



Policies against Hunger

23 - 25 JUNE 2021



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Working Group 1

Requirements for school nutrition policy, legal frameworks, quality standards, and infrastructure

- 1. Infrastructure** (technology, procurement, finance, supply, etc.) needs to be improved and available to guarantee safe & nutritious food for every child. This implies **sufficient capacity** for the various actors, including (district) governance institutions, to be able to deliver quality nutrition sustainably (e.g. (public) purchasing of large volumes of food).
- 2. All stakeholders need to be included.** In addition, **political will** is needed to enhance public-private partnerships and engage local communities, especially teachers, parents, and students. This needs to take place in an **enabling and coherent policy framework**, i. e. one that works across multiple sectors. Policy should be strongly embedded in a **legal structure** (e.g. Right to Food in the constitution in South Africa; but also restricting marketing to kids), for more sustainable (longer term) results.
- 3. The private sector is a special partner** that needs to be regarded from the impact it can have on children's nutrition status, and not for the partnership itself. For example, industry plays a role in food safety, but also in marketing of less healthy products.



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Working Group 2

Nutrition education in schools and in their environments

- 1. School-based food and nutrition education (SFNE)** must aim at **real life competences** that can help schoolchildren and their families improve their everyday food practices. It must be made **compulsory in formal school curricula**, designed based on schoolchildren's priorities and circumstances (i.e. meeting them where they are), available for all grades and implemented using a hands-on approach. Ideally, it can be its own subject or integrated in a specific subject, depending on education policies, capacities and context.
- 2. SFNE** needs to **move away from “teaching generic nutrition science”** and **respond to current sustainable development challenges**. This involves children and the school community acknowledging that food is personal and has sociocultural meaning, learning about the system where food comes from and by being active in the process to improve the results of that system for their health and that of the environment.



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Working Group 2

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3. A systemic approach to **capacity development coupled with fostering school-level champions** is needed for advancing the quality of SFNE. Teacher training, as well as incentives for career advancement need to be institutionalized. Beyond teachers, other key actors in the school system (students, parents, school staff, cooks, suppliers, vendors) interact and influence each other's food practices. Meaningful engagements and interaction between and among these is recommended.
4. To be effective, school-based food and nutrition education requires **policies and regulations that improve the school food environment** (including nutritious school meals), and that can be used as learning opportunities to complement formal food education.
5. **Digital platforms and channels, including social media, are relevant tools for SFNE**, however focus not be so much on the tools per se, but on how they are used to bring about change. Digital platforms are a good opportunity for better understanding children's food preferences and for engaging them in their own terms. Current online and blended-learning modalities for food education must not overbear parents and caregivers, but rather engage them and ensure that they can see the benefits.



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Working Group 3 Development of sustainable school food systems

- 1. Sustainability comes in multiple forms** (e.g., environmental, economic, and socio-cultural). Context is key.
- 2. Developing environmental sustainability criteria needs to be contextualised** to different national and sub-national settings, included in policies/legislation with monitoring frameworks to put theory into practice.
- 3. Food for school meals** should (if possible) be produced and procured **locally/regionally**, focusing on **short sustainable food value chains**, and involving **small-scale farmer** and **SMEs**. Unions and group organising can facilitate this.



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Working Group 3 Development of sustainable school food systems

- 4. Work collaboratively through a multi-sectoral/multi-actor approach**, recognising each sector's distinctive responsibility and working in coordination. This should include different levels of government, SMEs/private sector, school staff, parents, farmers, indigenous groups, NGOs/CSOs, and especially **CHILDREN**.
- 5. Schools should provide a safe and healthy food environment** for children, supporting sustainable food habits and choices. It is important to recognise that nutrition priorities will be contextual.
- 6. Political will, commitment, and funding by government** (national, regional and municipal) is pivotal.



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Working Group 4

Securing school nutrition in crisis situations, such as pandemics

1. Take Stock: The global school health and nutrition community should urgently take stock from the Covid-19 pandemic experience and develop **more detailed guidance based on evidence** from implementation and outcomes.

a) Implementation

Identify the key lessons learned from ethical and cost effective programmatic practice. For example country context is essential, legal instruments and guidelines must be flexible enough to respond to crises, programmes should retain the ability to adapt to technologies and engage communities in new ways.

b) Outcomes

Analyse the effectiveness of school nutrition guidelines in crises, and recognize the importance of school health and nutrition interventions in a child's development. For example, understanding whether and how school children specifically benefited from the crisis responses, whether those responses, which target hunger, household food security and community safety nets adequately, benefit the nutrition and education of the school children.



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Working Group 4

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2. Evidence Based Advocacy: Develop evidence based advocacy and messaging that shows how nutrition, health and education together are the key elements of a child's development and the creation of human capital, and also show how these school based programmes offer returns to agriculture, employment, gender, social protection and other sectors. This advocacy can help countries to maintain the relevance of the policy environment and funding in crises, especially if **stronger alliances** are built with food producers, the private sector, the media and the local community.

3. Flexibility and Creativity: In responding to the crises it is important to be flexible, creative, adaptable and innovative to **leave no one behind**.