



Dietitians and Nutritionists for Global Health: Making a Difference

March 23-24, 2024





Sustainable School Feeding Programs in Latin America and the Caribbean

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Objectives

At the end of this session, attendees will be able to...

1. Identify three benefits of school feeding programs in Latin America and the Caribbean.
2. Explain how school feeding programs can be applied to address food insecurity, build interculturalism, and promote sustainable food systems.
3. List the roles and responsibilities of nutrition and dietetics practitioners in developing and evaluating sustainability-oriented school feeding programs.



Food for Thought: School Feeding Programs

“One indicator of food insecurity is who in the family is served at mealtime first..

Who is getting food first? Kids or adults? In poorer families, it’s always the kids, because if there isn’t enough food, the adults would rather go without. Kids need to eat.

But when their children go to school and [adults] know they’ll eat well there, [the adults] don’t have to worry as much. So, school meals reduce hunger not just for kids but for adults too.”

- Walter Belik, Professor of Agricultural Economics at the State University of Campinas and former member of Brazil’s National Food and Nutrition Security Council



Source: Langlois J. School lunches are Brazil’s secret – and delicious weapon in halting hunger. *NPR*. January 8, 2024. Available at: <https://www.npr.org/sections/goatsandsoda/2024/01/08/1222567378/the-pandemic-sent-hunger-soaring-in-brazil-theyre-fighting-back-with-school-lunc>



International Affiliate of the Academy of Nutrition and Dietetics

an affiliate of the **eat right.** Academy of Nutrition and Dietetics

Food for Thought: School Feeding Programs

- In August 2023, Brazilian President Lula da Silva announced a new *Brazil Without Hunger plan*, a series of measures to help combat the hunger that had returned to Brazil.

- The Brazilian President reiterated the importance of Brazil's **National School Feeding Program (PNAE)**, stating it would be at the forefront of efforts to improve food security in its newly reinvigorated *Brazil Without Hunger plan*.



Source: Langlois J. School lunches are Brazil's secret – and delicious weapon in halting hunger. *NPR*. January 8, 2024. Available at: <https://www.npr.org/sections/goatsandsoda/2024/01/08/1222567378/the-pandemic-sent-hunger-soaring-in-brazil-theyre-fighting-back-with-school-lunc>





Photo Credit: FAO, 2023

Key Figures: Food Insecurity and Poverty/Inequality

- In 2022, 247.8 million people affected by moderate-to-severe food insecurity Latin America and the Caribbean.
- In South America, more than a third (36.4%) of the population suffered moderate or severe food insecurity.
- In the Caribbean, during 2022, 60.6% of the population experienced moderate or severe food insecurity.
- The prevalence of moderate or severe food insecurity continues to affect women more than men.
- Poverty affects children, adolescents, women, indigenous people, and rural residents at higher rates. Income inequality across the region remains high.



Source: FAO, IFAD, PAHO, UNICEF & WFP. 2023.

Food Insecurity in Latin America and the Caribbean (FAO et al., 2023)

Prevalence of food insecurity (percent)

	Prevalence of severe food insecurity					Prevalence of moderate or severe food insecurity				
	2015	2019	2020	2021	2022	2015	2019	2020	2021	2022
World	7.6	9.3	10.8	11.7	11.3	21.7	25.3	29.4	29.6	29.6
Latin America and the Caribbean	7.3	9.7	12.5	13.9	12.6	27.3	31.5	39.3	40.3	37.5
Caribbean	n.a	n.a.	32.4	25.7	28.2	n.a.	n.a.	65.4	59.5	60.6
Mesoamerica	6.7	7.3	7.3	8.0	8.6	30.3	28.2	34.2	34.1	34.5
South America	5.0	8.5	12.7	15.1	12.7	22.6	29.9	38.8	40.9	36.4

Notes: n.a. = not available. See Annex III for details about years of data availability and population coverage for the Caribbean.
Source: FAO. 2023. FAOSTAT: Suite of Food Security Indicators. In: FAO. Rome. [Cited July 2023]. <https://www.fao.org/faostat/en/#data/FS>

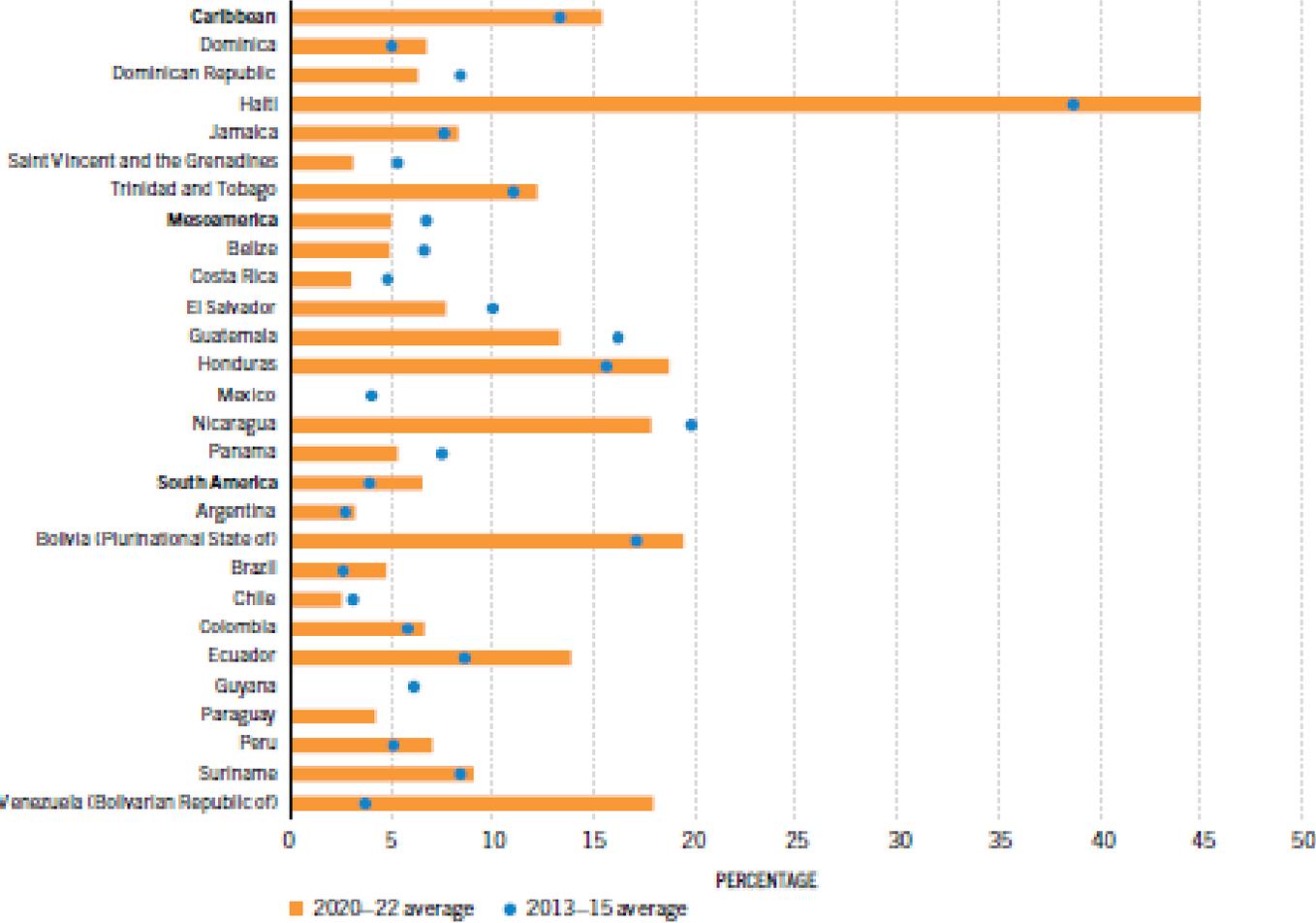
People face **moderate food insecurity** when they are **uncertain of their ability to obtain food and have been forced to reduce, at times over the year, the quality and/ or quantity of food they consume due to lack of money or other resources.**

Severe food insecurity means that **individuals have likely run out of food, experienced hunger and, at the most extreme, have gone for days without eating, putting their health and well-being at serious risk.**

Source: FAO, IFAD, PAHO, UNICEF & WFP. 2023



Undernourishment (Hunger) in Latin America and the Caribbean (FAO et al., 2023)



Note: The values for 2020 to 2022 are projections. The PoU was less than 2.5 percent for Paraguay in 2013–2015, for Guyana and Mexico in 2020–2022, and for Barbados, Cuba and Uruguay (not shown in figure) in both periods.

Source: FAO. 2023. FAOSTAT: Suite of Food Security Indicators. In: FAO. Rome. [Cited July 2023]. <https://www.fao.org/faostat/en/#data/FS>



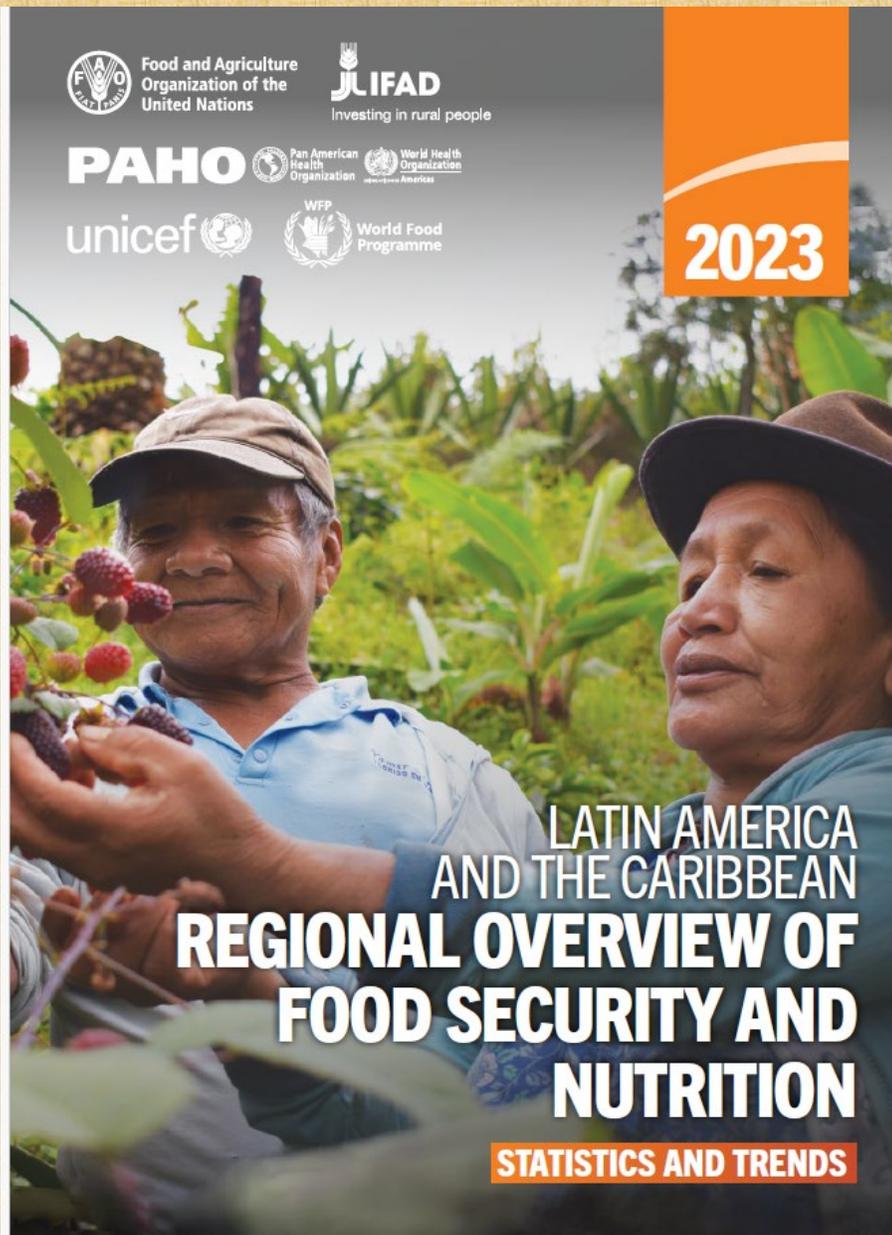


Photo Credit: FAO, 2023

Key Figures: The Challenge of Malnutrition:

- “Latin America and the Caribbean is increasingly experiencing the complex problem of malnutrition, which encompasses both undernutrition – stunting, childhood wasting, and vitamin and mineral deficiencies [or hidden hunger] – and overweight.”
- Between 2020 and 2022, the prevalence of overweight in children under five years of age increased slightly from 8.3% to 8.6%, with a more significant increase in South America (9.7%) and remained stable in the Caribbean (6.6%).

Source: FAO, IFAD, PAHO, UNICEF & WFP. 2023



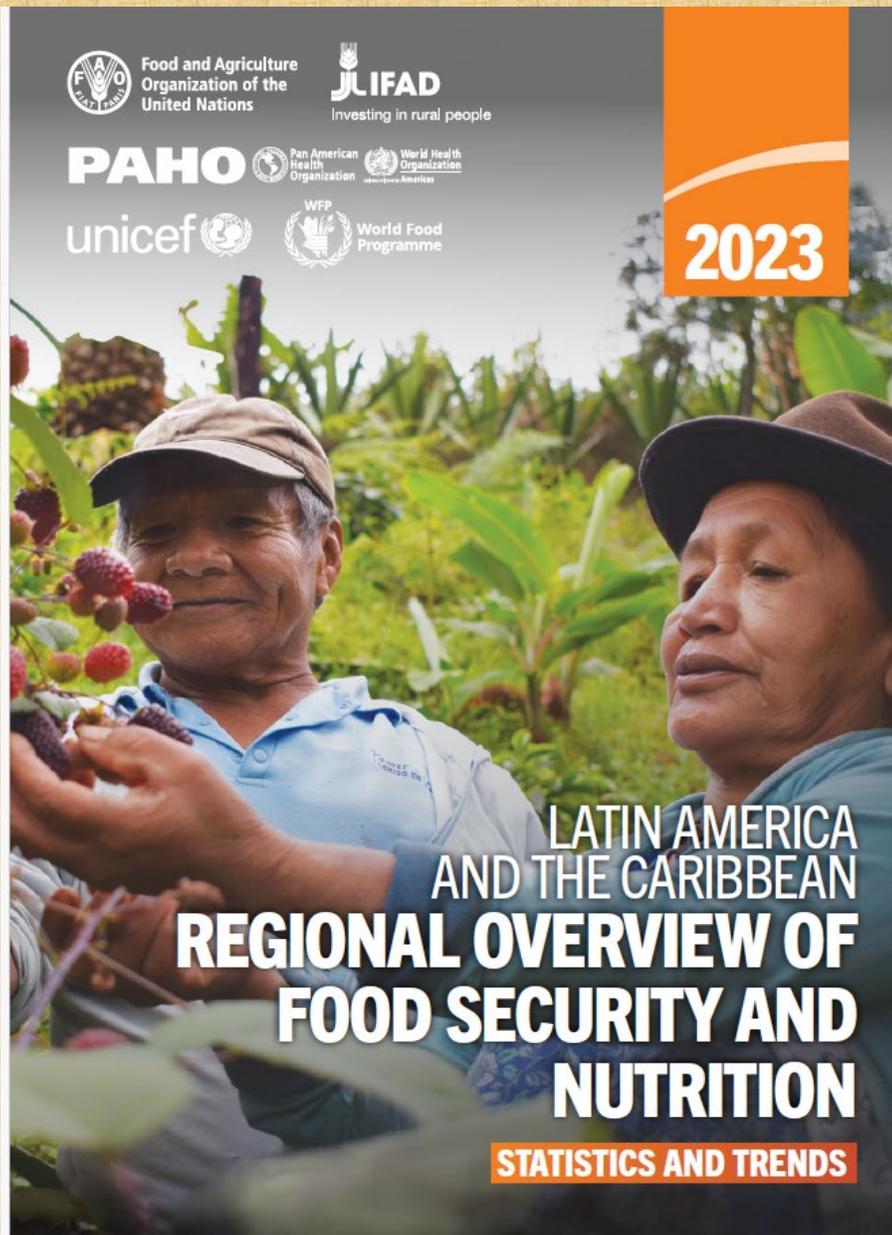


Photo Credit: FAO, 2023

Key Figures: The Challenge of Malnutrition:

- “Overweight and obesity are a growing challenge, responsible for approximately 2.8 million deaths from noncommunicable diseases in 2021 in the Americas,” said Dr. Jarbas Barbosa, PAHO Director.
- “In the last 50 years, overweight and obesity rates tripled, affecting 62.5% of the population in the region,” ...with the regional prevalence of overweight in children and adolescents at 33.6%, which is higher than the world average. “It is urgent to advance the transformation of food systems to ensure healthy eating for all.”

Source: FAO, IFAD, PAHO, UNICEF & WFP. 2023



What is a Sustainable Food System?

“A **sustainable food system (SFS)** is a **food system** that delivers food security and nutrition for all in such a way that the economic, social and environmental bases to generate food security and nutrition for future generations are not compromised.”

- It is profitable throughout (economic sustainability);
- It has broad-based benefits for society (social sustainability)
- It has a positive or neutral impact on the natural environment (environmental sustainability).

A sustainable food system lies at the heart of the United Nations’ Sustainable Development Goals (SDGs). The SDGs call for major transformations in agriculture and food systems to end hunger, achieve food security and improve nutrition by 2030.

To realize the SDGs, the global food system needs to be reshaped to be more productive, more inclusive of poor and marginalized populations, environmentally sustainable and resilient, and able to deliver healthy and nutritious diets to all.

“These are complex and systemic challenges that require the combination of interconnected actions at the local, national, regional and global levels.”

Source: Food and Agriculture Organization of the United Nations (FAO). *Sustainable food systems. Concept and framework*. Rome, Italy: FAO; 2018. Available at: <https://www.fao.org/3/ca2079en/CA2079EN.pdf>



School Feeding Programs/Programmes: Benefits in Latin America and the Caribbean (LAC)

➤ School feeding programs in Latin America and the Caribbean reach 80.3 million children in 31 countries.

School meals* “the provision of meals, snacks, or take-home incentives through schools conditional upon the attendance of children.”

Most of these children live in **South America (63.2 million)**, followed by **Central America (13.3 million)**, and the **Caribbean (3.8 million)**.

➤ Well-run school feeding programs are a highly cost-effective instrument to break the cycle of poverty and inequality.

➤ Benefit-cost analyses have shown that school feeding programs can positively affect school attendance, learning, health and nutrition and result in up to a \$9 dollar return on investment for every US \$1 dollar invested.

* World Food Programme (WFP). *Two Minutes on School Meals*. September 2023.

Sources: Inter-American Development Bank (IDB) and WFP. *State of School Feeding in Latin America and the Caribbean 2022*; September 2023.
UN World Food Programme (WFP). *State of School Feeding Worldwide 2022*. Rome, Italy: UN World Food Programme; March 2023.



School Feeding Programs/Programmes: Benefits for Latin America and the Caribbean (LAC)

- **In 2009, Brazil refocused its National School Feeding Programme *Programa Nacional de Alimentação Escolar (PNAE)*, to connect family farmers with school feeding. This included a requirement that schools allocate a minimum of 30 percent of the food procurement federal budget to direct purchasing from small farmers.**
- After 2014, countries such as **Honduras, Guatemala, El Salvador, and Bolivia**, among others, have started to extend local purchases to locally grown fresh foods. Other LAC countries such as **Haiti and Cuba** have followed their lead in strengthening links between schools and local food systems.
- **Several Caribbean countries, including Jamaica and Guyana**, are making efforts to increase local purchases from small farmers, capitalizing on decentralized procurement systems and recognizing the inclusion of local food systems in their institutional frameworks.

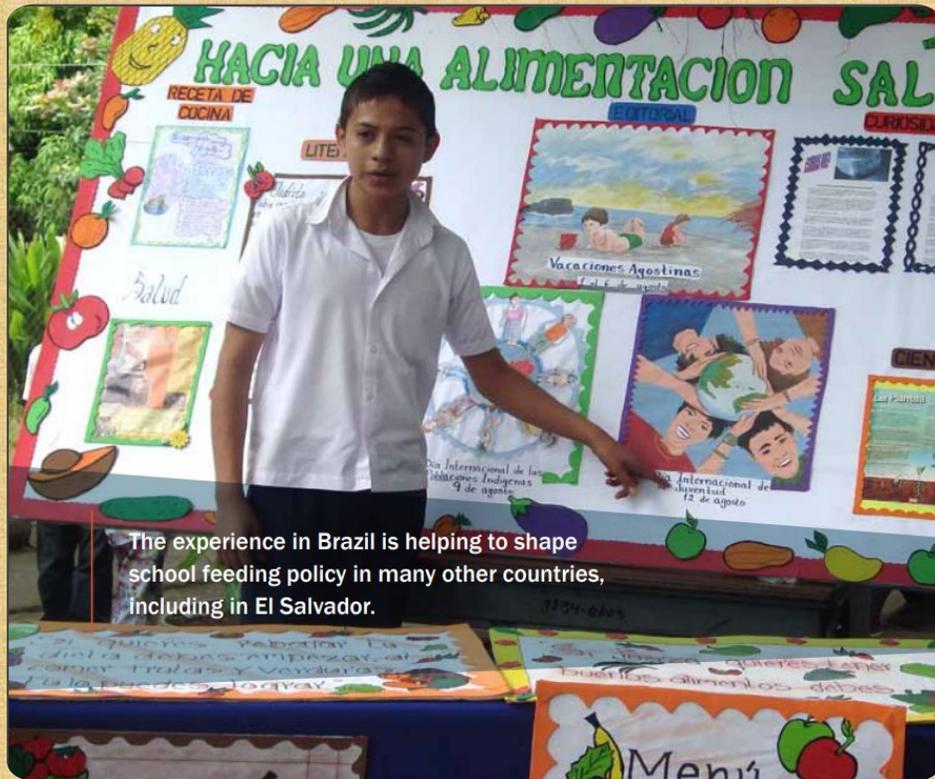


Photo Credit: FAO, 2014 (El Salvador)

“Since we began supply in the school, my income has increased by about 75 percent,” says **Blanca del Carmen Perdomo**



School Feeding Programs/Programmes: Benefits in Latin America and the Caribbean (LAC)



The experience in Brazil is helping to shape school feeding policy in many other countries, including in El Salvador.

Photo Credit: FAO, 2014

- At least 19 countries in LAC have either a **specific school feeding or school nutrition policy or law**. LAC countries are developing new frameworks.
- Most laws and policies developed over the past decade have proven to be more sensitive to school health and nutrition interventions and sourcing from smallholder farmers.
- Over the past 2 decades, many LAC countries have been pioneers in testing, implementing, and institutionalizing innovative **home-grown school feeding (HGSF) models**.

Home-grown school feeding (HGSF): “a school feeding model that is designed to provide children in schools with safe, diverse, and nutritious food, sourced locally from smallholder farmers.”

Source: Inter-American Development Bank (IDB) and WFP. *State of School Feeding in Latin America and the Caribbean 2022*; September 2023.



School Feeding Programs/Programmes: Benefits for Latin America and the Caribbean

“These [school feeding with local food procurement] programs have become an integral part of the policies for food and nutritional security in the region, as they guarantee the right to food; improving the lives of the most vulnerable populations while promoting local development,” stated FAO Regional Representative, Raul Benitez.



Photo Credit: FAO, 2015 (Brazil)

Source: Program of Brazil-FAO International Cooperation. *Public purchases from family farming in Latin America and the Caribbean: an innovative policy to eliminate hunger*. Santiago, Chile: FAO; October 1, 2015. Available at: <https://www.fao.org/in-action/program-brazil-fao/news/ver/fr/c/335058/>



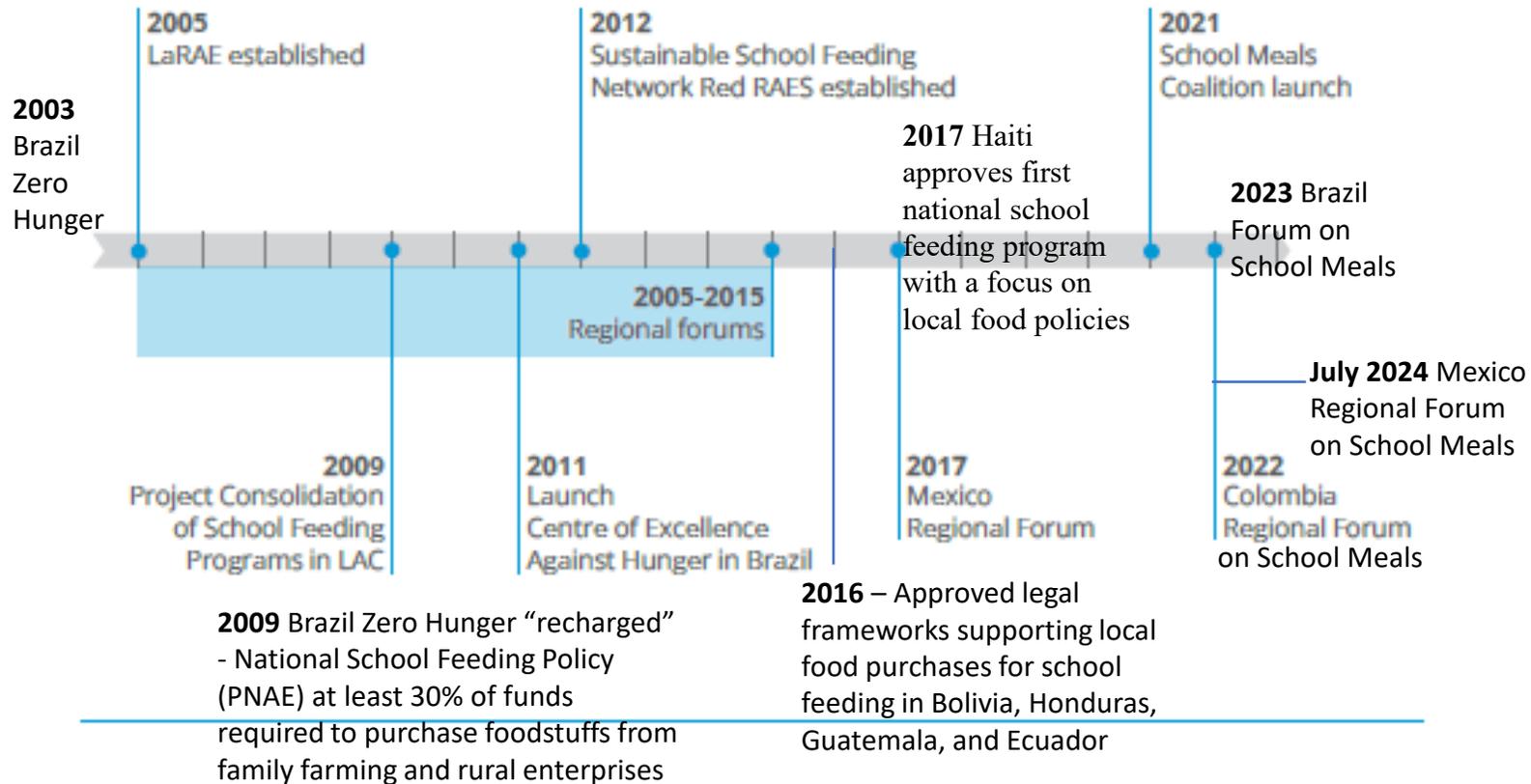
State of
School Feeding
in Latin America
and the Caribbean
2022



Photo Credit and Source: Inter-American Development Bank (IDB) and World Food Programme (WFP). *New IDB and WFP Study Showcases Impact of School Feeding Programs.* September 1, 2023.



Timeline of Regional Cooperation on School Meals in Latin America and the Caribbean (LAC)



In 2009, the Brazilian Cooperation Agency (ABC) and the National Fund for the Development of Education (FNDE), with FAO support, established a *South-South and Triangular Cooperation Framework* to implement the *Consolidation of School Feeding Programmes in Latin America and the Caribbean* project. The project has promoted improvements in school feeding policies, recognizing them as means of social protection and a guarantee of the human right to adequate food.

Adapted from: Inter-American Development Bank (IDB) and World Food Programme (WFP). *New IDB and WFP Study Showcases Impact of School Feeding Programs*. September 1, 2023.



Table: Historical Evolution of the National School Feeding Program in Brazil (PNAE)

Year	Occurrence	Regulatory Instrument
2005	Publication of the Resolution of the Federal Council of Nutritionists that provides for the nutritionist’s attributions within the scope of the school feeding program.	CFN Resolution 358 of May 18, 2005
2006	Interministerial Ordinance for the Promotion of Healthy Eating in schools and institutes Collaborating Centers in Food and Nutrition of the School (CECANE’s).	Ordinance Interministerial 1010 of August 5, 2006
2009	Brazilian National School Feeding Policy (PNAE). At least 30% of resources transferred by the FNDE must be used in the purchase of foodstuffs from family farming and rural enterprises.	Law 11, 947, June 16, 2009, and Res. CD/FNDE 38, July 16, 2009
2010	Reformulation of the Resolution of the Federal Council of Nutritionists providing for the attributions of this professional and the parameters numbers to be met within the scope of the PNAE.	Amendment 64 of 2010 Res. CFN 465 of August 23, 2010

Source: Martinez P, de Lourdes Saturnino Gomes M, Marini FS. Public policies strengthen the relationship between family farming and food security in Brazilian schools - A case study of Paraíba state. *Heliyon*. 2023;9(10):e20482.



- **The Sustainable School Feeding Network (*Red RAES*, for its acronym in Spanish)** is a strategy promoted by the Government of Brazil and the FAO to jointly and broadly create solutions to the challenges of school feeding under the principle of the human right to adequate food.
- This international platform has collectively shared good practices and lessons learned, developed policy actions and implemented and improved school feeding programs, securing the Right to Adequate Food.
- **Red RAES – Sustainable School Feeding Network**, Latin America and the Caribbean: redraes.org



Photo Credit: FAO, 2022

Source: Inter-American Development Bank (IDB) and World Food Programme (WFP). *New IDB and WFP Study Showcases Impact of School Feeding Programs.* September 1, 2023.



Figure: Conceptual framework of the benefits of public policies such as the PNAE to strengthen the synergy between family farming, school feeding programs and sustainable agriculture/conservation practices

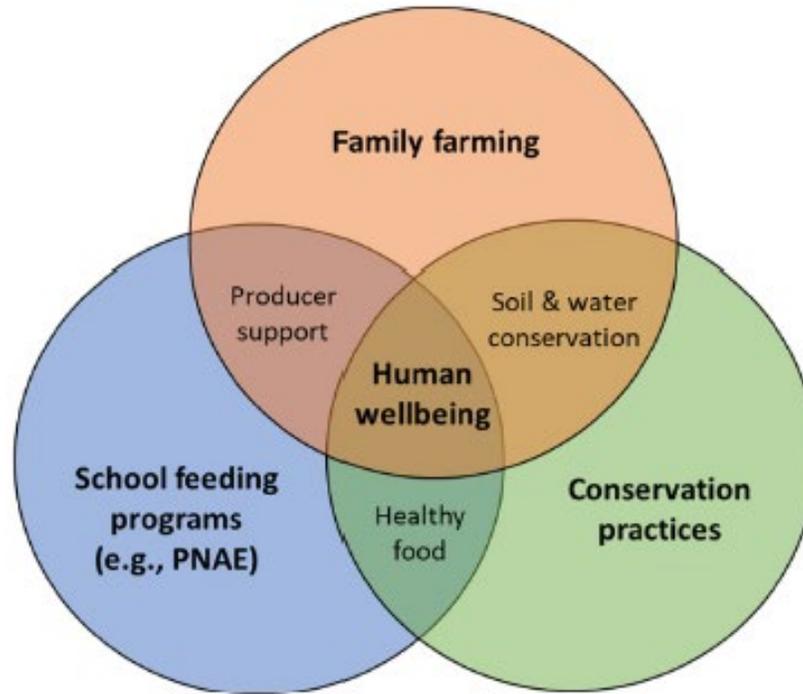


Photo Credit and Source:

Martinez P, de Lourdes Saturnino
Gomes M, Marini FS. Public policies strengthen the relationship between family farming and food security in Brazilian schools - A case study of Paraíba state. *Heliyon*. 2023; 9(10): e20482

+ In the **Pernambuco state (Brazil)**, PNAE has a strong engagement between municipal management and community participation, which enhances local resources in favor of the program.

+ The volume of resources from PNAE towards organically-grown and agroecological certification of products improved the quality of school meals.

- Fragility of intersectoral articulation and lack of qualifications of some family farmers.





Apples are this day's dessert at Professor Lourdes Heredia Mello Municipal School. Photo Credit: Tuane Fernandes (January 8, 2024)



São Paulo, Brazil has set a goal to source all of its produce from organic farmers by 2030. Photo Credit: Tuane Fernandes (January 8, 2024)

“Brazil’s National School Feeding Program (PNAE) is one of the largest school meals programs in the world. Embedded in the country’s constitution, it’s a key part of the national strategy to combat hunger.”

22

Source: Langlois J. School lunches are Brazil’s secret – and delicious weapon in halting hunger. *NPR*. January 8, 2024.

Available at: <https://www.npr.org/sections/goatsandsoda/2024/01/08/1222567378/the-pandemic-sent-hunger-soaring-in-brazil-theyre-fighting-back-with-school-lunc>



Ongoing Regulatory and Policy Challenges to Support Sustainable and Healthy Eating in Brazilian Schoolchildren

- Brazilian children and adolescents are exposed to a school food environment with regulations that only partially fulfill the function of promoting an adequate, healthy, and sustainable diet.
- Hence, there is a need to improve regulatory measures or to encourage states and cities to develop effective legal provisions that are in line with the food guide for the Brazilian population and with the perspective of a healthy school food environment for the effective promotion of adequate, and sustainable and healthy food in schools. (Rocha et al., 2023)

Source: Rocha, L.L., Cordeiro, N.G., Jardim, M.Z. *et al.* Do Brazilian regulatory measures promote sustainable and healthy eating in the school food environment? *BMC Public Health* 2023;23:2166.



Brazilian Presidential Decree No. 11.821, of 12 December 2023, “sets out the principles, objectives, strategic axes and guidelines for actions to promote adequate and healthy food in the school environment of public and private basic education networks.”

The Decree recommends that States, the Federal District and Municipalities develop strategies and regulations capable of supporting the implementation of the following strategic axes for the promotion of adequate and healthy food in the school environment, taking into account regional, cultural and socio-economic specificities and the special dietary needs of students:

- Food and Nutrition Education;
- Food and Drink Donation and Marketing; and
- Food and Drink Marketing Communication



Source: https://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/D11821.htm



School Feeding Programs/Programmes: Challenges for Latin America and the Caribbean (LAC)

- Most school meal programmes in LAC are universal by design, but do not yet meet full coverage. Coverage rates range from 30 to 100 percent of primary school children.
- According to the FAO and other UN Agencies (2023), **LAC is the region of the world with the most expensive healthy diet.**
- **School feeding programs in LAC need to address malnutrition in all its forms, including preventing overweight and obesity and promoting better diets with diverse, fresh, local foods and healthy environments and dietary guidance** (Boklis-Berer, et al., 2021; Azerado et al., 2023).

Izabela Albani, a nutritionist with Brusque Council, is helping schools to tackle obesity and poor nutrition.

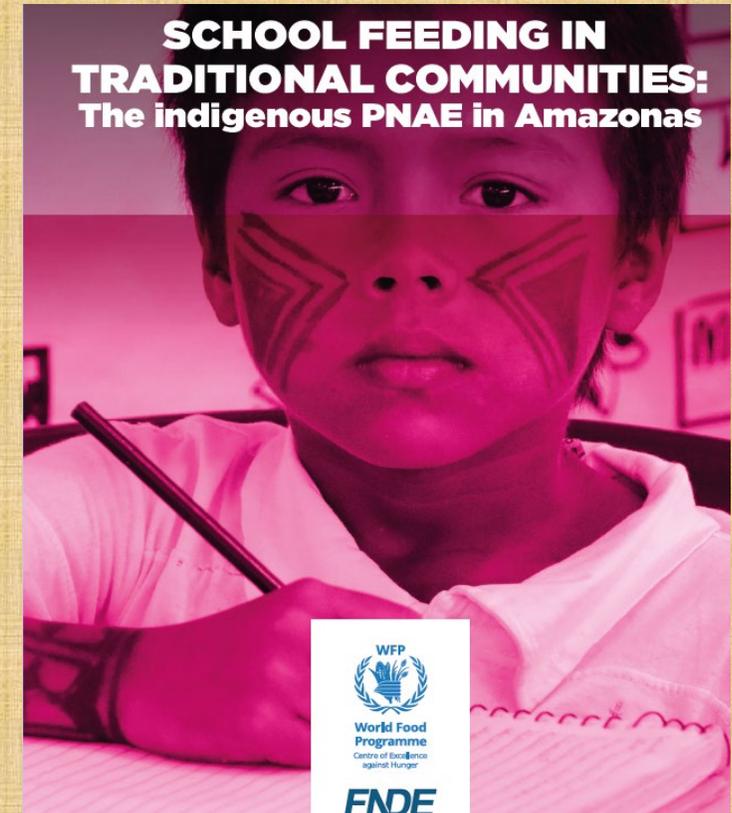
“One of our aims is to reduce levels of obesity by ensuring that the children have a healthy, well-balanced diet,” says Izabela Albani, a nutritionist at the Department of Education in Brusque. The councils also devise diets for pupils with special needs, such as those suffering from diabetes or food allergies.



Source: Inter-American Development Bank (IDB) and WFP, 2023 and FAO et al., 2023

School Feeding Programs/Programmes: Challenges for Latin America and the Caribbean (LAC)

- School feedings programs can increase women farmers, youth, and Indigenous Peoples' participation in the school value chain.
- However, currently, few school meals programs in LAC actively aim to support Indigenous Peoples' food systems, by including cultural practices, culinary traditions, preservation of Indigenous knowledge, purchasing foods locally, and ensuring Indigenous authorities' leadership and community participation.



Source: Inter-American Development Bank (IDB) and WFP, 2023

The Importance of Interculturalism in Indigenous School Feeding Programs

Interculturalism is the result of a process that includes a continuous interaction, communication, and learning amongst people and communities, valuing different traditions, aiming at building mutual respect, and providing conditions for the individual and community to develop capacities beyond their cultural or socioeconomic differences.

- **A culturally adequate diet is a way of supporting Indigenous Peoples** in a meaningful way that fully respects their right to food and self-determination by ensuring they participate and are involved in decision-making.
- **A school meals program is a strategy to address inequalities and to ensure Indigenous Peoples' children attend and stay in school while also meeting some of their nutritional needs.**

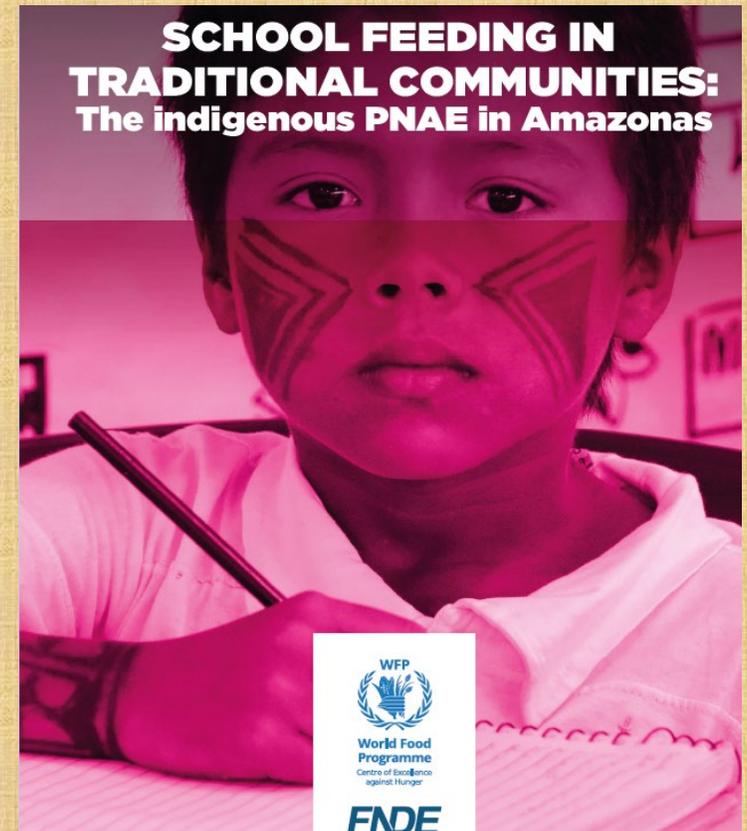


Photo Credits: National Fund for Educational Development (FNDE) and WFP Centre of Excellence Against Hunger - Brazil, 2021

Source: Inter-American Development Bank (IDB) and WFP, 2023



Indigenous Peoples for the PNAE School Feeding Program (Brazil)

Guidelines of PNAE and indigenous school education establish respect for indigenous peoples' food traditions.

“School feeding must respect traditional practices that are part of the community’s food preference, integrating menu design and purchase of food stuffs with local habits.”

In addition to the concern with valuing traditional cultures, the PNAE considers the social vulnerability that indigenous peoples face, which results in higher nutritional deficit rates compared to the general population.

The menu prepared for indigenous communities must reach at least 30% of students' nutritional needs. This is a higher percentage than the 20% of daily nutritional needs established for other students in the public education system.



Case Study: School Feeding in Indigenous Peoples' Communities: The Indigenous PNAE in Amazonas (Brazil)

Brazil's National School Feeding Program, *Programa Nacional de Alimentacao Escolar (PNAE)*

According to the most recent data from 2020-2022, the PNAE programme reached 178,300 elementary schools, 3,541 (1.9%) of which are in Indigenous Peoples' territories (INEP, 2023)

The Commission found that:

1. Food sent to the region was often poor quality, highly industrialized (e.g., ultra-processed) and decontextualized from Indigenous Peoples' cultures.
2. Indigenous Peoples' food was not being purchased, despite that it was more nutritious and affordable because legislation at the national level did not consider other forms of production and consumption.
3. Public managers were not aware of the regulations set by PNAE.
4. Indigenous Peoples' training needed the training to connect and access certain policies and participate actively in PNAE training.

Source: Inter-American Development Bank (IDB) and WFP, 2023



Case Study: School Feeding in Indigenous Peoples' Communities: The Indigenous PNAE in Amazonas (Brazil)

Actions Taken to Address These Challenges Include:

1. Training workshops for local actors on Indigenous school feeding.
2. Agreement on terms of commitment with local decision-makers.
3. Implementation of pilot projects with distinguished public calls of interest for Indigenous farmers.
4. Coordination with rural assistance agencies to issue the necessary documentation for Indigenous farmers to be able to participate in public purchases.
5. Recommendations to the public ministry to implement legislation to municipal managers.
6. Monitors of public calls of interest and elaboration of a specific notice model for Indigenous Peoples.
7. Continuous monitoring and support of municipal public managers.



Case Study: School Feeding in Indigenous Peoples' Communities: The Indigenous PNAE in Amazonas (Brazil)

Actions taken to address these challenges include (cont'd):

- More than a third of the municipalities in the state of Amazonas made purchases and deliveries in Indigenous communities. The program benefited 350 Indigenous families that produce food, 200 schools, and 20,000 students with an expenditure of approximately US \$761,400.
- In São Gabriel da Cachoeira, the municipality with the largest Indigenous populations in the country, sales from local smallholder farmers reached 100 percent of the amount the FNDE transferred to the municipality in 2020.

Lessons Learned:

- Involving Indigenous Peoples' and other actors in decision-making supports and boosts local economies, reducing environmental costs and overall expenditures.

Source: Inter-American Development Bank (IDB) and WFP, 2023



School Feeding Programs/Programmes in LAC: The Way Forward

- Support countries in the LAC region to articulate clear and ambitious national commitments in the framework of the **School Meals Coalition**, to accelerate progress towards larger, better, and stronger school feeding programs.
- Embed the **School Meals Coalition** as part of the regional ecosystem of school feeding platforms and networks including its **Research Consortium for School Health and Nutrition**, whose goal is to collect and share evidence from the existing literature and on-going programs and convert this evidence into policy guidance that is useful for governments and partners.
 - The **Research Consortium** published an evidence-based White Paper titled, *“School Meals and Food Systems: Rethinking the consequences for climate, environment, biodiversity, and food sovereignty.”* (Pastorino et al., 2023).
- Promote the active participation and commitment of governments, professionals, partners, academia, civil society and international organizations to contribute to the strengthening and sustainability of programs that respond to their respective national objectives.

Source: Inter-American Development Bank (IDB) and WFP. *State of School Feeding in Latin America and the Caribbean 2022*; September 2023.



The School Meals Coalition drives actions to urgently improve and scale up school meal programmes to ensure that every child has the opportunity to receive a healthy, nutritious meal in school by 2030.

In 2021, amidst the COVID-19 pandemic, with billions of children out of school, rising poverty, and disrupted food supply chains, governments were urgently looking for solutions to these interconnected crises. School meal programs emerged as a powerful, cost-effective means to provide vulnerable children with nutritious meals and support their families and communities.

schoolmealscoalition.org

How does school meals impact different sectors?



Education



Health & Nutrition



Food System Transformation



Climate Action



Peace Building



Equity and Equality



Economic Growth



“Through a financing package with **Haiti’s National Fund for Education** and in partnership with the Inter-American Development Bank and the Global Partnership for Education’s Multiplier Fund, the Government of Haiti will expand its school meals coverage by 20 percent to reach 1.5 million children in pre and primary schools.”

The Haitian government is also experimenting with school gardens to impart knowledge about food production and nutrition.

The **World Food Programme (WFP)** and its **Haitian partners** aim to use 100 % local ingredients in school meal programs by 2030.



France, Finland, and Brazil serve as Co-chairs of the Global School Meals Coalition

Sources: School Meals Coalition. *Investing in Future Generations: Human capital, sustainable food systems and climate change action through school meals*. Paris, 18-19 October 2023. Report. School Meals Coalition, First Global Summit; October 2023. Available at: https://schoolmealscoalition.org/wp-content/uploads/2024/01/SMC_ParisSummit2023Report.pdf

School Meals Coalition. Haiti embraces innovative financing to scale up school meals. November 20, 2023. Available at: <https://schoolmealscoalition.org/haiti-innovative-financing-schoolmeals/>

Rodrigues R. Haiti: Locally sourced school meals nurture the future of students and farmers. Rome, Italy: World Food Programme; January 29, 2024. Available at: <https://www.wfp.org/stories/haiti-locally-sourced-school-meals-nurture-future-students-and-farmers>

Brazil co-chairs Global School Meals Coalition. October 30, 2023. Updated December 4, 2023. Brazilian Cooperation Agency (ABC). Available at: <https://www.gov.br/abc/en/subjects/news/established-after-the-covid-19-pandemic-the-coalition-joins-80-countries-committed-to-strengthening-school-meals-programs>



19 Latin American and Caribbean (LAC) countries that have joined the School Meals Coalition (March 2024)

Latin America and the Caribbean



schoolmealscoalition.org



G20 Brazil UNESCO's Contribution to Tackling Hunger, Poverty and Inequality

- **TASK FORCE**

Global Alliance against Hunger and Poverty is Brazil's priority at G20 presidency

- The right to food and to living with dignity in all countries is at the center of the Brazilian G20 presidency's proposals for the group of countries that brings together the world's largest economies.
- In Brazil, the Ministry of Development and Social Assistance, Family and the Fight Against Hunger is coordinating efforts towards establishing the Alliance.

Global Alliance Against Hunger and Poverty

Through the School Meals Coalition, UNESCO will support the reduction of hunger and poverty worldwide.



Source: G20 Brazil 2024. **Global Alliance against Hunger and Poverty is Brazil's priority at G20 presidency. December 29, 2023.** Available at: <https://www.g20.org/en/news/building-a-global-alliance-against-hunger-and-poverty-is-a-priority> and UNESCO, G20 <https://www.unesco.org/en/g20>



SHERPA TRACK

Task Force for a Global Alliance Against Hunger and Poverty



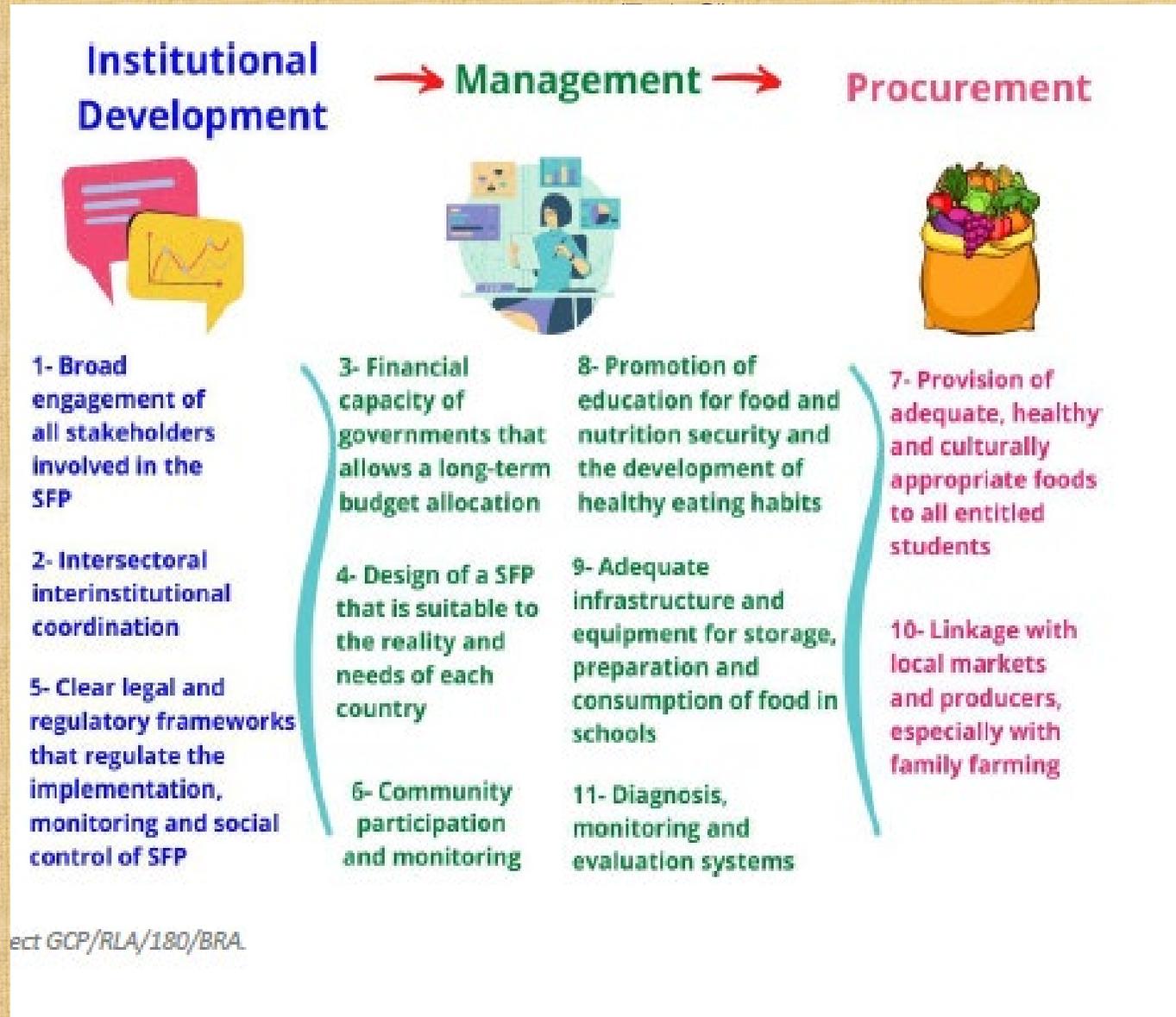
This **Task Force for a Global Alliance Against Hunger and Poverty** was proposed by Brasil's G20 presidency, and will focus on establishing a Global Alliance to raise resources and knowledge for implementation of public policies and social technologies that are proven to be effective in reducing hunger and poverty around the world. Adherence to the Global Alliance will be open not only to G20 members, but to all interested countries.

Source: G20. Task Force for a Global Alliance Against Hunger and Poverty. Undated.

Available at: <https://www.g20.org/en/tracks/sherpa-track/hunger-and-poverty>



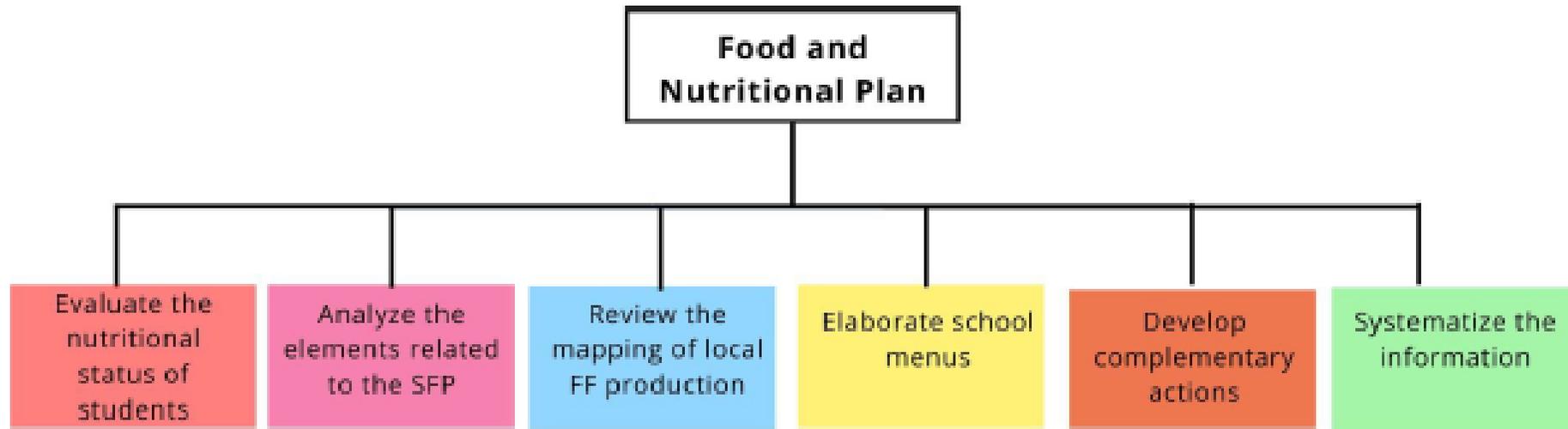
11 Steps to a Sustainable School Feeding Program (SFP) in Latin America and the Caribbean



Source: Sustainable Schools: Conceptual and methodological guidelines. 4th Edition. *Sustainable School Feeding Network: Latin America and the Caribbean*. RAES (An initiative of FAO, FNCE, ABC, Ministry of Education, Ministry of Foreign Affairs, Brazilian Government): Brasilia, Brazil. November 2022.



Steps for the Implementation of the Food and Nutrition Plan (FNP) for Sustainable Feeding Programs (SFP)



Source: Sustainable Schools: Conceptual and methodological guidelines. 4th Edition. *Sustainable School Feeding Network: Latin America and the Caribbean*. RAES (An initiative of FAO, FNCE, ABC, Ministry of Education, Ministry of Foreign Affairs, Brazilian Government): Brasília, Brazil. November 2022.

Elements of the Food and Nutrition Education (FNE) Action Plan

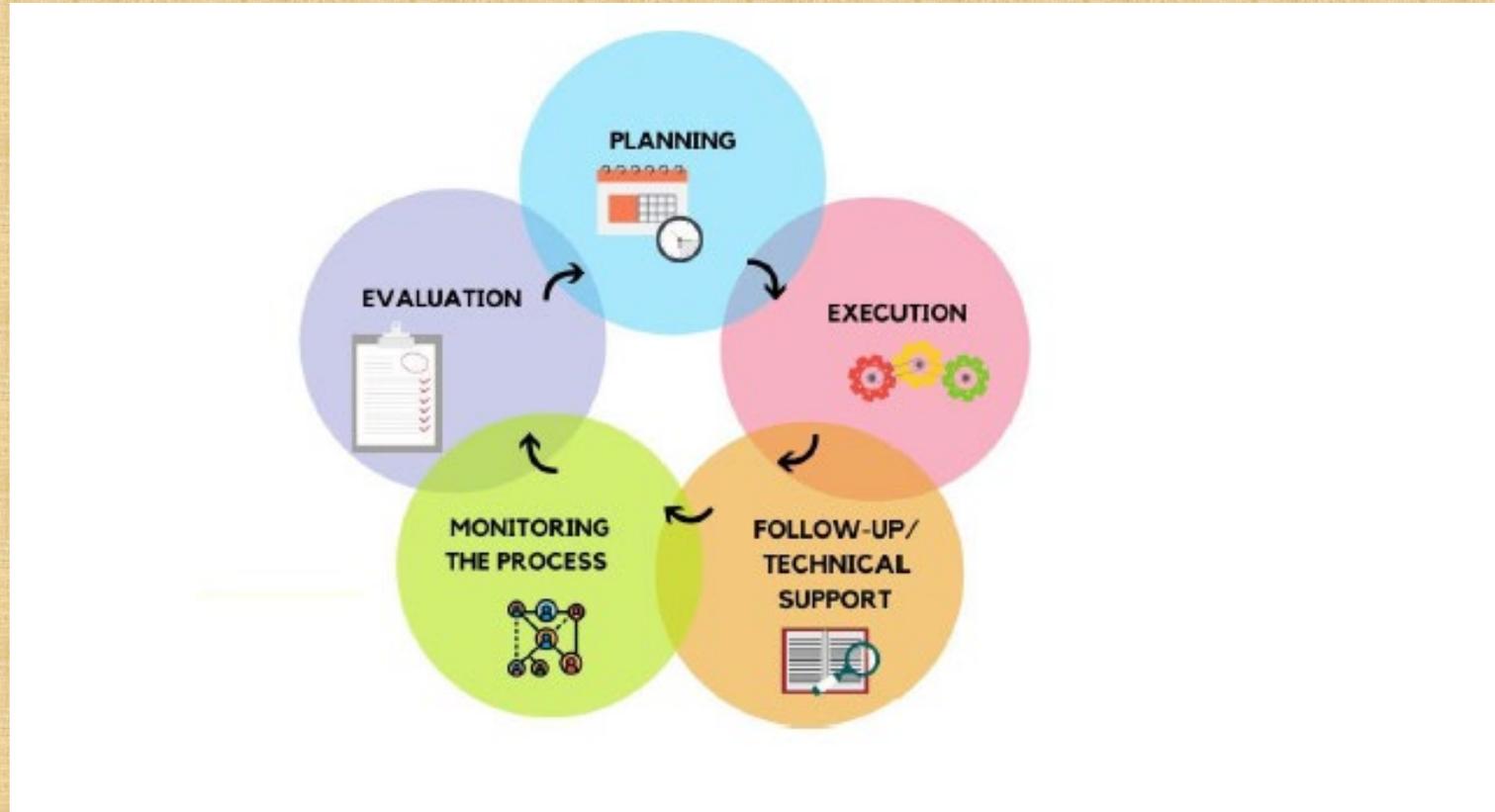


The FNE activities should be planned considering three levels of participants:

1) health and education managers (including nutritionists/registered dietitians (RDs)/registered dietitian nutritionists (RDNs) and dietetic technicians, 2) principals, teachers and other educational community members and 3) parents.

Source: Sustainable Schools: Conceptual and methodological guidelines. 4th Edition. *Sustainable School Feeding Network: Latin America and the Caribbean*. RAES (An initiative of FAO, FNCE, ABC, Ministry of Education, Ministry of Foreign Affairs, Brazilian Government): Brasília, Brazil. November 2022.

Sustainable School Feeding Program (SFP) Management



See Annex, pages 30-38:

- students survey
- teachers survey
- school survey (as part of the nutrition plan)



Source: Sustainable Schools: Conceptual and methodological guidelines. 4th Edition. *Sustainable School Feeding Network: Latin America and the Caribbean. RAES (An initiative of FAO, FNCE, ABC, Ministry of Education, Ministry of Foreign Affairs, Brazilian Government)*: Brasília, Brazil. November 2022.

Sustainable School Feeding: Nutrition and Dietetics Practitioners' Roles and Responsibilities

- Serve as a member of the technical team that is coordinating a sustainable school feeding program (planning, guidance, follow-up, implementation, and monitoring and evaluating of results).
- Serve as a member on a school health advisory committee or school feeding council.
- Develop eco-friendly sustainable menus in coordination with others at school and in the community including students, chefs/foodservice personnel, teachers, and local agricultural producers – depending on the availability of seasonal and local foods.

Izabela Albani, a nutritionist with Brusque Council, is helping schools to tackle obesity and poor nutrition.

“One of our aims is to reduce levels of obesity by ensuring that the children have a healthy, well-balanced diet,” says Izabela Albani, a nutritionist at the Department of Education in Brusque. The councils also devise diets for pupils with special needs, such as those suffering from diabetes or food allergies.



Photo Credit: FAO (Brazil)

Source: Sustainable Schools: Conceptual and methodological guidelines. 4th Edition. *Sustainable School Feeding Network: Latin America and the Caribbean. RAES (An initiative of FAO, FNCE, ABC, Ministry of Education, Ministry of Foreign Affairs, Brazilian Government):* Brasília, Brazil. November 2022. Accessed November 30, 2022



Sustainable School Feeding: Nutrition and Dietetics Practitioners' Roles and Responsibilities (cont'd)

- Develop, implement, and evaluate school-based food system and nutrition education curriculum – in the classroom and cafeteria or school canteens.
- Reduce food waste and set up a food composting operation at a school or preschool.
- Integrate climate targets in school policies, recommendations, procurement rules and contracts as a guide to school meal provisioning (e.g., include climate change-responsive approaches to school feeding in countries' Nationally Determined Contributions (NDCs), National Adaptation Plans and long-term strategies under the United Nations Framework Convention on Climate Change and IPCC – see: Hunter et al. 2022; Pastorino et al., 2023)



14-year-old Emanuela Sebastião in the Governador Pedro Ivo Campos School garden.

Photo Credit: FAO (Brazil)

Sources: WFP, November 2023; Pastorino, 2023.



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