommentarer, er de mere end velkomne!

Tusind tak fordi du tog dig tid til at hjælpe os med at besvare vores spørgsmål! Det værdsætter vi!

For eventuelle spørgsmål kontakt: ntings12@student.aau.dk

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Appendix 15: Additionally results from survey

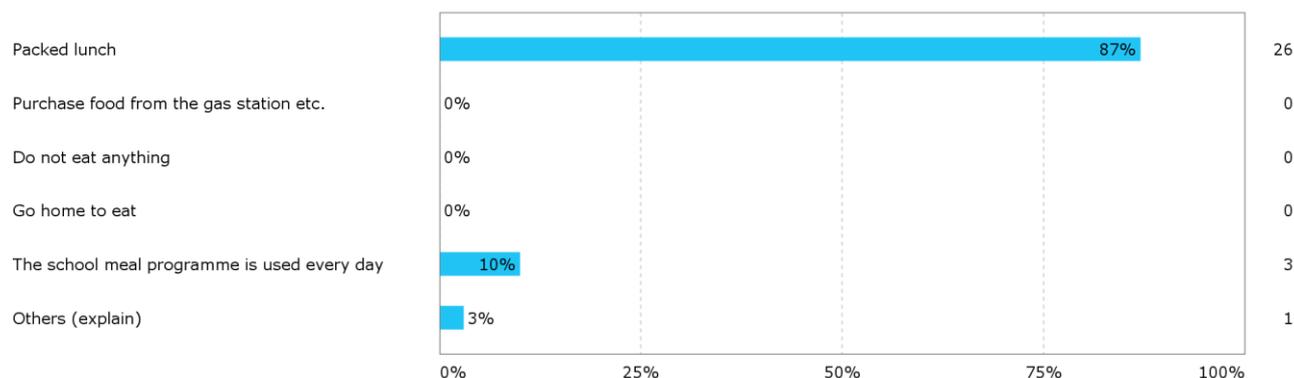
Parents participating in the survey and how many children they have at the school

	Total number of participants	Completed the survey	Parents with one child	Parents with two children
Parents	31	28	19	12

The parents represent pupils from different grades

Grade	0	1	2	3	4	5	6	7	8	9
Children	5	8	6	3	6	3	4	3	4	1

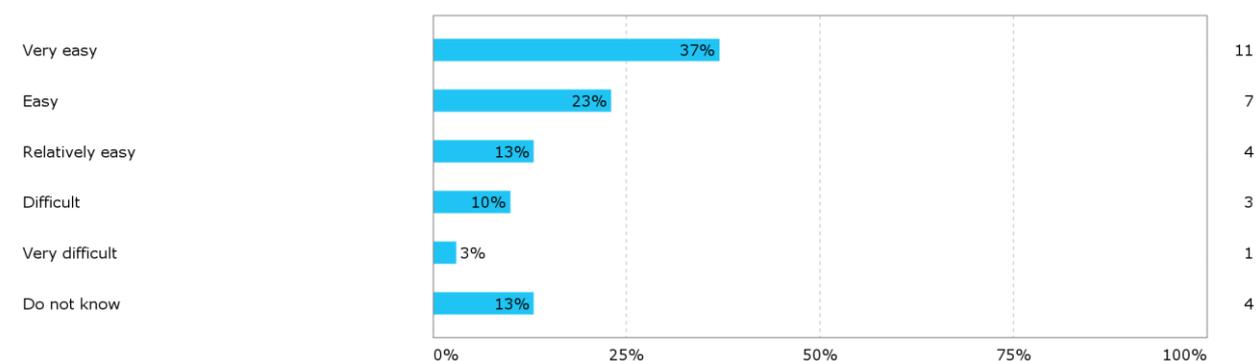
What the children eat when not using the school meal programme



Whether the respondents have received enough information about the new school meal programme

	Respondents	Percent
Ja	28	93.3%
Nej	2	6.7%
Total	30	100.0%

How the respondents perceive the practicalities of ordering and paying for the school meal



Appendix 16: A menu plan from the school meal programme at Paradisbakkeskolen

Madplan uge 8

Mandag

Pitabrød med salat og skinkekød

Tirsdag

Grov pasta med kødsauce- guleroddsbolle

Onsdag

Tomatsuppe med pizzaboller

Torsdag

Pastasalat med små frikadeller-grovbolle

Fredag

Byg selv burger med Coleslaw

Madplan uge 9

Mandag

Lasagne-gulerodsbolle

Tirsdag

Kyllingesalat-grovbolle

Onsdag

Kartoffelsuppe med bacon-Pizzabolle

Torsdag

Sandwich med tunsalat- grøn salat

Fredag

Madpandekage med svinekød og salat

Alle dage 2 valgfrie dressinger

Kr.20,- alle dage