

OFFICIAL FEEDBACK FORM

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| DIALOGUE DATE | Saturday, 10 April 2021 15:00 GMT -05:00 |
| DIALOGUE TITLE | Enabling more sustainable resilient school feeding programmes |
| CONVENED BY | Marjorie Beazer Lead Institute, Courtney Morgan Impact Youth Sustainability Jamaica Limited, Lincoln Beal Growgreen Aquaponics, Christopher Chinapoo Island Innovation Ambassador/Impact Youth Sustainability Jamaica Limited, |
| DIALOGUE EVENT PAGE | https://summitdialogues.org/dialogue/7696/ |
| DIALOGUE TYPE | Independent |
| GEOGRAPHICAL FOCUS | No borders |

The outcomes from a Food Systems Summit Dialogue will be of use in developing the pathway to sustainable food systems within the locality in which they take place. They will be a valuable contribution to the national pathways and also of interest to the different workstreams preparing for the Summit: the Action Tracks, Scientific Groups and Champions as well as for other Dialogues.

1. PARTICIPATION

TOTAL NUMBER OF PARTICIPANTS

PARTICIPATION BY AGE RANGE

2 0-18 10 19-30 36 31-50 51-65 3 66-80 80+

PARTICIPATION BY GENDER

29 Male 21 Female Prefer not to say or Other

NUMBER OF PARTICIPANTS IN EACH SECTOR

| | | | | | |
|----|-------------------------|---|----------------------|---|------------------------------|
| 24 | Agriculture/crops | 6 | Education | | Health care |
| | Fish and aquaculture | | Communication | | Nutrition |
| | Livestock | 6 | Food processing | | National or local government |
| 3 | Agro-forestry | | Food retail, markets | | Utilities |
| | Environment and ecology | 4 | Food industry | | Industrial |
| | Trade and commerce | | Financial Services | 8 | Other |

NUMBER OF PARTICIPANTS FROM EACH STAKEHOLDER GROUP

| | | | |
|----|---|--|---|
| | Small/medium enterprise/artisan | | Workers and trade union |
| | Large national business | | Member of Parliament |
| | Multi-national corporation | | Local authority |
| 25 | Small-scale farmer | | Government and national institution |
| 19 | Medium-scale farmer | | Regional economic community |
| 2 | Large-scale farmer | | United Nations |
| | Local Non-Governmental Organization | | International financial institution |
| | International Non-Governmental Organization | | Private Foundation / Partnership / Alliance |
| | Indigenous People | | Consumer group |
| 5 | Science and academia | | Other |

2. PRINCIPLES OF ENGAGEMENT

HOW DID YOU ORGANIZE THE DIALOGUE SO THAT THE PRINCIPLES WERE INCORPORATED, REINFORCED AND ENHANCED?

The dialogue mobilized members from the Jamaica Network of Rural Women Producers, Caribbean Farmers Network, Real Agriculture and Schools across the Caribbean Region

HOW DID YOUR DIALOGUE REFLECT SPECIFIC ASPECTS OF THE PRINCIPLES?

The dialogue reflected the principles in its organization, inclusiveness by design, and the format for engagement

DO YOU HAVE ADVICE FOR OTHER DIALOGUE CONVENORS ABOUT APPRECIATING THE PRINCIPLES OF ENGAGEMENT?

Plan for engagement Train the facilitators Do not have a one sided dialogue or a webinar where the speakers present more than they listen to and engage the participants

3. METHOD

The outcomes of a Dialogue are influenced by the method that is used.

DID YOU USE THE SAME METHOD AS RECOMMENDED BY THE CONVENORS REFERENCE MANUAL?

Yes

No

4. DIALOGUE FOCUS & OUTCOMES

MAJOR FOCUS

This dialogue examined and explored issues relevant to enabling more resilient and sustainable school feeding programmes in the Caribbean Region. The participants would explore issues related to sustainable procurement, issues of food safety, the need for a consistent and reliable supply of high quality food and examining ways to ethically and reliably support local and regional supply chains.

After a short panel discussion led by the curators for the session. Participants would be broken into 4 discussion groups to discuss the following topics

a. Improving quality education and mental health through healthy food.

b. Scaling School and Community Gardens using innovative farming techniques (Aquaponics, Hydroponics, Integrative Farming)

c. Sustainable Procurement in School Feeding Programmes

d. Assuring food safety in school feeding programs

e. Reducing food waste in school feeding programmes

After the breakout groups the team facilitators presented a summary of the contributions and discussions in the main room in plenary format,

ACTION TRACKS

- ✓ Action Track 1: Ensure access to safe and nutritious food for all
- ✓ Action Track 2: Shift to sustainable consumption patterns
- ✓ Action Track 3: Boost nature-positive production
- ✓ Action Track 4: Advance equitable livelihoods
- ✓ Action Track 5: Build resilience to vulnerabilities, shocks and stress

KEYWORDS

- Finance
- ✓ Innovation
- ✓ Human rights
- ✓ Women & Youth Empowerment
- Policy
- Data & Evidence
- ✓ Governance
- ✓ Trade-offs
- ✓ Environment and Climate

MAIN FINDINGS

Comprehensive Action on the School feeding programme can derive multiple co benefits in health, safety, environment and in building the local economy. There's is also a belief in schools that with pre-packaged food, [attention to good Ed.] food hygiene is not needed, and this could be a driver away from food preparation in schools. Children are supposed to have a box lunch which they have at 10 am and then a meal at lunchtime. (one contributor rated the quality of this meal at 5 to 6 on a scale of 1 to 10, where 10 is good). Some schools have taken out their kitchens.

There is need for quality and safety standards to guide the provision of school feeding programmes the cafeteria, and not enough nutritious food.

There appears a preference for pupils to be given bread and more bread rather than a meal by their school.

School Management appears focused on waste, and as such they only buy in what is pre-packaged food, this in order to cut down on waste. [this is a focus on a financial lagging indicator, and not on a quality indicator. And quality is not a cost, it is an enabler. Ed.]

[This practice Ed.] reinforces bad habits in the pupils.

There are too many soft drinks available, and whilst schools may try to stop selling them, pupils just buy them on 'the black market'.

Snacks are mainly low healthy options which contain too much sugar [carbohydrates Ed.]. The snacks are produced by local companies.

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OUTCOMES FOR EACH DISCUSSION TOPIC - 1/5

If there is a proper school feeding system in place that offers nutrient rich foods then healthier individual

Translates into a greater success rate in exams and overall performance in education

Productive individuals in society and building human capacity of the nation

healthier nation – more mental and physically fit individuals,

How we relate to each other- more positive interactions in families and amongst friends and a healthier society, less social problems – eg vagrancy/homeless, crime, delinquency, domestic violence against women

Government has to spend more money on health care system and public servants pay more taxes to upkeep these systems if more persons are unwell in society therefore it benefits the government and citizens as a whole to remain healthy or practice healthy lifestyles

WHAT PARTNERSHIPS ARE NEEDED TO SUPPORT THE SUSTAINABLE PROVISION OF HEALTHY MEALS DURING THE SCHOOL TERM

Between farmers , ministry of agriculture , supermarkets, transport providers, caterers to ensure that quality standards are set, adhered to/maintained throughout the value chain until the school meals reach the children. Governments role - give farmers incentives to produce natural and organic foods, limit fast foods industry coming into the country that will supply unhealthy foods

Between the social development or ministry of education to be involved in educating parents about the relationship between diet nutrition and learning (fostering mental wellness)

Partner with media in order to relay the right messages and to stop glamorizing unhealthy foods and promote the benefits of healthy foods.

Short term , medium and long goals needs to be set and monitoring in place to ensure they are reached.

WHAT ACTIONS CAN BE TAKEN TO ENSURE GREATER ACCESS TO HEALTHY FOOD IN SCHOOL FEEDING

School feeding guided by scientific research

Parent education program general diet and nutrition and cognitive learning, especially educate on reduction on sugar and have more natural drinks – ban fake drinks

Campaign in schools and community to promote healthy nutrient dense foods

Procurement - quality control standards in place/food safety standards from farmer to plate/school feeding

Implementation of policies directly related to school feed and nutrition

Make education accessible to everyone – no discrimination – disabilities, special needs

Bring back farming as part of curriculum for eg green house setting – encourage schools to get into agriculture and grade them. Introduce hydroponic or aquaculture systems.

Affordability cost of food – Government could put systems in place to keep cost of healthy food down so as to make healthy foods more accessible and less costly. Make unhealthy foods more expensive maybe through taxation and therefore less accessible.

Farmers educated on chemicals – need accountability on part of farmer so they accountable for peoples health. The adoption of CSA (climate smart agriculture) practices by farmers. Plastic pollution and mercury affecting fishes in sea and waterways

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OUTCOMES FOR EACH DISCUSSION TOPIC - 2/5

Scaling School and Community Gardens using innovative farming techniques (Aquaponics, Hydroponics, Integrative Farming)

Designing a sustainable procurement and supply chain that incorporates produce from the school and community gardens is desirable in all instances

There needs to be an encouragement, and a wider use of hydroponics and aquaponic growing programmes in schools and communities, Financing should be made available to enable scale of the programmes and alignment with Climate Actions

These schools and community gardens can be structured to be food hubs and enable social enterprise which can then be reinvested into the development of schools, communities and the welfare needs of the children

Partnerships with higher education institutions, civil society and others can play an important role in designing, planning, sustaining and scaling the hydro and aquaponic systems. Partnerships would be key to managing and navigating the interactions and trust required for success

the policy environment should enable the alignment of the concepts, scaling of the models, education of stakeholders, governance of social enterprises created and the ongoing partnership and cooperation required

Circular economy principles and practices should be designed and integrated into all the school gardens, food hubs and school feeding programmes

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OUTCOMES FOR EACH DISCUSSION TOPIC - 3/5

Sustainable Procurement in School Feeding Programmes

Local and Regionally Procured products should be given preferential treatment. The preference should be given on basis of need to decarbonize the supply chain and also on enabling sustainable livelihoods for local farmers

Policies should promote healthy consumption and reduce unhealthy options

The procurement needs to go beyond the school feeding to everything procured within school canteens

Partnerships across health, academia, mental health, social work and care would help to better manage the processes that lead to negative effects on health, mental health and so on

A need for Co-ordination:

Many contributors believe that there needs to be partnerships between the Ministry of health, education, community, and agriculture; and they need to work together on the four pillars of food supply for schools and communities.

They need to help the teachers to help pupils and the community to change current habits. It was recognised that there are not enough staff currently available, but that has to be addressed if there is to be a change in current habits, and health.

Agriculture is seen as an industry that only elderly people are interested in. [it's not for the young Ed.] And many of these elderly farmers [due to the pressures and economics Ed.] believe that they can't waste a day to go on a training course. Again, a reinforcing downward spiral resulting in little progress. This logjam needs breaking and that will only happen effectively with coordinated governmental intervention across many ministries.

As farming and agriculture is viewed as a non-career, only external programmes will be able to change these perceptions. Particularly for youth, and through the curriculum.

As there is a shortage of labour to check on food quality, oversee good practice (there is over use of fertilisers and pesticides), and assist with training, perhaps students studying agricultural practice, could be encouraged to spend more time working with local farmers on appropriate practices and routes forward.

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OUTCOMES FOR EACH DISCUSSION TOPIC - 4/5

Assuring food safety in school feeding programs

The implementation of Good Agriculture Practices, Good Manufacturing Practices, HACCP, risk Assessment and so on should be implemented and verified throughout the school feeding value chain.

Food safety management system standards and certification /Third Party Assurance should be incorporated into the management regimes of the school feeding programme

Principals and teachers should also receive basic food safety awareness.

All food handlers should receive a bit more than basic food safety when involved in school feeding programmes

Partnerships across the value chain can have a significant impact on both quality and safety of food provided. Partnerships with business, academia, civil social and social work sectors can all have impact on assuring both food safety and quality in schools. These relationships may also result in win win for businesses as they would better meet the needs of the schools "children" in a cost effective, efficient and affordable manner realizing many co benefits regarding healthier products and no loss of revenue streams

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OUTCOMES FOR EACH DISCUSSION TOPIC - 5/5

Reducing food waste in school feeding

Circular economy principles, practices and models need to be implemented throughout value chain to reduce food loss and waste

Excess food should be given to homes and donated to poor where practicable and safe

There was an expressed view that there needs to be a 'champion' to intervene for the children to champion healthy fresh food.

Teachers in agriculture at schools can grow food for the canteen and for sale to other teachers and the community. Mainly vegetables are grown, but the quantities are smallish. Tend to be a project for the pupils and not a sustained activity. Some schools do have chickens and small ruminants; but these are few in number.

There are supposed to be food hygiene and safety checks, but there was a lack of knowledge about how in practice the inspectors are trained or how they organise their visits which are infrequent due to staffing levels.

There are some schools that were originally built around agriculture with specialist teachers trained on how to run 'Forage Clubs'. Some schools have an annual 'Forage Fair' which is judged by the Ministry of Agriculture.

Teachers in charge of agriculture are trained in agricultural practice and basic animal husbandry, but it was reported that there is a lack of knowledge about Post harvest management, crop storage, and annual cycle management.

Agriculture should be taught in schools, but [as reported, in some schools Ed.] after form three it is reportedly dropped and, in some schools, it is no longer on the syllabus at all.

Community and Food:

In the community, many families don't cook anymore. There is a belief that we [society Ed.] we need to retrain people to buy, prepare wholesome food and to eat properly and eat nutritious food.

It is seen as essential to get information about food to people whilst they are young so that good eating habits, and respect for food, stay with them for life.

There is some general confusion about how to handle food that has been designated for human consumption. Once designated [the protocols for this were unknown Ed.] any leftover food cannot be disposed of easily. The concern is that such food may 'spoil' but still be in circulation for consumption.

The Covid19 pandemic has added to the health problems of children. As they take less exercise, but consume high carbohydrate snacks, they are tending to obesity. [with all the attendant on-costs to society through health interventions Ed.]

There is also a government feeding programme for lower income families. The scheme is called PATH for which recipients need to register in order to get the food delivered to their children's school.

A view of Agriculture:

Career advice appears to follow the general perception of agriculture. i.e. 'if you are not very bright you can go into agriculture'. If you go into farming, you are perceived to be no good at anything else. [this of course is weak career advice and re-enforces stereotyping of the industry Ed.] The industry is not seen as attractive.

One repeated theme was the collapse of knowledge about where food comes from, what is nutritious, how to prepare food, and what is good for life, right across the community. [this can become a reinforcing downward spiral Ed.]

Belief that if you are going to cook food then you need to know where it is from and how to grow it. The Ministry of agriculture runs a BTIS [? Ed.] extension training course.

Again, the post crop handling of produce is seen as important as large percentages of crops are lost due to poor handling, and that it is perceived as poor quality against an arbitrary scale. i.e. not attractive enough for the consumer to buy it. But is still wholesome.

At prestige schools, there is no training of agricultural or practical skills as they focus on academic subjects only.

One contributor reported that there is a large governmental fund available, but they don't know how it will be divided out or how to properly access it.

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AREAS OF DIVERGENCE

Trade barriers should not be used as means of promoting use of local food only and restricting trade and competition. While systems should enable better flows and use of local food it should not be restrictive to other markets entering the market to provide affordable food. Such practices can have adverse effects on other markets and also limit access to excess production of regional food to export

Implementation of standards throughout value chain may not necessitate certifications or adherence to expensive certification schemes. However there should be affordable means of varying the safety practices and processes throughout

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ATTACHMENTS AND RELEVANT LINKS

ATTACHMENTS

- **poll results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot-31.png>
- **pool 2 results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot.png>
- **poll 3 results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot-38.png>
- **poll 4 results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot-39.png>
- **poll 6 results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot-34.png>
- **poll 6 results**
<https://summitdialogues.org/wp-content/uploads/2021/03/Screenshot-27.png>
- **facilitator Notes G5**
<https://summitdialogues.org/wp-content/uploads/2021/03/Notes-from-dialogue-4-10-04-21-6.pdf>
- **facilitator notes G1**
<https://summitdialogues.org/wp-content/uploads/2021/03/summit-notes-10april-group-1-3.pdf>