



**DÖBER TEK**  
Slovenija  
Eat Healthy & Keep Moving.

REPUBLIC OF SLOVENIA  
MINISTRY OF HEALTH

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PROJECT IN COOPERATION WITH  
SLOVENIAN PRIMARY SCHOOLS

»Kids to kids – Let's prepare an healthy traditional meal«

## EVALUATION REPORT



## INTRODUCTION – FACTS

Exploring the culinary (nutritional) cultural heritage is one of the essential activities of preserving the identity of a nation or population, and represent the basis for regulating a healthy diet today. The dishes and food preparation processes of our ancestors are a part of a cultural and social event that describes the way of life in a geographically diversity of Slovenia. One gives the causes and consequences of eating in history, which we compare with today's time. The fact of the four seasons also dictates a more or less rich amount of seasonal ingredients and their use.

All this has been researched for eight years by Slovene Primary School pupils within the framework of the Kuhnato project, while transforming traditional dishes into the appropriate today's body needs. They motivate their generation and the rest of the public to a healthy and sustainable way of life.

In practice: groups of primary school students take on a responsible task: in collaboration with school nutrition planners, school cooks, and mentors - housekeeping teachers, at their schools they create a recipe for a healthy, locally distinctive lunch associated with the tradition or cultural history of their place or region. They use seasonal ingredients from the surroundings, cook and offer the meals to classmates and teachers of the entire school. In addition, at least once a month from November to May.

We have connected children; establish relationships at higher levels, increase empathy and understanding for difference. Children who are normal not registered for school meals also apply for lunches. In the days of activity there is almost nothing food waste. Healthy food, in combination with tradition, has become a child's self-evident diet.

Through educational activities for mentors, we strive every year to raise the level of knowledge transfer to children and to improve the quality of the work process and the results.

Through appearances before the public, we strive to present extremely important information to the widest possible circle of people of different ages and, through children, which we consider the most effective medium, to be enthusiastic about respecting the natural laws of eating, typical of the season and its surroundings.

## PROBLEMATICS

### **Problems of the existing situation in 2012 (start of project activities):**

- adolescent insufficient respect for food from basic seasonal ingredients
- ignorance of basic healthy ingredients and their use
- malfunctions of children's tastes of healthy dishes (especially vegetable) and
- consequent rejection of them

- great and easy accessibility of "wrapped" dishes available in shops and fast food establishments and their desirability according to artificial additives
- insufficient emphasis on the visual effect of dishes in schools
- too much "absence" of parents in raising children to get respect for healthy food
- poor motivation of young people (from all sides) for changes tastes and mind

**All this leads to:**

- overweight
- body fatigue
- consequently, poorer wellbeing
- apathy and bad self-esteem
- illness, failure in life
- lead to bad companies
- sitting on roads, in restaurants or in front of computers and
- avoiding physical activity

**Solutions:**

- get the basic ingredients closer to children as a necessary part of the meal
- make healthy meals "cute" and tasty
- extend the horizon of children's knowledge of local food (way of production, innovative uses, consequences or causes of eating)
- attract recognized chefs as an example in preparing food
- consider (at least partially) world culinary trends
- educate and motivate school nutrition leaders and school chefs to listen to children's - perception of food and feeding, and to put more aesthetics in school meals.
- motivate the leadership of the schools to listen and support the more modern approaches to preparing food (from recipes to performance).
- use the right motivational methods: to put children in the role of "cook" in carrying out their own meal, to entrust them with an important task.
- with media support to reach children's interest
- to put them in the role of the "ambassadors" of their institutions, thus reaching the full generation's voice
- with additional - outside of school activities, help to understand the whole process
- to influence on the decisions of the future profession (which is undoubtedly formed in elementary school)

**MAIN ACTIVITIES in each school year**

- seminar with practical workshop for mentors, school nutrition planners and school kitchen managers is organized

- kids to kids - cook traditional meals in school kitchens for entire school and optional kindergartens
- competitive regional performances for the public
- project promotions at culinary and diplomatic events
- public awareness through the media
- book publishing



## GOALS

- influencing children's interest and changing the perception of home-prepared foods through inter-peer motivation
- traditional healthy dishes make trendy and desirable
- include different varieties of seasonal vegetables
- instead of artificial fillers, include fruit
- reduce food discards to a minimum
- motivate children to enjoy healthy local food every day
- encourage them to cook at home as opposed to interventions in fast food or wrapped foods
- teach children to prepare home-made snacks instead of using additives full food
- connect children, teachers and kitchen staff to prepare meals
- get closer to the natural, pure flavors of early childhood
- with cereals replace pasta, potatoes and too much bread

- to provide teachers with a new motivational methodology related to the knowledge of the world of culinary and healthy nutrition

### Consistency of participation

The base or 60% of elementary schools in the project have been involved since the start of the project.

Causes for discontinuation of co-operation: longer mentor's absence due to illness, maternal absence of mentor or job replacement (which leads to the participation of the new primary school where the mentor relocates).

## FINDINGS BASED ON ANALYSIS

Due to its topicality in various fields, the project attracted an extraordinary number of participants from the beginning, which increased from year to year.

The decline in cooperation was recorded in the year when we expanded the activity and put the children in school cuisine (before that the main part was cooking competitions in the preparation of traditional dishes).

Causes: fear of novelty, increased workload of teachers, resistance of school management, resistance of school kitchen workers ...

However, based on outstanding results, the number of participating schools is rising again.

NUMBER OF PARTICIPATING SCHOOLS							
				103			
		92	98				
	84						
73							75
						63	
					42		
<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17*</b>	<b>2017/18*</b>	<b>2018/19*</b>
out of a total of 450							
* entry of children into school kitchens							

The interest of children for participating is remarkable and growing. Therefore, the teachers (during the first period of the project) in preparing for the competition included a larger number of children (the competition group had four cooks).



Gradually, a participating school creates a movement that encourages the use of healthier ingredients and food preparation procedures even in daily lunches (outside project activities) and snacks. All this is maintained in the long run and encourages children for healthy lifestyle. The changes listed below are becoming a trend that is also spreading to the homes and the environment.

<b>replacing fruit juices with water and fresh fruit compared to school year 2012/13</b>			
<b>2015/16</b>	<b>2016/17*</b>	<b>2017/18*</b>	<b>2018/19*</b>
			43%
		31%	
8%	17%		
* entry of children into school kitchens			
Source: mentors of participating schools in a given period			
sample: 60 schools			

<b>replacement of white bread with buckwheat, rye, whole grain, corn compared to school year 2012/13</b>			
<b>2015/16</b>	<b>2016/17*</b>	<b>2017/18*</b>	<b>2018/19*</b>
			39%
		27%	
5%	11%		
* entry of children into school kitchens			
Source: mentors of participating schools in a given period			
sample: 60 schools			

<b>replacement of potatoes and pasta with cereals - porridge or polenta compared to school year 2012/13</b>			
<b>2015/16</b>	<b>2016/17*</b>	<b>2017/18*</b>	<b>2018/19*</b>
			57%
		33%	
8%	16%		
* entry of children into school kitchens			
Source: mentors of participating schools in a given period			
sample: 60 schools			

<b>the amount of fried foods in oil compared to school year 2012/13</b>			
<b>2015/16</b>	<b>2016/17*</b>	<b>2017/18*</b>	<b>2018/19*</b>
42%			
	30%		
		18%	9%
* entry of children into school kitchens			
Source: mentors of participating schools in a given period			
sample: 60 schools			

With child-friendly motivation procedures, changes are made in the long run. The amount of discarded foods decreases. Since all these tendencies work slowly, with the necessary permanent incentives, less food waste is perceived in the course of project activities, but gradually also on a daily basis.



- introduction of food preparation classrooms from the 3rd class onwards (50%), from the 1st class onwards (15%)
- parents' request for cooking workshops for the youngest at primary school (70%)
- food purchases from local producers (vegetables, dairy products) (75%)
- cooking as a practice is introduced in household instruction (85%)
- children are involved in choosing healthy dishes for regular menus (40%)
- improving the overall learning success in the project of children involved (35%)

## NOT MESURABLE RESULTS

- changing the awareness of school cooking staff and nutritionists is rising steeply
- exceptional inter-disciplinary motivation, promotion of values related to nutrition and health
- exceptional motivation for the population of Slovenia of all ages
- healthy eating to better results in all areas
- children's motivation influences better self-image, consequently health
- interest in the typical dishes of other regions, use - consequently strengthening national awareness and respect for the environment
- interventions by seasonal ingredients - lifestyle
- vegetable dishes are becoming a trend
- high competence of children and, consequently, higher employment
- creation of new jobs with modern ideas about the production or use of local ingredients
- growing empathy and understanding of different groups of children

## EXPECTATIONS - FORECASTS

- based on the results and reports in the coming year, the growth of participants: 35%
- an additional increase in the use of varied vegetables and fruits by 20%
- decline of dishes with predominantly wheat flour by 30%
- new creative incentives and modern motivational approaches beyond project activities - benefit to regular lessons
- inclusion of informal learning approaches
- greater creativity in choosing food and ingredients in school kitchens
- healthy seasonal dishes on school meals every day
- consequently, changing parental awareness, parent support
- participation of children of a higher age range - involvement of children of the first decade
- increased opportunities for public presentations
- greater loyalty of school staff and school management