

Summary from stakeholder meeting on school meals in Iceland

Healthy meals for children and young people

*Ragnheiður Héðinsdóttir, Federation of Icelandic Industries,
Guðrún Adólfssdóttir and Guðrún Ólafsdóttir, Syni Laboratory Services
Gunnþórunn Einarsdóttir, Matís*

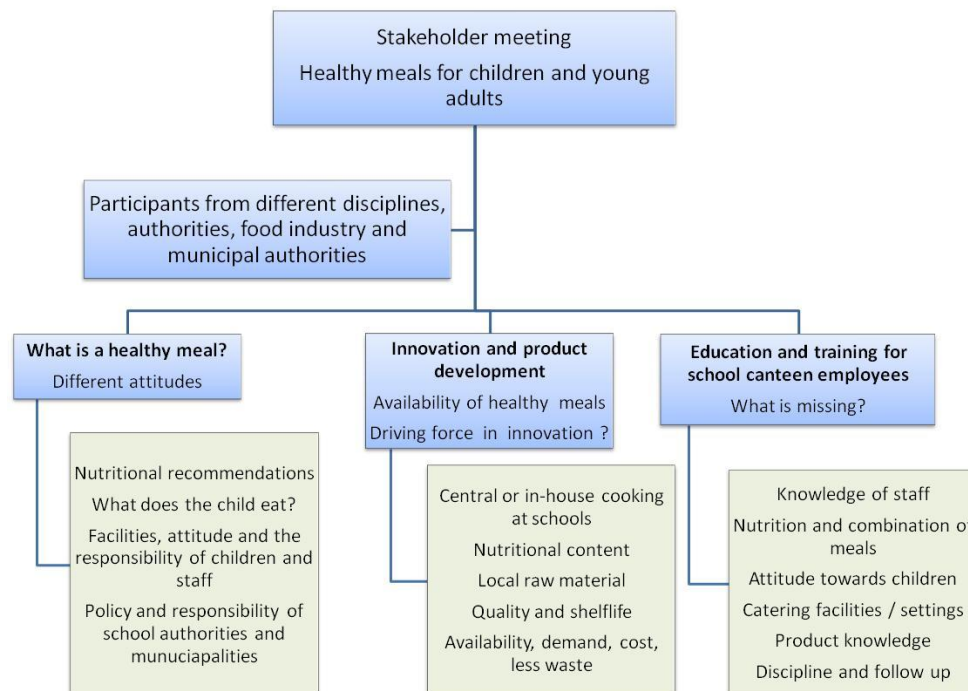
Contents

Introduction.....	3
What is a healthy meal? - Different attitudes	4
Implementing the nutritional guidelines of the Public Health Institute of Iceland, are they realistic or restrictive?	4
What does your child eat?.....	5
Facilities, attitude and responsibility of children, parents and staff.....	5
Policy and responsibility of school authorities and municipalities	6
Innovation and product development	7
Increased selection of healthy choices / Driving force – predominant elements:	7
In-house vs. central cooking.....	7
Healthy food, nutritional composition	8
Use of local products.....	9
Safety, quality and shelf life	9
Supply, demand, cost, reduced waste	9
Education and training for school canteen employees. What is missing?	10
Knowledge of employees	10
Nutrition and combination of meals	10
Attitude towards children	11
Presentation and dining facilities	11
Product knowledge.....	11
Discipline and follow-up	11
Results from discussion groups – Healthy choices for children	12
Main barriers and suggestions for improvements	12
Participant list.....	13

A **Nordic Network NTP – Healthy Choices** national stakeholder meeting was held at the Federation of Icelandic Industries, Borgartún 35, Reykjavík, 27th of May, 2009 at 13:00-16:00.

Agenda

1. Introduction of the project Nordic Network NTP - Healthy Choices, the aim of the project and expected outcome
2. Working groups – discussion of the main topics of the project:
 - i. What is a healthy meal? - Different attitudes
 - ii. Innovation and product development – increased selection of healthy choices.
 - iii. Education and training for school canteen employees, what is missing?
3. Conclusion of the working group discussions



Introduction

The project Nordic Network NTP – Healthy Choices is sponsored by Nordic Innovation Centre (NICE). NICE is sponsoring projects in response to the common aims of the Nordic countries to improve consumer eating habits and motivate public exercise with special emphasis on children and young people.

The aim of the project is to gather knowledge and experience from different sectors to increase supply of healthier and more desirable meals for school children, taking into account various perspectives. The participants are from the organisations of the food industry, research organisations and educational institutions in all the Nordic countries.

It is important to encourage a dialogue and communication between different stakeholders, disciplines and specialist who are involved in financing, planning, production and operation in relation to canteens and the supply of healthy meals. Representatives from food production companies, school authorities and staff from school canteens, as well as professionals from stakeholder groups, public institutions, enterprises and educational institutions were invited to the meeting. Three discussion groups were formed which all focused on the availability of healthy food in school canteens. The discussion groups reflected the focus areas in the Nordic project and thus the meeting served as a basis to collect information on the current view and attitudes of different stakeholders regarding school canteens in Iceland. The objective of the discussions was to identify key barriers and means to improve the implementation of healthy food, innovation and product development, training and knowledge of staff. The text of the report reflects the discussions that occurred.

Slides from the Icelandic stakeholder meeting of the project Nordic Network NTP - Healthy Choices is available at the website of the Federation of Food Industries (in Icelandic)

What is a healthy meal? - Different attitudes

Implementing the nutritional guidelines of the Public Health Institute of Iceland, are they realistic or restrictive?

The guidelines of The Public Health Institute of Iceland regarding the combination of meals are the criteria that all agreed to follow. They are crucial in combining healthy food for school children. The instructions are general and give a certain base which may be implemented. The triple dish from The Public Health Institute is a clear presentation of the composition of a meal, but a better education for the public and those who work with cooking is needed to implement the guidelines to offer a variety of meal solutions. The personnel of the small canteens don't have the possibilities to calculate the nutritional content of the meals; they have neither the expertise nor the time. Therefore, it is important to have access to good recipes with calculated nutritional composition. It was emphasised that it is most successful to offer children a meal composed of ordinary food as would be served in ordinary families. However, it is important to control that the meals meet the nutritional needs of the children. Therefore, a wide variety of ready-menus need to be available, with a selection of raw materials and products. An accessible recipe bank online is favourable.

Recommendations from The Public Health Institute of Iceland are often misunderstood or taken too literally. It can cause unnecessary friction between the parties (municipalities, parents, producers). Recommendations need to **implement a certain flexibility to meet both economical requirements and quality standards**. The nutritional content should be estimated as the average for the week instead of emphasising on the single meal. It is alright to deviate from the recommendations once in a while if the overall is within the appropriate limits. You should be allowed to be flexible and offer simple combinations, i.e. one day there could be "skyr" or porridge with bread and some healthy cold-cuts, and another day put more effort into the meal. This would have to be **explained to parents** so they **see the overall picture** and realise that the price for meals is based on an average over longer time.

The Public Health Institute of Iceland has made survey three times on what children are offered in schools (years 2005, 2007 and 2009). The food product's variety has changed for the better. Employees know better now the instructions from The Public Health Institute than before. Positive developments have occurred in companies that sell food in schools. Trust must be built among all parties involved in these matters. **Cooperation of The Public Health Institute of Iceland with municipalities has been successful. More collaboration with the industry is needed.** All should be aiming at the same goal, i.e. ensure good nutrition for the children. Attendance to school meals has increased between years. Currently we have students who have grown up and are accustomed to having access to canteen food during their school time and take it for granted.

What does your child eat?

Experience has shown that children want **food which is easy to chew** and which doesn't give too much trouble, such as various processed products. This may seem controversial since many regard processed products as unhealthy. Parents and the public have a negative image of some products, from a health perspective, because according to tradition they contain considerably high levels of salt and fat. This **negative image** is falsely transferred to other processed **products that have been adapted to recommendations regarding nutritional content and the needs of children.** Development of a more variety of such products is needed to meet the needs and wishes of the children. In part this attitude can be explained by the **lack of knowledge on food processing and nutrition.** This attitude needs to be changed and traditional products that have been modified to meet nutritional needs of the children should be better promoted.



The same food is offered for all children regardless of age, but experience shows that taste is different by age. It may therefore be needed to offer different meals according to the age of children, but then it must also be kept in mind that part of the food culture is to eat **diverse normal food.** Children need to be respected. Menus need to be appetizing and also need to give accurate and good information about the food, no ridicules. It should also be **closely monitored what the children eat and what is put in the trash.** A story from summer camp was told as an example of how to promote better eating behaviour by setting up a rewarding system. The trash was weighed after each meal. When the trash was under certain weight then the children received a prize (ice cream).

Facilities, attitude and responsibility of children, parents and staff

Facilities at school canteens have improved considerably, but there are still inadequate facilities in canteens in some schools.

External factors can be barriers for example if there is too much noise or if the lunch break is too short and additionally the attitude of both the canteen staff and the schoolmates can influence the children. The appetite is affected by the child's emotions. Some children feel insecure when selecting where to sit. Various disturbances on the way can have the



effect that the child loses its appetite. It is very important to secure peace and quiet atmosphere during the lunchtime and to make sure that **sufficient time** is given. The timing of snack break should not be too close to the lunchtime. Currently only 20 minutes are allowed for lunch and this is considered too short. Small children are often slow to eat and long queues can delay the process. **The lunch break needs to be extended so that the children will have enough time to eat properly.**

The collaboration of parents and school is very important. Many **parents are demanding** and put pressure on the school canteens to serve meals of much higher standard than they would offer at home or even what they would expect in restaurants. This may be explained by the attitude that if the children are getting healthy and well balanced meal at school it is less important to be concerned about what they get at home. The lunch only comprises 30% of the total energy requirement of the children and although the lunch combination is according to nutritional recommendations this is not sufficient. It would be of interest to know what the children are having at home for breakfast, snack and dinner. By surveying what food items are popular and sold in the highest quantities in supermarkets to families with young children, an overview could be gained on the **total combination of the diet of children**. This could be a source of an educational campaign.

It is important to maintain good collaboration between the families and school. **The bringing up of children and discipline** in homes is just as important as in school. Occasionally, **parents are invited to have lunch with their children** at the school. This kind of events can prevent prejudice and uncertainties of parents against school meals. The parents generally liked the meal and were content to have the possibility to be present. This should be stimulated more widely in other schools. Parents should be invited to buy meals and have lunch with their children to get familiar with the school canteen. This has to be optional for the parents and can enhance the communication between the homes and school. The parents can help to improve the atmosphere at the school canteens. This kind of arrangement is known in other countries and has been well received.

Policy and responsibility of school authorities and municipalities

School authorities are responsible for running the school canteens. Efforts to lower the cost of the operation should be carefully evaluated. If economical issues are the main priority this should not be compensated by **less ambition in offering good quality wholesome food**. **The guidelines on recommendations should be outlined by qualified personnel who have appropriate knowledge and training to take into account economical considerations and at the same time ensure that the meals will be appetising and nutritionally balanced.** Thus it was emphasised that facilities, knowledge and qualified personnel as well as sufficient budget has to be available to be able to deliver healthy choices in meal combinations at school canteens

The nutritional guidelines, Handbook on school meals, from the Public Health Institute is very important and useful for those who prepare meals for school canteens. The guidelines are continually being revised based on comments and experience, for example the size of portions are now being revised. The school authorities are responsible for meal composition and portion sizes. Some children like to have bigger portions and go for second servings. In order to prevent obesity, rules have been issued that state that the children can only have two servings to prevent greed and overconsumption. In

preschools the hot meals are generally served for lunch. The lunchtime is an educational event and part of the learning strategies where the staff is having lunch with the children and supervising in good manners and eating behaviour. This procedure is not practiced in elementary schools. The teachers and the children do normally not have lunch together. Teachers do not regard it as part of their responsibility to supervise during the lunchtime and would need to have this included in their job description and enrolment agreement. Teachers' wage agreement should be made similar as for staff in pre-schools where the lunch program is included in the educational curriculum. **It is suggested to enforce the lunch as a part of the educational studies in elementary schools and the requirement is that children would have lunch under the supervision of teachers. The lunchtime would be the responsibility of teachers and healthy eating habits and manners would be a part of the educational program.**

The call for tenders on behalf of municipalities has to be prepared by **qualified staff with appropriate knowledge to interpret the nutritional recommendations into guidelines on food products**. Otherwise it is likely that the final guidelines for tenders may become limited and the built in flexibility to include a variety of food items into the menu may disappear.

Raw material, i.e. meat and fish, is expensive and the raw material cost is a considerable factor in the budget of school canteens. The Handbook of the Public Health Institute on school meals offers flexibility regarding processed meat products. It has to be well defined what food products can be compensated by cheaper food products without sacrificing the overall nutritional content of the meal. This has to be clearly specified in the call for tenders. It is important that **the average nutritional content of the overall diet is balanced and calculated for i.e. one week to allow some flexibility in meals**. The message to parents about the requirements and combination of the meals has to be to the point and clear. Information on ingredients is needed with the menus so that parents can know what their children eat.

Implementation of healthy meals: More knowledge is needed on food production and food ingredients. People have different understanding of what processed food is and what is regarded as healthy food. **Improved education is needed for parents, school authorities and staff in school canteens and the importance of the lunchtime as a learning experience needs to be emphasised.**

Innovation and product development

Increased selection of healthy choices / **Driving force – predominant elements:**

In-house vs. central cooking.

In Hafnarfjörður municipality there are 4 schools who have in-house cooking and other four who purchase from a centralised kitchen. Each school gets a certain amount of funds for the canteen, depending on the number of pupils and school managers decide which option is chosen. Because of the economic crisis a 10% reduction of funds is foreseen. The same quality standards will be maintained but nevertheless use of less expensive raw materials is to be expected.

Same nutritional recommendations are applied by every kitchen, both in-house and for central facilities. Many parents seem to believe that food, cooked in the school, is always better quality than centrally prepared. Staff members of the individual kitchens are different and creatures of habit. In some cases it can be difficult to make changes in their recipes. Same nutritional standards have to apply for school meals, no matter where they are prepared. Kitchen staff has to be able to cook tasty meals. **Special training courses offered to school canteen staff are recommended.** Good recipes can be found on foreign websites, e.g. ufsd.org.com.

Healthy food, nutritional composition

Media coverage of healthy food stuffs is astray. It is dominated by those who are promoting all kinds of “natural foods” and supplements. Discussion turns around agave syrup, Herbalife, etc. Young people think it is cool to drink protein drinks and eat food supplements rather than get their nutrients from ordinary food. From media coverage people can assume that processed foodstuffs are bad. Systematic, informative debate and general knowledge of food is desperately needed. **More positive media coverage of food should be encouraged.** An example of a very positive coverage are large and catching, colourful pictures of Icelandic vegetables in newspaper ads from vegetable farmers.

It can be **difficult to get children to eat vegetables.** Usually children like raw vegetables better than cooked. Salad bars with a selection of separated vegetables so the children can choose what they like have proven successful in getting children to eat more vegetables. **Positive communication between kitchen staff and children is very important.**

The company “Healthy lunch” calculates the nutritional balance of the meal with vegetables included. Therefore it is important that the vegetables are eaten. **Friendly encouragement** from kitchen staff goes a long way.

“The fruit mobile” drives fruits, vegetables and other healthy foodstuffs to the door of their customers. The driving force for this service is to fill a gap in the market and provide a service that the owners missed for themselves.

Kjarnafæði, meat processor has developed a sausage, specially aimed at children. It contains less fat and water than ordinary sausages and no preservatives or antioxidants. Finely ground vegetables are added to the meat emulsion so it can't be detected by the children. The driving force for this product is to **change the negative image of processed meat products** and increase the companies' market share. There are several other examples of products on the market with reduced fat, salt, sugar etc. The authorities should be more conscious of such products and, choose them for their meetings and try to promote them in every possible way. In Garðabær municipality a working group composed of parents, employees of the municipality and schools have proven useful. The flow of information to parents has been improved and a good example of the positive communication was mentioned in the case of sauce/dressing, offered to the pupils in one of the schools, that has the image of being a typical high fat food item. There were some complaints from parents that such an unhealthy product was offered to their youngsters. The School officials could proudly **inform the parents** that the sauce **recipe had been revised** so that it contained a lot less fat and everyone was satisfied when informed about the development.

Allergy is an increasing concern in preschools and schools. The younger the children are when they enrol in the preschool program the more cases of allergies can be expected, which they may outgrow as they grow older. This puts a lot of extra work on the kitchen staff. The company „Healthy lunch“, prepares meals for children with allergy or intolerance, which are **as much like the general meal as possible**. The company possesses a databank with special solutions which can range from a tiny change in the recipe to a totally different composition. Parents have to present a certificate from a physician to receive such a special solution for their child. The Asthma- and allergies society offers assistance to those who cater for children. The society has made a film and posters with important information for those who cook for children with asthma and allergies. On their website, www.ao.is there is a number of recipes for various allergies.

Use of local products

There is a great interest, among those who cater for school children, to use locally grown raw materials e.g. vegetables. **Debate on healthy foodstuffs is astray**. Organic and spelt are fads which cost more. All Icelandic vegetables are known to be environmentally sound and are healthy and fresh. The company “Spices and caviar” tried to use only organic for one week. It was very well received by parents but it is the most expensive week in their history.

In Hafnarfjörður municipality is one school that has used exclusively organic products for a number of years. It has a special contract with an organic farmer and gets a good price, not more expensive than ordinary products. Buying directly from farmers is a growing trend.

Safety, quality and shelf life

School kitchen facilities vary greatly. In some places space is limited, especially in the older schools. In one school the kitchen was so poor that the cook didn't dare to serve chicken because of **fear of cross contamination**. Where facilities are inadequate it is better to receive the food as fully prepared as possible. It saves time and improves quality. Things must be workable. Consulting and good communication between kitchen staff and supplier is important.

The general public has limited knowledge on safety and quality of food and nutritional value. They expect the food on offer to be safe for consumption. Food, produced for canteens, doesn't have to have as long shelf life as food produced for the retail market because it will be served within a very short time. That **presents a possibility to reduce the use of salt and additives**.

Supply, demand, cost, reduced waste

Some kitchen employees are incredibly practical and could share their experience with others. Economic shopping should be encouraged, especially during economic recession. Healthy meals do not have to be more expensive if people practice common sense. An example is serving porridge instead of breakfast cereals.

Fresh meat and vegetables are expensive raw materials and **sometimes waste is considerable**. Ideas of serving **nutritious fish-, meat- and vegetable soups with fibre rich bread have been presented in order to reduce cost but nonetheless serve balanced and tasty meals**. **Children should be listened to** in order to learn what they want. Some municipalities have done very good **surveys of children's sentiment**. The results of such surveys should be **made available to all who plan school menus** because it can be expected that wishes and needs of children of similar

age are the same from one neighbouring municipality to another. **Regular meetings of kitchen representatives, within Municipalities, where they can share good practice concerning economic shopping and recipes for healthy meals are recommended.**

Education and training for school canteen employees. What is missing?

Knowledge of employees

Whether school canteens offer traditional or novel kinds of food is more or less depending on the employees. Certain foodstuffs become a fad. **School meals are under development.** Great progress has been made, e.g. **revolution in vegetable consumption.** Adolescents increasingly go for the salad bar. Nevertheless, there is still a lot of room for improvement. Attitude towards food and what is eaten in the home is important. All things considered, **discussion about healthy food has improved.** Everybody is encouraged to taste new products.

Nutrition and combination of meals

Recommendations from the Public Health Institute of Iceland are useful to put together healthy, nutritionally balanced meals. **It is important that those who are experienced in making good, nutritionally balanced meals have an opportunity and a platform to share their experience with others.** Children need patience when new and improved recipes are being tested. Experience shows that children have to try the same food at least three times before they accept it, if it is totally new to them. Those who prepare the food and serve it have to keep this in mind.

Nevertheless basic knowledge on what the recommendations really mean, is missing, i.e. what different possibilities there are to combine meals which are in accordance with the recommendations and also with the taste and wishes of the children. Quotation: **"It's not good enough to serve healthy food if nobody wants to eat it."** Variety is important and it should be kept in mind that in order to fulfil the recommendations it may be necessary to **deviate somewhat from the traditional Icelandic meal composition**, e.g. **increase the use of beans and complex carbohydrates.**

Continuous education and training is very important for those who prepare and serve school meals. Large central kitchens, with a number of employees, usually possess more widespread knowledge than individual school canteens. They have the knowledge and time to calculate the nutritional composition of every meal which smaller places do not have the means to do. **Education and training should be increased at all stages**, those who make purchases and calls for tender on behalf of municipalities, canteen staff, teachers and school assistants, especially home economics teachers, parents and last but not least the students. Preferably, **nutrition should be included in curriculum for primary and secondary school.** That could involve tasting of different foodstuffs. Nutrition could also be implemented into other subjects. **Home economics lessons of upper classes could be mixed with work in the school canteen.**

There are no official education requirements for employees of school canteens. Lack of knowledge among employees of purchasing offices of municipalities is pronounced. Demands on suppliers are oftentimes unrealistic, even more so than the official recommendations. Sometimes there is a ban on some processed foods, such

as sausages and fish fingers, which is in excess of the recommendations that recommend limited use of such products. **It also happens that municipalities demand that every meat product contains less than 10% fat. Such demands are unrealistic because the price is too high.**

Attitude towards children

Unfortunately, **negative attitude** of canteen staff and assistants towards children is sometimes the case. The same applies for attitude of parents towards the school food. Sometimes communication between parties is lacking and the essential requirement is that everyone “speaks the same language.”

Education in human relations and positive attitude, for teachers, parents and kitchen employees, **should be reinforced**. Those individuals have to be **aware of what methods can be used to influence children’s attitude and continuous follow-up is necessary to encourage healthy food choices**. For example, usually the vegetables are usually put on the plate for the younger children, like they are used to from the preschool, so they will learn to eat vegetables. More **follow-up is needed for the older students**.

Presentation and dining facilities

Sometimes dining halls are unattractive and noisy. **Time for lunch is also often limited**. It happens that all the fruits are returned by the end of the day because the staff didn’t have the time to cut up and serve them to the children.

An example was given of a school that is making improvement on presentation and dining facilities which others could learn from. Posters with positive messages and nice photographs of healthy food can be hung on the walls of classrooms and dining halls. Assistance in the dining hall is very important and should be a part of teachers’ job. It is also important that there are **enough employees to serve** and present the food to the children.

Product knowledge

Instructions and education material on food product knowledge are lacking. **A brochure on food products should be published to increase product knowledge of the general public**. The brochure should include **information on how to read ingredient lists, suggestions how to use different raw materials to increase variety** etc. **A list of websites** with good information would also be useful.

Discipline and follow-up

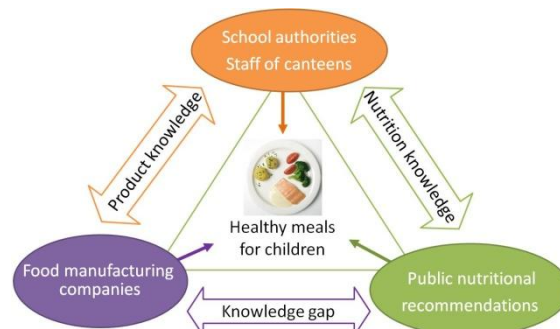
In general, **discipline is lacking in the school system**, both concerning diet and other behavioural aspects. Teachers eating with the children would make a lot of difference and improve discipline and food habits of the children. This should be a part of enrolment contracts of teachers.

An example was given of a school that offers free lunch to children who neither subscribe to the lunch program, nor have breakfast before they go to school. This was suggested, since it was the experience that the children are likely to make noise and disturb the class, basically because they are hungry and have difficulties to concentrate. Some schools have tried to offer breakfast at school, e.g. porridge, with good results. This pays off with a more quiet classroom and better discipline.

Results from discussion groups – Healthy choices for children

Main barriers and suggestions for improvements

Barriers	Ways for improvements
Nutritional recommendations from the Public Institute of Health are general but are often interpreted in a dogmatic way and thus are limiting if knowledge to choose raw materials and recipes is limited	Diverse recipes and ideas for combination of nutritionally balanced meals should be made available to canteen staff. Canteen staff should be trained to implement recommendations. Flexibility in nutritional composition of meals within the week.
Lack of knowledge of foodstuffs among municipality staff responsible for making rules and guidelines of calls for tender.	Municipalities who call for tenders in food purchase must have access to thorough knowledge of foodstuffs, either among their own staff or from consulting agencies.
Ignorance and prejudice against certain food products, widely liked by children, such as processed meat products, and sauces.	Sufficient information on ingredients and nutritional composition has to be linked to school menus, e.g. on the internet.
Poor facilities, grumpy staff and negative attitude of parents towards school meals can affect the children's attitude in a negative way.	Create positive atmosphere at meal times. Train staff to associate with the children in a friendly and encouraging way. Invite parents to participate in school meals. This will create a better understanding, tradition and security.
Time for meals too short. Noise and disturbance reduce appetite and create indisposition.	Lunch should be obligatory for all primary school pupils. Eating lunch with the children should be an inevitable part of a teachers job and eating habits and manners a part of the curriculum.
Communication between canteen staff of different schools is lacking and therefore existing knowledge and good practises on combination of menus, meals and economical shopping is not exploited	Municipalities should stimulate knowledge transfer by setting up regular meetings and creating a communication network among canteen representatives so they can exchange good practice. Examples of good practice should be compiled and made available to all.
Shortage of knowledge about meal composition and the importance of positive attitude towards food amongst school canteen staff.	Increased variety of training courses for school canteen staff, school assistants, parents and children concerning food, nutrition, cooking, human communication and positive attitude. School principals should make sure that their employees attend such courses and parents' organisations should offer similar courses for parents and students.
Negative reportage and misleading media coverage on foodstuffs.	Communicate to media about the importance of positive reportage of foodstuffs. Encourage increased coverage of food products and ingredients to educate consumers on cooking, healthiness and enjoyable meal suggestions.



Bridge the knowledge gap by education and training, positive attitudes and enhanced communication¹

¹ Adapted from Pernille Barseth, Nofima Norway

Participant list

Name	Company	Type of company
Ása Þorkelsdóttir	Reykjavíkurborg	Public / Municipality / school
Bryndís Haraldsdóttir	Heimili og skóli	Association/ Home-School
Brynhildur Pétursdóttir	Neytendasamtökin	Association / Consumers
Dröfn Svavarsdóttir	SS Holtt í hádeginu	Food processing /Catering
Eðvald Valgarðsson	Kjarnafæði	Food processing
Einar Sigurjónsson	Ávaxtabíllinn	Catering service
Elín Einarsdóttir	SS Holtt í hádeginu	Food processing /Catering
Fríða Rún Þórðardóttir	Landspítali	Public institution /Hospital
Guðjón Vilmar Reynisson	Skólamatur	Catering service
Guðmundur R. Ólafsson	Hafnarfjarðarbær	Public /Municipality / school
Guðrún Adólfssdóttir	Sýni	Consulting / Education
Guðrún Ólafsdóttir	Sýni/University of Iceland	Consulting / Education
Gunnar Valur Sveinsson	SAF	Association / Tourism
Gunnþórunn Einarsdóttir	Matís	Public institute / Research
Haukur Magnússon	Ávaxtabíllinn	Catering service
Helen Gray	IDAN – fræðslusetur	Education / training
Hulda Sigurjónsdóttir	HI – Menntasvið	Education / University
Ingibjörg Einarsdóttir	Hafnarfjarðarbær	Municipality
Jóhann Sveinsson	Krydd og Kavíar	Catering service
Jón Axelsson	Skólamatur	Catering service
Jón Þór Einarsson	Eldhús sælkerasns	Catering service
Jórlaug Heimisdóttir	Lýðheilsustöð	Public institute / Health
Katrín Valgeirsdóttir	Rannís	Funding agency
Oddný Eyjólfssdóttir	Garðabær	Municipality / school
Ragnar M. Kristjánsson	A.R.K.	Catering service
Ragnheiður Héðinsdóttir	Samtök iðnaðarins	Association / Food Industry
Sigurður Þ. Sigurðsson	Kjarnafæði	Food processing
V. Ásta Guðmundsdóttir	Sýni	Consulting / Education
Zulema Sullca Porta	Matvælastofnun	Public institute/Food safety
Þóra Valsdóttir	Matís	Public institute /Research
Þuríður Helga Guðbrandsd.	Hólabrekkuskóli	School catering