EXECUTIVE SUMMARY

Workshop
"School Feeding Systems in APEC Economies"

28 – 29 June, 2012
Moscow, Russia
Workshop on

"School feeding systems in APEC economies"

On June 27-28, 2012 in Moscow the Social and Industrial Food Service Institute organized and held a Workshop on School Feeding System in APEC Economies. The workshop was hosted by the Ministry of Agriculture of the Russian Federation and coordinated by Social and Industrial Food Service Institute.

The Workshop was in line with the aim of promoting stronger and deeper economic cooperation and capacity building within APEC and among developing economies of the region in particular. It sought to develop a community where enhanced incentives are available for developing agriculture, trade, food supply-chains, infrastructure, small and medium enterprises, as well as education and healthcare.

The Workshop provided an avenue for a comprehensive discussion on school feeding and moreover social safety nets issues as essential elements of food security and social stability.

In addition to the information sharing, the workshop will also aim at:

- sharing the ideas and best practices in school feeding to ensure stable connection between development of agriculture and improved young generation nutrition, health and welfare;
- developing an internet-site integrating information on school feeding best practices, research, news, statistics and continued dialogue among APEC economies.

APEC engaged on the issue primarily because of its worldwide importance and relevance and due to the fact that APEC had not previously addressed it in a tailored approach. The Workshop laid groundwork for developing sustainable school feeding programmes and meeting nutrition needs of the most vulnerable groups of population of the diverse APEC economies.

On the first day of the Workshop the main topics should have been:

«Perspectives for the development of school nutrition as an instrument for improvement of the economic and trade development, stimulation of the agriculture, processing industry and sustainable business involvement». 
In the scope of this theme the following problems should have been discussed:
- Financial sources for school nutrition programs (internal, external, public and private);
- Purchases of agricultural products in order to organize school nutrition and their influence on the development of the agriculture, involvement of local producers;
- Technologies used in food and processing industries, in public nutrition, compliance with securities standards and with school nutrition products quality standards;
- Nutrition baskets for students in different APEC economies;
- Mechanisms for ensuring food products security (including compliance confirmation procedure) and school nutrition quality control in different APEC economies (including production control).

On the second day of the Workshop two work groups was held. The main theme that should have been discussed in the scope of the Work group 1 is:
«State Regulation and School Nutrition Systems Management, Legal and Financial Aspects».

The main theme that should have been discussed in the scope of the Work group 2 is:
«The School Nutrition as a Separate Branch of Economy».
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Welcome and Opening Remarks

Speakers:
- Chernigov Vladimir – President of Social and Industrial Food Service Institute
- Mikhail Orlov – Director of food, food processing industry and food quality, Ministry of Agriculture of the Russian Federation
- Dmitry Edelev – Rector of the Moscow State University of Food Production, Representative of Russian Ministry of Education

Overview

In the context of today’s realities, which include increased food insecurity, a rise in biofuel production, and climate change challenges proper attention should be paid to school feeding. It concludes that APEC should again focus on a comprehensive APEC Food System approach that promotes school feeding programs in APEC economies. Implementing of the school feeding programs strengthens rural infrastructure and increase agricultural productivity that leads to economic growth in general.

Context

The speakers welcomed the Workshop participants and discussed the importance of implementing school feeding programs in APEC economies.

Key Points

1. Food insecurity leads to hunger and malnutrition and often to economic and political instability. Achieving food security requires adequate, reliable and sustainable supplies of crop and livestock products, through increased agricultural productivity and more efficient regional and global markets linking demand and supply. School feeding programs is one of the instruments that can help to achieve goals set in the scope of food security. That’s why APEC economies establish an ongoing mechanism at a high level to ensure the policy and technical cooperation necessary to achieve an integrated food system. This mechanism should include direct input and participation from the private and research sectors, as well as the public sector, in the form of a formal, institutionalized “School Feeding Dialogue.”

2. Governments should support a fully coordinated response and a comprehensive strategy to tackle school feeding issues. Individual and collective policy responses to expand food and agricultural supply in the APEC region should strengthen market forces to encourage new investment in agricultural technology, production and school feeding systems.

3. It’s vital to constitute an integrated approach to feed more people, better, and with less environmental stress.

4. APEC economies should take measures to set a cohesive strategic framework and sufficiently recognize the important role of the private sector, non-governmental organizations and research institutions.
5. The important role of science and technology in maintaining growth in the quantity, quality and variety of safe, secure food supplies used in school feeding programs also has been sharply highlighted.
6. More open trade and reliable access, buttressed with targeted assistance to purchase foodstuffs, is the lowest-cost means of achieving school feeding goals.
7. Measures taken in the scope of school feeding programs can also reduce unemployment, adding another drag to economic growth. Targeted assistance, provided through school feeding programs is the preferable alternative that the APEC region could work on jointly.
8. It is important to ensure that vulnerable population groups have their nutritional needs met. Enrichment with vitamins and micronutrients and feeding programs targeted on children are initiatives with high social and economic returns.
9. Purchasing power assistance should be a multinational endeavor so that any adjustment burden is shared by all and not just a developing country economy. Wealthier economies and food-exporting economies would benefit from contributing to such targeted assistance efforts because they will help sustain usage in tough times and avoid disruptive market interventions that feed back into their own markets in stressful ways.
10. A new paradigm for global approaches to school feeding problems should be provided.
Food safety issues in the context of ensuring food security and WTO rules

Speaker: Sergey Kiselev – Director of Eurasian Food Security Center

Overview

On December 16, 2011 in Geneva in terms of the 8th WTO Ministerial Conference was signed the Protocol of Accession of the Russian Federation to the World Trade Organization (WTO). Procedurally, Russia is not yet a full WTO Member and probably will not be until mid-summer 2012 (at the earliest). By the terms of Russia's accession, the Russian Duma has until July 23, 2012 to ratify the country's accession agreement. Russia will then become a full WTO member 30 days after its government formally notifies the WTO that it has ratified the deal. The terms and conditions of Russia’s membership in the WTO underline the importance of providing food aid to vulnerable parts of the population and ensuring food security.

Context

According to the WTO rules, school feeding programs belong to the “green box” and can be applied by the State upon its own discretion and without restrictions. Mr. Kiselev described what makes such programs an important instrument for the support and development of agriculture and for ensuring the food security of the Russian federation.

Key Points

1. Food safety involves the safe handling of food from the time it is grown, packaged, distributed, and prepared to prevent foodborne illnesses. Food safety is the responsibility of those who handle and prepare food commercially for delivery to consumers and of consumers as well. Whereas, the concept of food security is defined as including both physical and economic access to food that meets people's dietary needs as well as their food preferences. In many countries, health problems related to dietary excess are an ever increasing threat. In fact, malnutrition and foodborne diarrhea are become double burden.

2. WTO requirements on food safety:
   - non-discrimination principle
   - transparency
   - predictability
   - harmonization
   - equivalence of technical regulations
   - mutual recognition of conformity procedures,
   - the use of international standards, scientific validity
   - the assessment of risk.

The first requirement is the non-discrimination principle. With respect to technical requirements, non-discrimination means that if a Member applies certain requirements to imported products, it has to apply the same requirements to like domestic products (national treatment). If it applies a requirement to imports from one source, it has to apply it to like imports from all other sources as well (most-favoured-nation treatment). With respect to conformity assessment procedures, the principle means that Members must not subject like imported goods to more stringent testing and inspection requirements based on their source, or subject domestically produced goods to more lenient ones than like imported goods. The second requirement is that of the avoidance of unnecessary obstacles to trade. With respect to mandatory technical requirements and conformity assessment procedures that means that Members must design these in the way that is the least trade restrictive, making them proportional to the objectives which they are trying to fulfil. The third principle is harmonization, by which the Agreement encourages Members to use international standards. The objective of using international standards is to avoid the creation of undue layers of technical requirements and conformity assessment procedures at the national level which can obstruct trade. Fourth is the principle of equivalence of mandatory requirements. The Agreement calls upon Members to recognize as equivalent the technical requirements of other Members even if they differ from their own, provided that they fulfil the same final objective. The Agreement also calls upon Members to recognize each others’ conformity assessment procedures, so as to avoid subjecting products to multiple tests. The last principle is transparency. Members have to notify the WTO of requirements whose adoption they are considering if those
requirements might have a significant effect on trade and are not based on an international standard. They have to allow time for other Members to comment on these requirements, and take comments into account.

3. The terms and conditions of Russia’s membership in the WTO require modification by 2018 of the forms and methods of support of the Russian agriculture that relate to the “yellow box”. This requires an attentive study and a right implementation of the different forms of food aid for the population while securing these measures by respective actions on agriculture development.
**Food Security in APEC Region in the context of WTO**

**Speaker: Vladimir Tarasov** - Head of the Agrarian Center of the Eurasian Economic Community, Academician of the International Academy of Informatizatio

**Overview**

Since the First APEC Ministerial Meeting on Food Security in Niigata in 2010, the situation in the field of food security has remained an issue of high importance. The international food economy faces a range of formidable challenge. Well-functioning international markets have a key contribution to make to enhancing the security of food supplies to the global community and APEC region as a part of it.

**Context**

Mr. Tarasov described food security status of the Russian Federation.

**Key Points**

1. Food security of the Russian Federation is:
   - one of the key areas of ensuring the country’s national security in the medium term;
   - the factor that contributes to maintaining its statehood, sovereignty;
   - the essential component of its demographic policy;
   - the necessary condition for implementing the national priority, i.e. the improvement of the Russian citizens’ life quality through ensuring high sustenance standards.

   «Food independence is calculated as the ratio of production to consumption of the country».

2. Food independence is defined as sustainable domestic production of foodstuffs in quantities no less than the established thresholds of their share in relevant domestic commodities;

3. According to experts of Russian Academy of Agricultural Sciences (2012), as a result of Russia's accession to the WTO, will slowdown in the growth of agricultural production from 21% to 14% than planned in the draft state program for 8 years of its implementation, which equivalent 1 trillion rubles or an average of 125 billion rubles annually.

4. According to Academician of the Russian academy of agricultural sciences Elmira N.Krylatyh, by assignment of the internal market and foreign exporters narrowing of the external market for Russian exporters of agricultural products and food raw materials of Russia will be loss of about 4 billion U.S. dollars annual.

   The levels of food independence of the Russian Federation in vital food

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<tr>
<th>Commodity</th>
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<td>Grain</td>
<td>at least 95</td>
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<tr>
<td>Sugar</td>
<td>at least 80</td>
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<tr>
<td>Vegetable oil</td>
<td>at least 80</td>
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<tr>
<td>Meat and meat products</td>
<td>at least 85</td>
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<td>Milk and dairy products (in milk)</td>
<td>at least 90</td>
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<tr>
<td>Fish production</td>
<td>at least 80</td>
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<tr>
<td>Potato</td>
<td>at least 95</td>
</tr>
<tr>
<td>Salt</td>
<td>at least 85</td>
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School Feeding Programs are the Necessary Element in Ensuring Food Security for Vulnerable Populations

Speaker: Marc Regnault De La Mothe - School Feeding Unit, Policy, Planning and Strategy Division World Food Programme, Policy Officer

Overview

School meals can be used to effectively tackle hunger, nutrition, education, gender inequality and broader development issues. They transfer much needed income to food insecure households. WFP has worked with governments and NGOs on school meals for 45 years. Good practices and lessons learned were identified from this experience, including 8 quality standards for the implementation of sustainable school meals programmes. These 8 quality standards are the basis for WFP’s new approach to school meals. School meals are implemented in emergency, protracted relief and recovery and development contexts. Last year there were WFP school meals programmes in 62 countries.

Key Points

1. There are 330 million children receiving school feeding worldwide.
2. Governments are the biggest implementers of school feeding and WFP supports them.
3. There are encouraging signs of governments acquiring ownership of the programme. However there is still a long way to go, mainly in Africa.
4. Huge investment in school feeding: 30 billion worldwide. Investment in Africa is low (USD 600 million) compared to the rest of the World. If translated into an investment in local markets through local purchases, school feeding becomes a huge potential market for food stuffs in the region.
5. School feeding gets less expensive as countries develop. Donors’ support is still needed in low-income countries that cannot afford the programme yet.
6. School feeding was a very important coping mechanism after the 2008 food crisis.

Context

School feeding provide a mechanism for governments to reach the most vulnerable with resources, specially the most vulnerable being hit by food/oil crises. Mr. De La Mothe shared the experience of the WFP and identified program benefits and challenges for governments and beneficiaries. In 2008/2009 governments were scaling up school feeding programs as a response.
7. Framing of school feeding programmes changes across regions. Education is the main objective, followed by social protection and nutrition.
8. Policy/legal framework is crucial for the programme institutionalization.
9. Governments not necessarily take over WFP implementation approach. WFP is piloting new implementation approaches that are easily transferable to governments.
10. Community involvement exists but assessing how meaningful this participation is still a research gap.
Review of the Global Food Security

Speaker: Guljahan Kurbanova - FAO Regional Office for Europe and Central Asia, Economist

Overview

The number of hungry people has declined, but remains unacceptably high. Despite the decline, the ability to achieve international hunger targets such as MDG1 is still at risk. Governments should encourage increased investment in agriculture, expand safety nets, and enhance income-generating activities for the rural and urban poor.

Context

Ms. Kurbanova and the participants discussed the supporting role that agriculture must play to manage school feeding programs effectively and reduce the number of undernourished people.

Key Points

«Food security is to ensure that all people have physical and economic access to food that meets their dietary needs and food preferences for an active and healthy lifestyle».

(Rome Declaration, WFS, Rome, 13 November 1996)

1. Two thirds of undernourished people live in seven countries: Bangladesh; the Democratic Republic of Congo; India; Indonesia, China, Pakistan, Ethiopia. 40% of them live in India and China. The most undernourished people - Asia and Pacific (12%); the region accounts to most global improvement in 2010. The highest proportion of undernourishment is Sab-Saharan Africa – 30%

2. Importance of school milk programs:
   - The fat soluble vitamins, A, B, D, E, - primarily in the milk fat;
   - The B vitamins are found in the aqueous phase of milk. Fluid milk in the USA is fortified with additional vitamin D. Vitamin A is also added to milk in some other countries
   - All 22 minerals considered to be essential to the human diet are present in milk.

Vitamin A plays an important role in:
- Vision
- Bone growth
- Immune system health
- Cell division and differentiation

3. The high prevalence of underweight in South Asia stands out in comparison to other regions of
the world. Latin America and the Caribbean has the lowest rate, which at 4 per cent is only a small fraction of underweight prevalence in most other regions.

4. Stunting, an indicator of chronic undernutrition, is an even bigger problem than underweight. In the developing world, nearly one third of under-five children are stunted. Africa and Asia have particularly high prevalence, at almost 40 per cent and 35 per cent respectively. This indicates an urgent need to accelerate integrated programmes addressing nutrition during the mother’s pregnancy and before the child reaches two years of age, the period of children’s most rapid physical and mental growth and development.

5. Children who suffer from wasting face a markedly increased risk of death. In South Asia, prevalence of wasting is at an alarmingly high level of 19 per cent, in two regions, wasting prevalence is at least 10 per cent.

6. There is little difference in underweight prevalence between girls and boys. Yet in all regions of the world, children living in rural areas are more likely to be underweight than those in urban areas. In developing countries, children are twice as likely to be underweight in rural areas as in urban areas. Data disaggregated according to wealth show children from the poorest 20 per cent of households more likely to be underweight than those from the richest 20 per cent.

7. Multi-sector and cross cutting factors of food security:
   - Food access: economic growth and wealth distribution including gender issue
   - Food availability: agricultural productivity and natural resources
   - Price volatility
   - Stability: trade liberalization and stabilization
   - Stability: macroeconomic, natural, political
   - Utilization: food consumption pattern
   - Social protection system and social food safety net including female headed smallholders

8. Trends and Challenges
   - Growth in global food consumption is expected to slow 2.2 per cent a year (1970 to 2000) to 1.3 per cent a year (2000 to 2030) and to 0.6 per cent a year (2030 to 2050).
   - Global food requirements continue to increase in coming years due to populations and incomes rise
   - Changing pattern of food – focus on nutrition
   - Slowing agricultural productivity growth, the impacts of climate change, and scarce resources such as water, fertilizer and land.

9. The Future We Want - “Zero hunger challenge” (Rio+20):
   - 100% access to adequate food all year round.

«The quest for food security can be the common thread that links the different challenges we face and helps build a sustainable future. At the United Nations Conference on Sustainable Development (Rio+20) we have the golden opportunity to explore the convergence between the agendas of food security and sustainability to ensure that happens»

    Jose Graziano da Silva
    Director-General of the Food and Agriculture Organization of the United Nations
Zero stunted children under 2 years, no more malnutrition in pregnancy and early childhood.
Sustainable food systems.
100% growth in smallholder productivity and income, particularly for women.
Zero loss or waste of food, including responsible consumption.

10. Actions on Sustainable Food Security:
- Improvements in agricultural productivity over time have enabled agricultural production to meet consumption growth
- Development of food supply chains including research to improve yields and sustainable environment
- Investments in sustainable agriculture development
- Trade liberalization, including reform of agricultural support regimes and removal of import and export barriers
- Protection of vulnerable population
2nd Part of the plenary session

Research on School feeding systems in APEC economies

Speaker : Vladimir Chernigov - President of the Social and Industrial Food Service Institute

Overview

The Government has shown an interest in adopting school feeding as a productive safety net that will contribute to the social and economic development of the country. To develop sustainable school feeding programs, robust local food production is required. Programs to improve agricultural productivity are essential. In addition, partnerships with governments and NGOs are proving to be important ways to address issues related to nutrition and hunger relief.

Context

Mr. Chernigov elucidated the benefits of school feeding by the example of programs in APEC economies.
He also paid attention to the supporting role that agriculture must play. The most important reasons that nations pursue school feeding agendas are social welfare and improved education. School feeding can be considered as a mean to achieving the national objectives of increasing food production and ensuring that children go to school that is a critical goal for the nation’s economic development. Schools represent additional markets for farmers, which helps develop Kenya’s agricultural sector.

Key Points

1. School feeding can be regarded as a mechanism for economic development because it requires integration of agriculture and food processing industries’ best practices. The role of school meals as a part of national food security system was underlined at the Second Ministerial Meeting on APEC Food Security, held from 30 to 31 May, 2012 in Kazan (Russian Federation). Kazan Declaration’s aims include strengthening food security at the present stage. That’s why it is necessary to focus on improving access to food for socially vulnerable groups of population.

2. As countries move to nationally run school feeding programs, it is useful to reflect upon the different functions that need to be performed in a school feeding program. Each nation, however, takes a unique approach to the institutional framework for the program.
3. Although the government plays an important role in most nationally run school feeding programs, community involvement is still essential.
4. The necessity for school feeding development is understood by the developed and the developing countries having problems with food safety or having reached a high level of food provision.
5. The allocation of financial and food resources for school feeding has become the rule. The institutional environment and the legal base have been improved and the material and organizational bases have been strengthened.
6. School feeding programs have been conducted under different forms in all APEC countries for already several decades and often become main elements of bigger national initiatives related to health improvement and population nutrition improvement.
7. In general, today all existing school feeding programs can be classified by:
   - the scope of the state coverage;
   - the specificity of the different social and age categories of students concerned by the programs;
   - the number of meals per day at school and the meals menu;
   - the place of eating meals;
   - the level of state independence in the process of their implementation.
8. The most significant example of programs at national level are the US programs – the National School Lunches Program (concerning 30.5 million students), the School Breakfast Program (concerning 10 million students) and a special milk program.
9. Uniform school feeding programs are being implemented in Chile; Hong Kong, China; Indonesia (with the support of regional authorities and international organizations); Japan; Korea, Malaysia, Mexico, Peru; the Philippines; Singapore and Thailand.
10. Among the economies with school feeding programs having regional importance can be mentioned Australia, Canada, China, New Zealand, Russia, Viet Nam.

The APEC representatives described in details in their country presentations the national school feeding programs:

USA – Scott Reynolds, Agricultural Counselor, Embassy of the USA
Japan – Masahiro Oji, Director of School Health Education Division, Ministry of Education, Culture, Sports, Science and Technology
Russian Federation – Oksana Zotova, Head of monitoring Unit, Social and Industrial Food Service Institute
Philippines – Israel Q. Dela Cruz, Senior Science Research Specialist, Bureau of Agriculture and Fisheries Product Standards
Indonesia – Tetty Helfery Sihombing, Director of Food Product Standardization, National Agency for Drug and Food Control
Mexico – Gilda de León Guzmán, Director of Educativa Innovation, Ministry of Public Education of Mexico
School Meal Programs in USA

Speaker: Scott Reynolds - Agricultural Counselor, Embassy of the USA

Overview

The Food and Nutrition Service (FNS) administers the school-based meal programs of the U.S. Department of Agriculture. Mission: To provide children and needy families better access to food and a more healthful diet through food assistance programs and comprehensive nutrition education efforts. School meal programs began as a dual effort to combat hunger and help to provide a market for surplus agricultural goods. Over time, this role evolved to providing children with nutritious meals and educating them about proper nutrition. School Meal Programs: National School Lunch Program, School Breakfast Program, Special Milk Program, Summer Food Service Program, Child and Adult Care Food Program, Fresh Fruit and Vegetable Program

Context

Mr. Reynolds described school-based meal programs in the United States and the way the programs are administrated and funded.

Key Points

1. National School Lunch Program (NSLP): Established in 1946 by the National School Lunch Act (NSLA). Schools sign an agreement with the State to operate a non-profit meal service, under which they offer meals that are nutritious and affordable. Program is subject to accepted health and safety standards. The depression years of the 1930's deepened the concern over hunger and malnourishment among school children. During World War II, nearly one-third of the young men turned down for military service was rejected due to nutritional deficiencies. This led to the establishment of the NSLP as a permanent program in 1946.

   - Lunches must be offered between 10:00 a.m. and 2:00 p.m.
   - Regulations require SFAs to follow sanitation and health standards established by State and local law.

2. School Breakfast Program (SBP): Established in 1966 by the Child Nutrition Act (CNA). Provides nutritious and affordable breakfasts to students in fashion similar to the NSLP. Adoption rate traditionally lower than NSLP, though recent efforts made to expand program

   - The SBP began in 1966 to assist schools serving breakfasts to "nutritionally needy" children. While the term "nutritionally needy" was not defined, the original legislation stipulated that first consideration for program implementation was to be given to schools in poor areas or in areas where children had to travel a great distance to school.
visit the cafeteria before the start of the school day.

Other Note: The NSLP and SBP may be supplemented by the Special Milk Program (SMP), which provides milk to needy students free of charge. The SMP is also available to schools which are unable to provide meals.

3. Summer Food Service Program (SFSP): The SFSP provides meals to children in low-income families when school is out. Basic types of summer feeding sites: open, enrolled, camps. In general terms, the SFSP operates when school is out. In most areas, the Program begins in late May or early June and ends when school starts back in late August or September. However, the Program is also available to year-round schools during breaks throughout the year and also during the school year in the event of an emergency or unanticipated school closure.

An open site is one that qualifies for participation based on its location near a school where 50% or more students are eligible for free or reduced price school meals. This can be determined using school data or census data. Once the site is qualified, all children that come to that site receive free meals.

An enrolled site, however, may or may not be located in a low-income area.

An enrolled site may participate if 50% of the children enrolled in the site’s program are eligible for free or reduced price meals, in which case all children that are enrolled in the site are eligible for free meals.

The only exception to this rule are camps. A camp is reimbursed only for the meals served to children eligible for free/reduced price meals, based on income applications.

4. Child and Adult Care Food Program (CACFP): provides meals and snacks at child care facilities, daycare homes, and at afterschool programs. More than 3.2 million children receive nutritious meals and snacks each day. Not technically considered to be a school meal program, though schools operating afterschool programming and other child care facilities may be participants. Schools may supplement their food service by participating in CACFP if they have afterschool care and would like to offer both snacks and suppers. Schools that only wish to offer afterschool snacks typically do not enroll in CACFP as these can be provided through the NSLP.

5. Fresh Fruit and Vegetable Program Available to selected elementary school. High need Elementary schools in 50 States, DC, Guam, Puerto Rico and the Virgin Islands. The goals of the program are to:

- Create healthier school environments
- Expand the variety of fruits and vegetables
- Increase children’s fruit and vegetable consumption
- Impact children’s present and future health

Supports the NSLP by increasing the servings of fruits and vegetables beyond what is served in the other school meal programs to needy children in elementary schools

6. The Fresh Fruit and Vegetable Program (FFVP) provides all children in selected elementary schools with a variety of free fresh fruits and vegetables throughout the school day, but outside of Breakfast and Lunch periods. It is an effective and creative way of introducing fresh fruits and vegetables as healthy snack options. The focus is on schools with high free and reduced-priced eligible students. The goal of the FFVP is to:

- Create healthier school environments by providing healthier food choices.
- Expand the variety of fruits and vegetables children experience.
- Increase children’s fruit and vegetable consumption.
- Make a difference in children’s diets to impact their present and future health

7. Program Administration and Operation

USDA:

- Provides funding
- Sets meal requirements
- Oversees states, school districts
- Operate program
- Purchase food
- Provide nutritious safe meals

States:

- Distribute funding
- Manage program
- Monitor local programs
A School Food Authority (SFA) is the governing body responsible for administering a school meal program. The Administrative flow originates with FNS. FNS consists of our headquarters located in the Washington, DC area and 7 Regional Offices strategically located throughout the country.

8. Nutrition Requirements:
- Meals must reflect the Dietary Guidelines for Americans
- Lunches supply 1/3 of the RDAs; breakfasts supply ¼ of the RDAs
- New meal pattern requirements effective 7/1/12:
  - More fruits, vegetables, whole grains, fat-free /low-fat milk
  - Limits for calories, sodium, saturated fat, trans fat

9. USDA Reimburses schools for every meal and snack served that meets program requirements
USDA also provides in-kind bulk commodities to schools through its USDA Foods program contributes up to 20% of the food in each meal served. Meal reimbursements are updated annually based on adjustments to the Consumer Price Index. USDA foods are high quality, domestically produced, varied in selection, and often more cost-effective than other alternatives due to USDA’s purchasing power. Annually each State receives USDA Food entitlement is based on the meals served in the prior year. The entitlement dollar amount is established and it becomes each states’ “cash” to order USDA Foods for it’s schools. The way schools decide how to use their entitlement is solely based on a School Food Authority’s business decisions. It is also influenced by what states offer from what USDA makes available which can be found on our Foods Available List on our website.

10. Free and Reduced-Price Meals: children qualify for free or reduced-price meals based on household size and gross income, or participation in public assistance programs. Schools are prohibited from identifying children that receive free/reduced-price meals. All students must be offered all meal choices, regardless of status. Circumstances allowing for Free/Reduced-Price Benefits:
- They reside in households characterized by economic hardship
- They reside in households qualifying for other public assistance programs
- Children are runaways, migrant, homeless, or living under foster care are also eligible for free meals

Economic hardship is defined by households with income no greater than 130% of the Federal Poverty Guideline to qualify for free meals, and no greater than 185% for reduced-price meals. The Federal Poverty Guideline is adjusted annually. Households with children eligible based on participation in other public assistance programs is referred to as categorical eligibility. Most income-tested programs qualify; for example, the Supplemental Nutrition Assistance Program (SNAP), and in some States the Temporary Assistance for Needy Families (TANF) program, depending on the income eligibility cutoff.
Promoting Dietary Education through School Lunch Programs in Japanese Schools

Speaker: Masahiro Oji - Director of School Health Education Division, Ministry of Education, Culture, Sports, Science and Technology

Overview

The Basic Law on Dietary Education was enacted to promote childhood dietary education. This law was drawn up with the intent to educate people about the importance of eating proper meals in order to solve problems such as inappropriate eating habits and nutrition intake, disturbances in diets, decline in physical strength, increases in lifestyle-related diseases, a fall in the rate of food self-sufficiency, the lowering of a sense of gratitude for food, and so forth. The law sets nine specific targets, such as increasing the number of people who take a keen interest in dietary education, reducing the ratio of elementary school students skipping breakfast, etc.

Context

Mr. Oji shared the experience of promoting dietary education.

Key Points

1. History of School lunch in Japan:
   1889 - Japan’s first school lunch
   1946 - Milk distribution program by UNICEF and other organization
   1947 - Lunches for 2.9 million children (city)
   1949 - School lunch (all over Japan)
   1954 - “School Lunch Act” enacted
   2005 - “Diet and Nutrition Teacher System” launched and “Dietary education Basic Act” enacted
   The law on Dietary Education set specific targets.
   - Increasing the ratio of people with an interest in dietary education from its current level of 70% to 90% by 2010.
   - Reducing the ratio of elementary school students skipping breakfast from the 4% recorded in 2000 to 0% by 2010.

2. Recently, the Ministry of Education and Science has started a new program to train people to become "diet and nutrition teachers utilizing professional registered dietician programs in university. The teacher is trained in pedagogy, which is added to the standard registered dietician curriculum. “Diet and nutrition teachers” have already started teaching in some schools.

4. Laws of Regulations of School lunch system
   - Dietary Education Basic Act
   - School Lunch Act
     - Standards (Nutritional Standards)
     - Hygiene Management Standards
   - The Courses of Study (National Standards of Education in Japan)

In 2008 The School Lunch Act was revised to changed focus from improving dietary habits to promoting dietary education. In 2005 the “Diet and Nutrition Teacher System” was launched. Role of the diet and nutrition teachers:
Formulating menus and ensuring hygiene standards for school lunches.
Providing extensive instruction on food in class, as well as homeroom activities.
Coordinating and liaising so as to enhance relation between the school and faculty, families and the community, with regard to dietary education.
Providing individual guidance for children and families on obesity, picky eating, and food allergies.
Overview

There is no National School Feeding Program (SFP) in Russia. Large regional programs are developed and implemented, for example, those in Moscow and some other federal subjects. In the Russian Federation, the structure of school feeding system participants can be considered on the basis of organizations and plants makeup, their objectives and tasks in the process of its functioning. The main types of activity (tasks) implemented in this sphere include delivery, production, management and control, consumption.

Context

Ms. Zotova described school feeding system in Russian Federation, its key indicators, funding and administrating.

Key Points

1. As of the beginning of the 2008 academic year, in the Russian Federation the total amount of students of 7-11 years made up 4,983.3 thousand people while of 11-18 years – 8,015.5 thousand people. The hot meals coverage amounts to 77.5%. Only breakfasts are provided to 58.8%, only lunches – to 21.9%, two meals daily – to 19.3%, snacks – to 3.2% of children. Canteen food is purchased by 25.0%.

2. The analysis of the results of the 2002 All-Russian Preventive Medical Examination that implies the checkup of 30,400 thousand children of all age groups revealed the decrease of the healthy children percentage (from 45.5% to 33.89%) along with the double growth of the share of those children suffering from chronic diseases. The existing situation called for certain measures implying fulfillment of the following tasks:

- scientific foundation of directions of students catering arrangement improvement, increase of food quality, harmony and security;
- development of food and information technologies at catering units of general education establishments;
- creation of the efficient management system in this sphere;
- gradual increase of state support of the school feeding system and full provision of hot meals to schoolchildren;
- reasoning for the system of measures aimed at personnel development;
- development of private-public partnership and civic institutions, mechanisms of public control over students catering status;
- determination of the catering sphere legal and regulatory framework improvement directions at general education establishments;
- growth of measures efficiency in respect of building rational food behavior and knowledge about healthy eating foundations by children, teenagers and their parents.

3. There is no National School Feeding Program (SFP) in Russia. Large regional programs are developed and implemented, for example, those in Moscow and some other federal subjects. For purposes of school feeding improvement, the Russian Federation implements the following framework measures, including:

- Measures aimed at resolving tasks related to infant and maternal mortality level decrease, enhancement of people’s reproductive health, health of children and teenagers implying arrangement of high quality hot meals provision to schoolchildren and students of elementary vocational education establishments, including free meals for children from low-income families (Conception of Demographic Policy of the Russian Federation till 2025 adopted
by Order of the President of the Russian Federation No 1351 as of 09/10/2007).


Experiment aimed at improving students catering arrangement at state general education establishments of the subjects of the Russian Federation and municipal general education establishments (Order No Pr-2065 of the President of the Russian Federation d.d. December 10, 2005).

4. In 2008-2011, within the experiment framework the subjects of the Russian Federation considered all aspects of high quality and accessible well-balanced school feeding arrangement, including technological, organizational and management, legal and regulatory, educational ones. Within four years of the experiment implementation, 2 billion 100 million rubles (2008 – 500 million rubles, 2009 – 1 billion rubles, 2010 – 300 million rubles, 2011 – 300 million rubles) was allocated from the federal budget. Besides, 2 billion 458 million rubles was provided from regional and local budgets for the experiment implementation. So the consolidated budget funds allocated for the experiment implementation in 2008-2011 made up over 4.5 billion rubles.

5. Regional programs related to school feeding system arrangement improvement, etc. In 2011, in 35 regions the specified measures were implemented within the framework of regional programs, in 48 regions they were taken within long-term regional programs of education development, programs of state policy implementation in the sphere of healthy eating, demographic development programs, etc. In 63 subjects of the Russian Federation, municipal programs of school feeding arrangement improvement were valid. In 2012-2014, the abovementioned experiment regional coverage will be extended.

6. In the Russian Federation, the structure of school feeding system participants can be considered on the basis of organizations and plants makeup, their objectives and tasks in the process of its functioning. The main types of activity (tasks) implemented in this sphere include delivery, production, management and control, consumption.

7. The efficient way of resolving the current problems in the sphere of school feeding arrangement is the special-purpose approach application. So, the Program for the School Feeding System Modernization at General Education Establishments of the Russian Federation (hereinafter referred to as “the Program”) is currently developed in the Russian Federation. Taking into consideration the interrelation of the main set tasks with objectives and tasks of priority national projects in the sphere of health, education and agro-industrial complex development, it is reasonable to mark the Program with the Presidential status.
Improvement of Community Nutrition and National Food Security: Milk Feeding Program and Gulayan sa Paaralan

Speaker: Israel Q. De La Cruz - Senior Science Research Specialist, Bureau of Agriculture and Fisheries Product Standards

Overview

There is a set of programs in response to the perennial problem of malnutrition among public elementary school children. Its general objective is to improve the nutritional status of underweight school children, thereby improving their learning capabilities. Aside from just feeding programs, the local government is also teaching elementary and high school level students the importance of growing and consuming organic vegetables through the Gulayan sa Paaralan initiative.

Context

Mr. De La Cruz presented statistics about the Philippines and discussed what benefits government receives from milk feeding program and Gulayan sa Paaralan initiative.

Key Points

1. Milk feeding program: the program continuously served as the base market of the local dairy farmers, especially those who had just started in the business of dairying. It addresses the issues of poverty by rescuing children from malnutrition while providing a steady flow of income to local dairy farmers and their cooperatives. Enforcement of Section 16 of the National Dairy Development Act of 1995 requires that government nutrition programs that use milk shall be supplied by local milk producers and shall be coordinated with the National Dairy Authority.

2. Build-up of the Philippine Milk Fund is used by the NDA to offer as counterpart to local governments and other co-sponsors. NDA continues to seek new partners in augmenting this fund.

3. Milk Feeding Program Requirements
   A. Pre-Feeding Period
      - Identification of target areas and children beneficiaries
      - Deworming of identified beneficiaries
      - MFP Orientation among Barangay, Nutrition Scholars/Barangay Health Workers, school nurses/teachers, collaborating agencies, parents and beneficiaries
      - Signing of Memorandum of Agreement
   B. Feeding Period
      - Launching ceremony and start of the feeding
      - Checking, recording and distribution of milk deliveries
      - Conduct of regular weighing and height taking
      - Conduct of regular monitoring in the area
   C. Post Feeding Period
      - Final weighing and height taking of children beneficiaries
      - Submission of terminal report. The report includes a summary of other observed improvements of the children
   D. Other requirements
      - Requirements weighing scale is Salter for community children and Detecto for school children
Deworming shall be done within 7 days to 4 months prior to the actual feeding. Recommended time of feeding is from 8:00-9:00am or 1st hour of school with double single session.

Milk ration shall only be fed at the designated feeding center/room.

4. Programang Agrikulturan Pilipino (Gulayan sa Paaralan) general objective is to promote self help production activities and values among children that will appreciate agriculture as a life support system.

Specific objectives:
- Promote vegetable production through natural farming in public elementary and high schools;
- Establish/maintain school gardens to serve as food basket/main source of vegetables to sustain supplementary feeding;
- Showcase small-scale food production model in schools for the households/communities to replicate, purposely to promote family security

Duration, Scope, and Coverage:
- The Program will cover all public elementary and high schools in 16 regions and National Capital Region
- For year 2012, the Program’s target is 8,415 schools (in 26 provinces)
- By 2016, 42,076 school gardens (8,415 schools per year) all over the country (78 provinces) are targeted

Project Components:
- Sustainable Production of Vegetables – engages the schools as a vehicle in increasing awareness as well as cultivating interest among the young, the value of safe farming and producing nutritious food.
- School Gardens for Source of Supplemental Feeding – schools will be tapped to utilize their vacant areas for the establishment and maintenance of school gardens. Vegetables produced from the gardens will become a source of food for the school’s supplemental feeding program, to reduce malnutrition.
- Small-scale food production model – the school garden by itself becomes a model for backyard gardening, it shall showcase what parents/elders can do more to make food always available for family consumption

Implementers/Collaborators:
- Department of Agriculture - Bureau of Plant Industry, Agricultural Training Institute, 16 regional field units
- Department of Education
- Department of Interior and Local Government
- Department of Health (National Nutrition Council)
- Non-government organizations, People’s Organizations, Parent-Teachers Association, 4H Clubs, Rural Improvement Clubs, Senior Citizen Organizations

Situationer: hunger and malnutrition affect 19% or 3,268,000 families out of the 17,400,000 households in the Philippines
Gulayan sa Paaralan seeks to create awareness about health and nutrition, and promote the economic benefits of establishing school, household and community gardens.
School and Health Program

Speaker: Gilda de León Guzmán - Director of Educatve Innovation, Ministry of Public Education of Mexico

Overview

The problem of overweight and obesity in Mexico is a reality that has invaded child population. The combined prevalence of these problems in children 5 to 11 years is 26%, which represents 4.1 million school children, that is, 5.7 million suffer from this disease (ENSANUT 2006). The Ministry of Public Education and the Ministry of Health have implemented various measures and actions with orientations to prevent and to reduce the prevalence of overweight and obesity.

Context

Ms. Gilda de Leon Guzman made a presentation on main school feeding programs and innovative approaches to the problem of overweight and obesity.

Key Points

1. The School and Health Program has as one of its greatest challenges to promote a new culture of health through developing competencies for a healthy life, in order to prevent, reverse and decrease the progression in the prevalence of overweight and obesity in basic education students, thereby providing greater opportunities to achieve better learning outcomes.

Main achievements and challenges:

- Implementation of the Emergent Plan of Action to face the epidemiological contingency for virus Influenza A H1N1.
- Enrichment of contents of nutrition, care of health, physical activation and sexuality in school curriculum.
- A million of teachers updated yearly in matter of school health.
- Issue of the Secretarial Agreement to regulate the sale of food and beverages (General Guidelines).
- 95% of schools applies totally or partially the General Guidelines in Phase II.
- 100% of schools has following materials and educative ressources for principals, teachers and parents:
  - 1.3 million of Manual for Teachers School and Health.

Characteristics of this program:

- Attend all basic education schools.
- Orient:
  - the application of the General Guidelines for the sale and distribution of food and beverages in basic education schools.
  - the foment of regular physical activation.
  - the development of competencies for the care of school health.
- Have a high sectorial coordination among Education and Health Ministries, civil society organizations and agencies of several sectors.
- Generate gradual conditions to adopt a new culture of health and healthy lifestyles.
1.3 million of Guides of Physical Activation.
17 million of materials to application of General Guidelines.
22 Series of TV Programs Healthy School, produced and transmitted in RedEdusat.
27 million of exemplars of National Card of Health given to students, principals, teachers and teaching support staff to favor the access to health services.

Priorities 2012:
- Implement the Phase III of the General Guidelines in 2012-2013 school year.
- Enhance the training of responsible of the consumption school establishments and the Comités of the School Councils of Social Participation.
- Monitor and supervise to ensure the exact observance of General Guidelines.
- Amplify the Series of TV Programs Healthy School.
- Improve the inter-sectorial coordination Education and Health in the states.
- Promote access and availability of regional and local food in the schools.
- Strengthen the bond of work of the Committees of consumption school establishments, impulses of physical activation and care of the environment and cleaning of school atmosphere for application of the General Guidelines.
- Achieve budgetary conditions to attend the high demand.
- Estimate the scope and participation of the Vice Ministry of Basic Education (SEB) in the Program of water, basic sanitation and hygiene in the basic education (PASHEB).

Legal framework:
- General Guidelines for the sale or distribution of food and beverages in the consumption school establishments of the basic education schools.
- Program of Action in the School Context.
- Manual for the preparation and hygiene of food and beverages in consumption school establishments of the basic education schools.
- How to prepare the school refreshment and to have a correct feeding. Manual for parents and the whole family.
- Guides of physical activation.

2. Program of Action in the School Context. This program has a focus and sense eminently formative and comprehensive in three components: promotion and education for health, encourage regular physical activation, access and availability of food and beverages that facilitate a correct feeding.

To achieve the educative purposes in matter of health, is required the collaboration and active participation of the School Councils of Social Participation through the Committees of Consumption School Establishments and enhance the regular physical activation, which help to prevent and reverse the increase of obesity and overweight, and to promote a new culture of health.

3. The School and Health Program develops in the schools innovative practices based on international experiences, to enable the school community to enhance their pedagogical task. For example, “The Taste Week” combines those elements, creating appropriate learning environments, designed for all school children, an so they find in a fun form the taste for a healthy alimentation. This innovative proposal stimulates an appreciation for the power of correct
consumption, values Mexican cooking tradition and conviviality that is generated around this and involves new civil society actors in the field of education for health, encourage the improvement of school environment and its reflection in the home, contributes to the prevention and reduction of overweight and obesity.

"The Taste Week" has a sense eminently practical through a workshop for children of 4th, 5th and 6th school grade, which will have the opportunity to interact through their senses, hearing, taste, smell, touch, see and feel vegetables and fruits known and undiscovered, and to assess the importance of a correct alimentation. During the workshop the children recognize practically every one of the features of a correct alimentation and that they work in their textbooks gradually year after year.

Some results of this project:

- Raise the awareness of children, parents and authorities about the importance of strengthening the culture of a correct alimentation, enjoy meals and foster higher academic achievement.
- Strengthen pedagogical practice through the joint efforts.
- Encourage and promote that the School Councils of Social Participation (CEPS) and the School Committees develop activities related to a correct alimentation and regular physical activation.
- Involve other social stakeholders in the construction of the new culture of health in schools.
3rd Part of the plenary session

School Feeding Systems in APEC Economies – Armenian Example

Speakers:

Maria Lukyanova - Country Director of WFP Office in Armenia
Artur Varzhapetyan - Head of food safety and control Inspection, State Service of food safety, Ministry of Agriculture of Armenia

Overview

School feeding programs are increasingly recognized as a form of increasing the accessibility and quality of education, social protection and long-term investment in human capital. These programs can be used for the benefit of the poorest and more vulnerable children. School feeding programs ensure direct or indirect transfer of production to households. A multi-phase transition process is required for replacing the school feeding programs mainly based on external funding and implementation with programs funded and implemented with national resources media. The main prerequisites for the transition to sustainable national programs are consideration of school feeding in national strategies and plans, particularly in the education sector plans, determination of national funding sources and expansion of national sale capacities. This project is aimed at mitigating the impact of the economic and social crisis on vulnerable families by facilitating access to primary education for poor children, particularly, those living in rural areas.

Key Points

1. 2011 - Armenia is among 10 Countries with highest food prices, according to FAO report. Malnutrition covers up to 52.7% of the population consuming the food energy content of less than 2,100 calories a day. Average milk consumption by 40% below the minimum standards. Malnutrition affects the quality of education. A significant number of children are underweight (38%) and suffer from diseases of the gastrointestinal tract (27%).
2. School feeding in the Republic of Armenia is necessary for the following reasons. First, school feeding directly contributes to the quality of education. WFP projects implemented in Armenia contribute to the regular school attendance and suppress short-term hunger. School administrators and teachers reported that daily food allowance increases attendance and concentration of children. Secondly, school feeding implemented at state policy level may have the most positive effect on the development of socio-economic situation in the country, primarily on the reduction of poverty, improvement of social security, increase of food safety. Third, proper organization of school feeding contributes to overcoming demographic problems and health problems nationwide. Demographically, the school feeding programs combined with programs of privileged feeding for children in preschool institutions, in institutions of primary and secondary vocational education provide additional confidence to families deciding to have children, since

Context

The speakers discussed best practices for developing a nationally owned school feeding program.
regardless of their family income their children will get the necessary food and will be able to get education as conditions for independent living. In terms of health hot school meals are a necessary prerequisite for healthy diet and acquiring skills for healthy balanced diet (from these perspectives school feeding programs are implemented also in more developed countries, where there are no problems with hunger or malnutrition among children). In addition, timely and balanced hot school meals ensure reduction and prevention of alimentary-dependent diseases, are a way of reducing the number of underweighting and overweighting children, increasing resistance to acute respiratory diseases, increasing the ratio of children with normal physical development.

3. The Government of Armenia approached WFP asking for continued assistance in bolstering safety nets and specifically helping through design of a nationally owned, nutritious school feeding program. WFP responded with an innovative approach - Sustainable Nutritious School Feeding project.

4. During the implementation of WFP project parents and communities more actively participated in school operations through provision of food and other items and performance of specific work for the implementation of school feeding program. Close ties were established between the schools and communities, parents were grateful and gracious and the children had a strong sense of affiliation to their schools.

5. Stages of the project in the Republic of Armenia:
   - Analysis of local products for school meals: meat and meat products, milk and milk products, fish, fish products, preserves, natural juice, confectionery, fresh vegetables and fruits
   - Analyzing of advanced Russian experience (trip to the Republic of Mordovia)
   - Analyzing and preparation of school meals, taking into account cost effectiveness and capabilities
     - School-rations for 90% of local food production
     - 10% of imported products
     - Hot meals (5 days) - $ 0.50
     - Hot milk - $ 0.40
   - Legislation:
     - The need to reform and adopt the national school feeding program
     - Monitoring and ensuring quality and food safety

6. Preparation of project promoting:
   - State agencies
   - School feeding is the basis of a strong state, the removal of the demographic crisis
   - Management of schools
   - School feeding is a necessary condition for improving the quality of learning and levels of knowledge
   - Parent committees
   - School feeding is a guarantee for the health of the younger generation
   - Manufacturers of food products
   - School meals, new business opportunities and commercial proposals, tax breaks
DAY 2

Excursion to the Research Laboratories of the Moscow State University of Food Production

Research Laboratory of Food Quality & Technology
One of the main tasks of the Research Laboratory of Food Quality & Technology is to study bioactive components of vegetable or plant origin of raw materials in order to use their properties in making functional food products. Representatives of APEC economies had an opportunity to familiarize themselves with different equipment which is used for different researches, for example, ion-exchange chromatography which is widely used for chemical analysis and separation of ions. Another piece of equipment that was presented to the audience was gas-liquid chromatography.

It is used in analytical chemistry for separating and analyzing compounds that can be vaporized without decomposition and with which Russian scientists investigate fatty acids. Other pieces of equipment that were shown to the participants of the Workshop were the extractors. Some of the devices are used for the extraction of components of solid or semi-solid substances, others are used for extraction of liquids. Furthermore, some devices in the Research Laboratory of Food Quality & Technology are used to concentrate extracts that scientists get from extractors. By increasing the concentration a sensitive analysis can be carried out.

The main problem of applied science is estimation of quality and search for fake products. With the help of device that is used to investigate stable isotopes of light elements a wide variety of applied problems can be solved.

For instance, if calcium chloride is made in Germany and is supplied to Russia, custom clearance duty should be paid, except if it is of Russian origin. Needless to say, such devices can solve the problem of traceability of goods.

In room number 3 of the Research Laboratory of Food Quality & Technology many different tools for research were exhibited: distillers, HPLC...
chromatography and others. One of the main devices of room number 3 is «Arena» - an automatic complex for biochemical studies of plant and animal objects. With the help of «Arena» scientists can simulate reactions that can take place in a living cell via a special software.

**Laboratory of Nanotechnology**

One group of methods that helps to identify nanoparticles is the electronic microscopy approaches. In the Laboratory of Nanotechnology participants of the Workshop could see a scanning probe microscope that helps to study the structure of the surface and see the size of cells or particles on the surface, optical microscopy and other.

As far as the majority of food systems are liquids, another device that is based on dynamic light scattering approach allows to estimate the size of particles in liquids.
The role of school feeding systems in the development of APEC economies

**Moderator: Sergey Maslov** - Director on scientific effort, Social and Industrial Food Service Institute

The first working group discussed the impact and importance of school feeding systems for the economic development of APEC economies. The main topics were the economic component of providing school meals, the connection between the school feeding and agricultural production, food industry, food deliveries, catering services. The reports were made by Mr. Fionov, Government Advisor of Republic of Mordovia, and Mr. Kulagin – Director, National Catering Company.

School feeding is increasingly seen as a tool for economic development because it requires existence of related industries of agriculture, food processing industry, distribution network and other infrastructure elements.

In the Russian Federation, where the number of students is more than 13 million people, with an average cost of meals 50 rubles per a day and per child and the presence of about 220 school days per year, total food consumption is more than 6 million tons a year valued at about 147 billion rubles. It is about 20% of the total
population of the country consumed foods. By the example of the Republic of Mordovia the experience of the Russian Federation of the school feeding programs development was illustrated. A prerequisite to the formation of stable connection between the school feeding, agricultural production, food industry in the Republic of Mordovia was the federal program.

**Objectives of the Program**

- improvement of the management, quality and security of social feeding (staged increase in funding of food standards, outsourcing);
- development of material and technical base of industrial production and kitchens of budgetary institutions, resource base and infrastructure based on innovative resource-saving technologies;
- improving of management and monitoring of social feeding systems, quality control, staff training;
- development of regulatory and methodological base of social feeding.

The main idea of the program is providing low cost foodstuffs of the high quality to the target audience. Formation of a stable and long-term demand for such products by state and municipal consumers is the primary mechanism for implementing the objectives of the program, both in nutrition and in the development of modern and efficient methods of food production. It creates conditions for increasing competitiveness of local producers based on the development of public-private partnership.
Stages of program realization:

1st stage: 2011-2012

- Drafting a project of a legal act of the Republic of Mordovia “On social feeding in the Republic of Mordovia” that regulates the social feeding
- Modifications of the legal acts currently in force that ensure the development of the local food products destined for organized collectivities
- Implementation of measures aimed at management organization improvement and improvement of development processes monitoring
- Implementation of pilot and priority investment projects, including development of raw materials regions, agricultural production and manufacturing, its cooperation and integration into new technological processes.
- Creation and improvement of mechanisms in order to attract credits and investments for technical re-equipment and reconstruction
- Preparation of programs for highly qualified specialists and increase of their qualification

2nd stage: 2013-2015

- Full implementation of Program activities

Held during the Workshop discussions have underlined that stable and comprehensive system of school feeding may become an effective tool for socio-economic development in the APEC region.
Working Group 2

State regulations and school nutrition systems
management, legal and financial aspects

Moderator: Vladimir Chernigov – President of Social and Industrial Food Service Institute

The second working group was focused on the discussion of the forms and mechanisms of state regulation and management of school feeding, including funding, management and cost control, as well as mechanisms of attracting investment and private sector resources. A report was made by Ms. Ivanova, Head of School Feeding Unite of the Yaroslavl Region. Funding for school meal programs differ in each APEC economy. In general, governments plan and budget for their priorities typically on an annual basis based on a national planning process. With a general move toward decentralization, the planning process starts with the lowest level priority setting, which gets translated into local government (district) development plans. These plans form the basis for budgeting at the national level, making sure there is compliance with the national strategy and sectoral plans. The degree to which school feeding is included in this planning and budgeting process will determine whether the program gets resources from the national budget and whether it benefits from general budget support allocations. To sum up, stable funding is a prerequisite for sustainability. An important component of the financial systems is the procurement for school meals as it directly link food producers and consumers.

The effectiveness of school feeding programs depends on how tightly state bodies at various levels to businesses and local producers of agricultural products are organized. An essential element in implementing the full school feeding programs is the participation of academic, public, charitable and other organizations and their direct participation in the development of scientific advice on healthy eating, coordination, exchange of experience. Most APEC economies have a network of such organizations.
Summary

The workshop laid the groundwork for strengthening and deepening of regional economic cooperation and strengthening the capacity of APEC economies in the framework of the development of its members.

To develop a comprehensive and systematic dialogue on school feeding program as one of the basic elements of food security and social stability, the participants decided to continue the cooperation in this field and prepare proposals in the following areas:

- Development of a unified and harmonized system of indicators, including common terms and definitions used in the development of school feeding programs, criteria and indicators for measuring and calculation methodology, processing and analysis;
- The creation of an information resource for the collection, storage and exchange of statistical information on the subject of school feeding programs;
- Conducting researches and seminars on the topic: "School feeding programs - as a measure of agriculture support."