

The background of the slide features a colorful illustration of a diverse group of school children in a classroom. The children, of various ethnicities and ages, are smiling and looking towards the camera. They are wearing blue school uniforms. The classroom setting includes a bulletin board with papers, a desk with books and a bottle, and a window in the background. On the far left, there is a vertical decorative border with a green and white geometric pattern. A large, semi-transparent grey rectangle is centered over the illustration, containing the title text in a bold, dark teal font.

Evidence from a Scoping study on home-grown school feeding in the Pacific Islands Countries and Territories (PICTs)

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**Pacific School
Food Network**



Pacific School Food Network

The vision of the Pacific School Food Network (PSFN) is to **improve the health of Pacific Island children, their families, and their communities through healthier school food environments.**

PSFN facilitates knowledge sharing and capacity building opportunities

www.pacificschoolfoodnetwork.org



Benefits of school meals programs

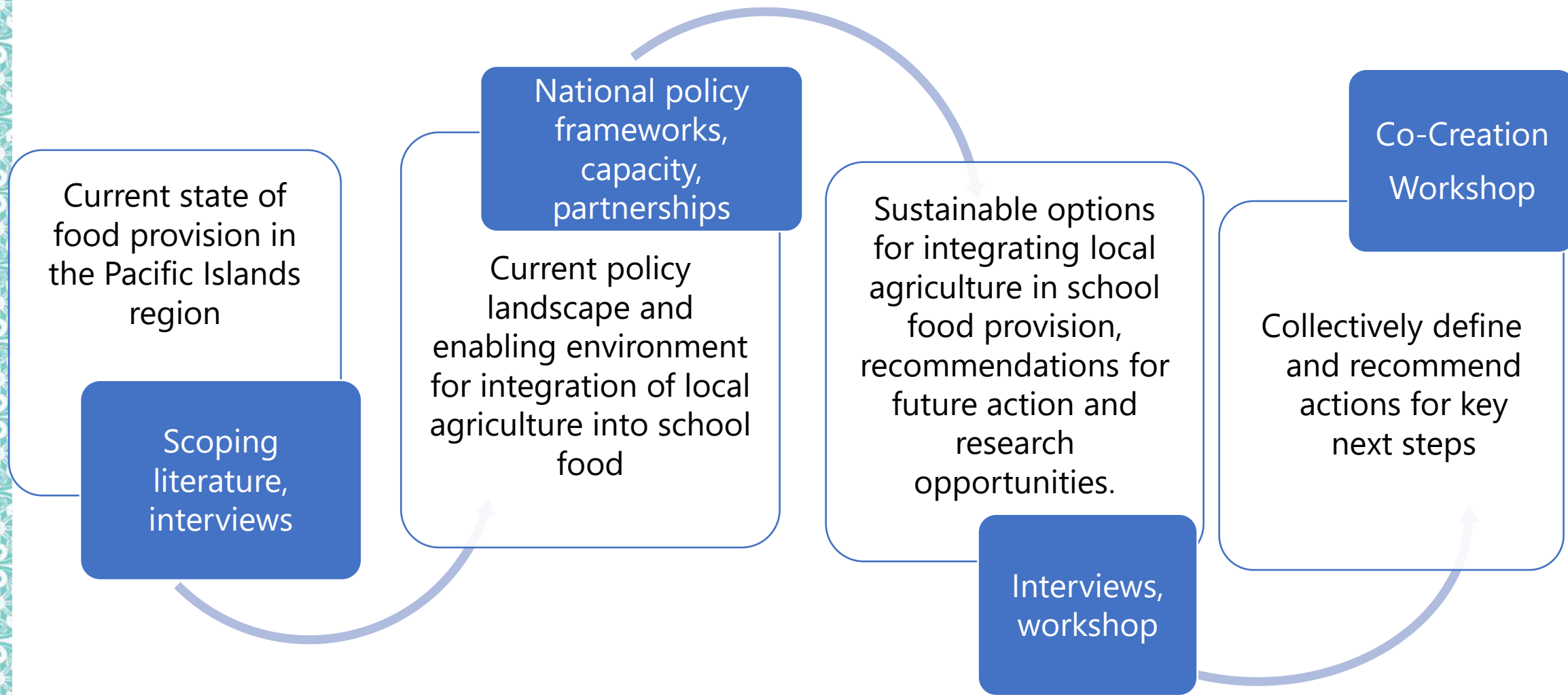
- Global recognition of multiple benefits of SMPs (nutrition, health, educational, social, economic)
- \$9USD return on every \$1USD invested
- Evidence doesn't fully capture the **wider benefits and impacts of home-grown approaches** to SMPs, which are a platform for wider food system transformation.
 - including climate resilience
- **Pacific not visible** in global best practice guidance materials





Objectives of scoping study

1. To understand the **current state of local agriculture into school food provision** in the Pacific Islands region.
2. To understand the current **policy landscape and enabling environment** for integration of local agriculture into school food provision.
3. To identify the **best-bet sustainable options for integrating local agriculture in school food** provision and recommendations for future action.
4. To **build awareness and consensus** around the multiple benefits of integrating local agriculture in school food provision and identify partnerships for collective action on key next steps.



Key findings



In the literature...

- **12** referenced a school food provision activity or program.
- **7** specified details of activities on school feeding programs
- **4** school gardens
- **4** school canteens
- **3** school curricula related to school food provision



Key Informants + Survey

- 43 Participants provided information on school food activities in 15 PICTs
- Main typologies of school food activities
 1. School feeding programs
 2. School garden activities
 3. 'Other' e.g. Nutrition education



SCHOOL FEEDING PROGRAMS



The provision of school meals (breakfast, lunch, dinner and/or snacks) to students at school, or as take-home rations. They can vary from national programs to individual school initiatives.



22 SFPs identified

16 are known to be current. This included 17 day schools and 5 boarding schools

CURRENT SCHOOL FEEDING PROGRAMS IDENTIFIED



	Federated States of Micronesia	2		Kiribati	1		Palau	1
	Fiji	2		Marshall Islands	1		Solomon Islands	1
	French Polynesia	1		Nauru	1		Timor Leste	1
	Guam	1		New Caledonia	2		Vanuatu	2

*Federated States of Micronesia (Pohnpei), French Polynesia, Guam, Marshall Islands, Nauru, New Caledonia, Palau and Timor Leste all have national SFPs

TYPE OF MEALS PROVIDED



*3 main meals was provided at boarding schools only, not day schools



INTEGRATION OF LOCAL FOODS

- 8 SFPs had a requirement to include local foods
- This varied from each school and was context dependent
- Including a range of 1 local food included at each main meal, up to 75% of foods sourced locally

SCHOOL FEEDING POLICY

- 6 SFPs had a policy or law guiding the inclusion of local foods
- The scale of the policy varied, from regional to national



SCHOOL GARDEN PROGRAMS

School program or activity that involves development and use of school gardens (SGP). This could be for educational purposes, income revenue or to supplement school food provision



11 SGPs Identified

7 are known to be ongoing

CURRENT SCHOOL GARDEN PROGRAMS IDENTIFIED



Cook Islands

1



Fiji

2



Commonwealth of Northern Mariana Islands

1



Federated States of Micronesia

1



Marshall Islands

1



Papua New Guinea

1



3 MAIN USES OF SCHOOL GARDENS

- 1 Education
- 2 Consumption*
- 3 Generate Income

*produce was provided to students, teachers, families to take home, used in cooking classes or to supplement the school feeding program



CURRICULUM

3 programs were embedded into curriculum



LOCAL FARMER INVOLVEMENT

5 programs involved local farmers



FOCUS ON LOCAL FOODS

7 programs had a focus on local foods in gardens



LOCAL FARMERS WERE INVOLVED IN 2 MAIN WAYS

- 1 Guest visit to schools, providing education to students
- 2 Educational school excursion to local farms

SCHOOL FOOD PROVISION LESSONS LEARNED

CHALLENGES

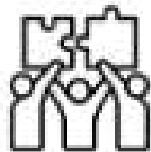
Common challenges to include local food in school food provision activities included:



- Environmental conditions
- Reliability of local food supply



- Funding and finance
- Governance and policy



- Food culture, perceptions and preferences
- Staff capacity and leadership for programs



- Food processing and storage/power facilities

OPPORTUNITIES

Despite the challenges there are clear opportunities to move forward. These included:



- Share learnings from neighboring countries



- Utilise different gardening technologies
- Broaden local purchasing options

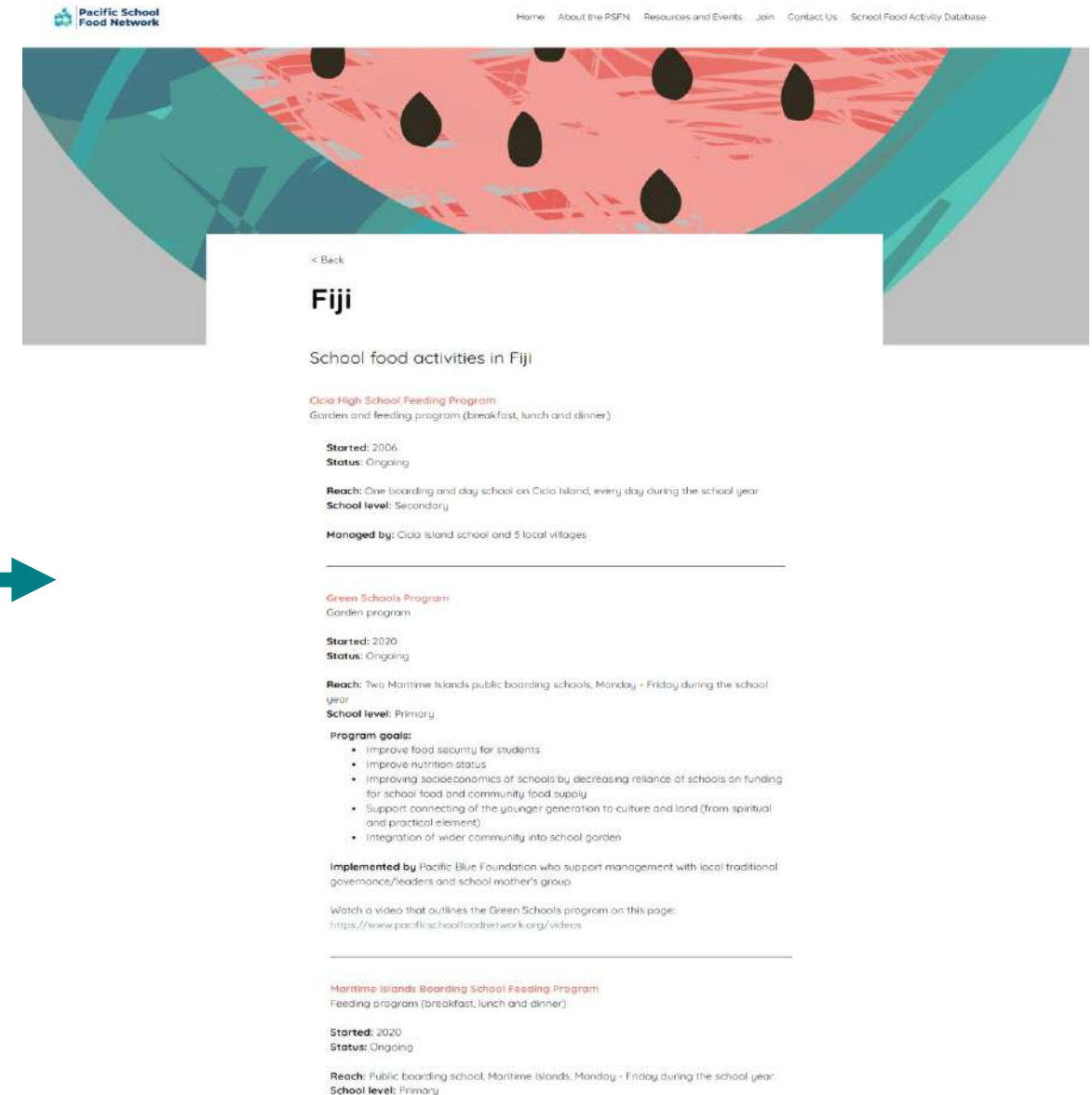
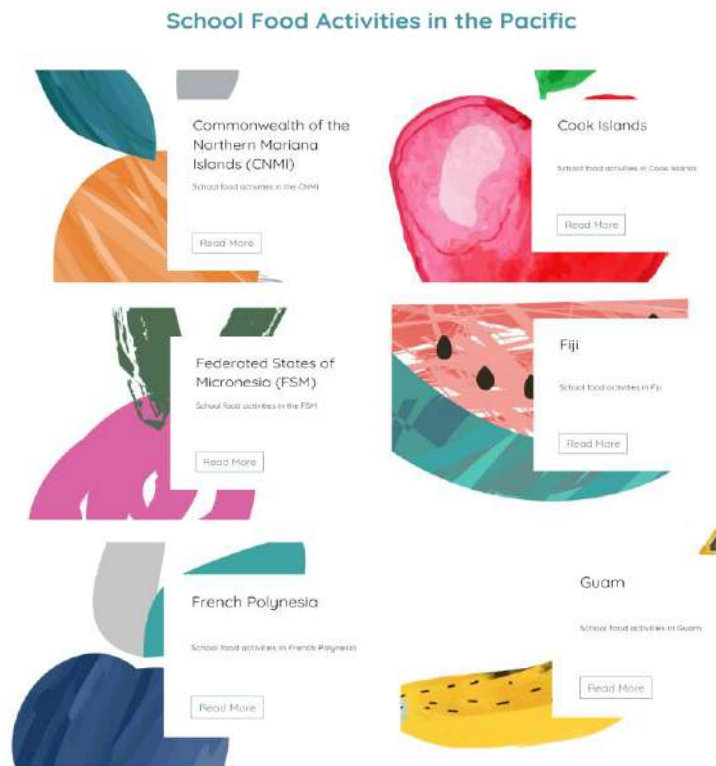


- Collaborate with traditional leaders, farmers and schools



- Supporting policy
- Diversify funding
- Upskill staff

Pacific School Food Activity Database

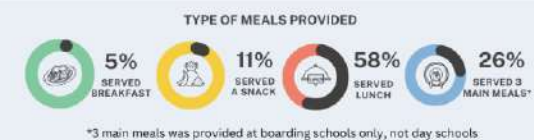
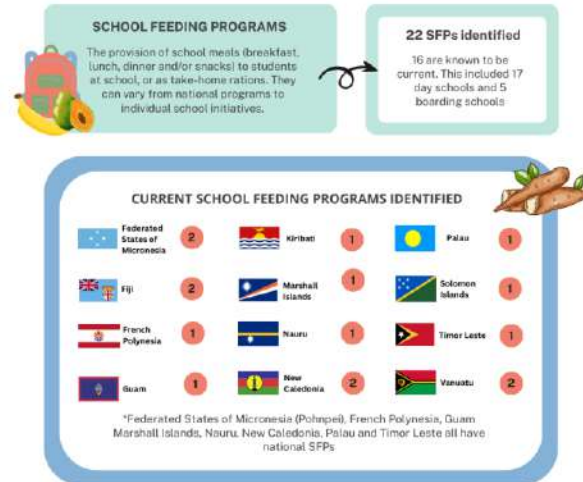


Understanding School Food Provision in the Pacific

REGIONAL SUMMARY

This project sought to identify current school food provision activities in Pacific Islands countries with a focus on the enabling policy environment and institutional and farmer capacity to better support the integration of local agriculture.

The key findings below were identified from scoping the literature, key informant interviews and online surveys. This factsheet provides a snapshot of information gathered, recognising that not all activities may have been able to be identified within this process.

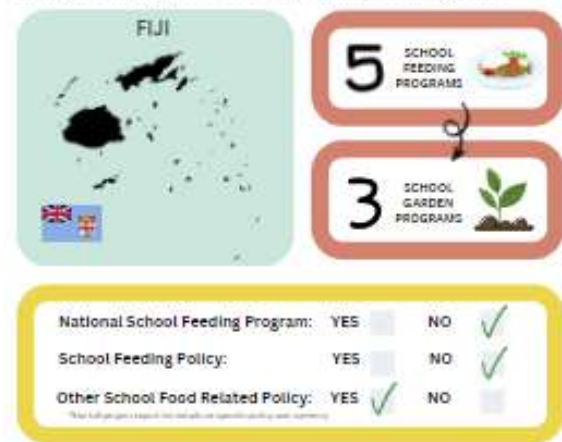


For more information on the findings from this project, please see the School Food Activity Database at www.pacificschoolfoodnetwork.org or scan the QR code.

SCHOOL FOOD IN THE PACIFIC ISLANDS

School Food Activities in Fiji

This project sought to identify current school food provision activities in Pacific Islands countries, with a focus on the enabling policy environment and institutional and farmer capacity to better support the integration of local agriculture. This factsheet provides a snapshot of key findings identified for Fiji. For more information on the findings from this project, please see the School Food Activity Database at www.pacificschoolfoodnetwork.org or scan the QR code.



EXAMPLES OF CURRENT ACTIVITIES IDENTIFIED

Cicia High School Feeding Program

Garden and feeding program, where produce from the garden supplements the school feeding program.

Started: 2006 **Status:** Ongoing

Meal provided: Breakfast, lunch and dinner

Reach: One boarding and day school in Cicia Island, every day during school year

School level: Secondary

Requirement to include local foods: YES, Under traditional governance system

Managed by: Cicia Island school and 3 local villages

Maritime Islands Boarding School Feeding Program

Started: 2000 **Status:** Ongoing

Meal provided: Breakfast, lunch and dinner

Reach: Three boarding schools, Maritime Islands, Monday - Friday during school year

School level: Primary

Requirement to include local foods: YES, Under traditional governance system

Green Schools Program

Garden program provides produce to supplement the Maritime Islands Boarding schools (above).

Started: 2000 **Status:** Ongoing

Reach: Three Maritime Islands public boarding schools, Monday - Friday during school year

School level: Primary

Stakeholders engaged include: Pacific Blue Foundation who support management with local traditional governance leaders and school mother's group



SCHOOL FOOD IN THE PACIFIC ISLANDS

School Food Activities in Republic of the Marshall Islands

This project sought to identify current school food provision activities in Pacific Islands countries, with a focus on the enabling policy environment and institutional and farmer capacity to better support the integration of local agriculture. This factsheet provides a snapshot of key findings identified for New Caledonia. For more information on the findings from this project, please see the School Food Activity Database at www.pacificschoolfoodnetwork.org or scan the QR code.



EXAMPLES OF CURRENT ACTIVITIES IDENTIFIED

School Lunch Program

Started: Unknown **Status:** Ongoing

Meal provided: Lunch

Reach: National school feeding program in all public and private day schools

School level: Primary and secondary school

Requirement to include local foods: YES, inclusion of at least 3 local food per meal

Stakeholders engaged include: Ministry of Education manages and coordinates program. Multiple other entities are also involved including Takaia technical mission, Technical assistance & planning: MoE, Caritas Rock Wellness Centre

School Learning Garden Program

Started: 2016 **Status:** Ongoing

Reach: Local, plans for national. Day schools

School level: Primary and secondary school

Garden Use:

- Education (embedded into the curriculum and used to teach language, arts, culture, science, numeracy, agriculture, food security)
- Consumption (produce sent home with students and teachers, long term plan to supplement school feeding program)
- Cooking (cooking classes with students & nutrition club and cooking demonstration as a part of teacher training)

Stakeholders engaged include: Ministry of Agriculture, FAO, Ministry of Natural Resources, stakeholders from Ku Mamai Oia Farm and Education Mamai Oia Farm and Education in Haaak



Policy deep-dive

- School feeding policies were identified for 8 school feeding programs
 - (FSM, Fiji, French Polynesia, New Caledonia, RMI, Timor-Leste)
- Other countries mainly addressed nutrition in school-aged children, but
 - **did not explicitly provide strategies, goals, or recommendations to implement school food provision.**
- The need for school food-related policy was a focus of discussion in many key informant interviews
 - **Some respondents indicated a lack of supporting policy as a problem/inhibitor.**

Regional Co-creation Best Fit Models

- Predominately, or **local foods** was seen as ideal,
 - **but not realistic now**, or for new programs.
- **A hybrid model (Imported + local)**
 - more realistic & likely to be successful
 - aim of moving towards integration of more local food over time.
- Multisector engagement
- Contextualised models that are community led
- A systems focus



Learnings and limitations

- Complexity in school food activities exceeded our expectations → required more time and more triangulation
- Virtual interactions
 - Unable to engage with some stakeholders (especially farmers), even when aware of activities.
- Challenging to ensure complete information for each school feeding activity has been documented (people tend to know about their work, but not that of others).
- Narrowing to sub-set of countries for the 'deep-dive'. Stakeholders indicated there was a lot of interest in this project, and were interested in being involved, even if there were not a lot of activities underway in their country.



Thank you



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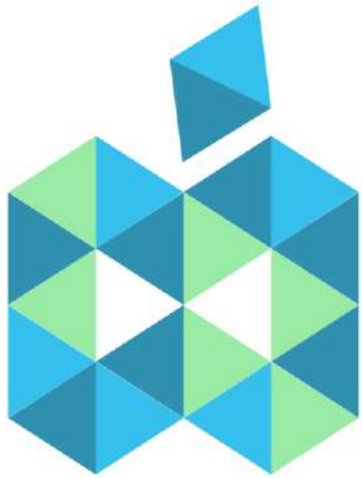
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