



# Learning From Others

Perspective from 2024 Global Child Nutrition Forum

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Baltimore City Public Schools

Winter Meeting - 2025



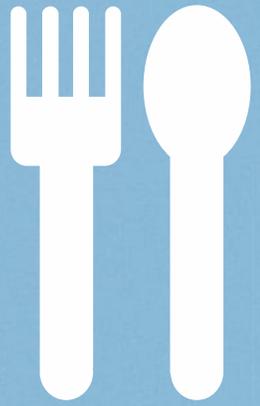
# Practice Summary

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Learn from others.

Engage in learning with other countries around school meal program design, operation and guiding frameworks.

Reflect on practices and data to see how we can improve local operations.



Background

# Global Child Nutrition Forum



- Baltimore FNS looking to increase the variety of our professional development topics post-pandemic:
  - Met with staff from the [Global Child Nutrition Foundation](#).
- International Benchmarking:
  - Read the [Global Survey of School Meal Programs](#) - the most comprehensive data resource on national and large scale school feeding programs worldwide.
  - Pandemic highlighted interactions between global systems and school meals

In total, 167 countries have participated in the Global Survey of School Meal Programs

■ Survey received ■ No survey received





## School Meal Programs in an Era of Food Systems Transformation.

### Objectives:

- Serve as a key platform for governments and their partners **to learn, exchange experiences, and gain inspiration** for building, maintaining, and expanding high quality school meal programs.
- **Highlight results of the Global Survey of School Meal Programs and other research**, trends, and innovations relevant to school meal programs.
- **Showcase Japan's local, national, and international experiences with school meal programs** and serve as an official pre-event to the 2025 Tokyo International Conference on African Development (TICAD).
- Collectively develop key messages reflecting participant priorities to guide advocacy efforts over the coming year. Support the objectives of the School Meals Coalition (SMC) and Nutrition for Growth (N4G)

Offered in cooperation with the Japanese Ministry of Foreign Affairs; the Ministry of Education, Culture, Sports, Science and Technology; and International Child Nutrition Japan. <https://gcnf.org/2024-global-child-nutrition-forum/>



Photo Credit: Global Child Nutrition Forum

**408 participants, 82 countries, 4 days  
of learning, sharing, and collaboration**



Photo Credit: Global Child Nutrition Forum

**408 participants, 82 countries, 4 days  
of learning, sharing, and collaboration**

# 2024 Global Child Nutrition Forum Agenda



## Workshop 5

Plenary Room  
(1001-1003): (**English, French, Japanese Portuguese, Spanish**): Japanese School Meal Program: The History and Shokuiku (Food and Nutrition Education)

## Workshop 16

Room (1006-1007) (**English only**): Local Ingredients, Global Impact: The Future of School Meals through Local and Regional Procurement

## Workshop 12

Room (1006-1007) (**English only**): Incorporating a Gender Lens in School Feeding Programmes

## Workshop 14

Room (1009) (**Arabic, English, Japanese, Russian**): McGovern-Dole International Food for Education and Child Nutrition Program (U.S. Department of Agriculture): Support for School Meals

## Workshop 17

Plenary Room  
(1001-1003) (**English, French, Portuguese, Spanish**): Leveraging School Feeding Programs to Build Local Economies and Nutritious Food Systems

Plenary Room

(1001-1003): Japan's School Meals: Present (includes Site Visit Orientation)

## Workshop 2

Room (1009) (**Arabic, English, Japanese, Russian**): Linking school meals with holistic food education: cultivating healthier and more sustainable food practices in children and school communities

[External Agenda\\_Global Child Nutrition Forum\\_2024.docx](#)

# Learnings from Global Survey:



Area	
<b>Budget</b>	<ul style="list-style-type: none"><li>• While funding levels have increased in 2017, the “real” budget/child has fallen sharply due to inflation rates in each country.</li></ul>
<b>Gender and Pay</b>	<ul style="list-style-type: none"><li>• 91% of programs reported that at least half of their cooks/caterers were women; 31% of programs reported that all cooks are women.</li><li>• 24% of programs report that cooks/caterers receive no payment for their labor. More common for low-income countries to have all female cooks.</li></ul>
<b>Homegrown School Feeding</b>	<ul style="list-style-type: none"><li>• S/E Asia and Africa regions have the highest scores on homegrown school feeding indicators.</li><li>• South and East Asia and the Pacific (S&amp;E Asia and Pacific) have the highest % of food purchased from the domestic markets – 92% compared to the global average of 78%.</li><li>• Sub-Saharan Africa has the highest % of smallholder or small-scale farmers selling to school meal programs – 71% region compared to the global average of 59%.</li></ul>
<b>Climate</b>	<ul style="list-style-type: none"><li>• S&amp;E Asia and Pacific had the highest percent of programs composting. Latin America has the highest % using anaerobic digestors.</li><li>• About half of programs rely on firewood or charcoal.</li></ul>

[Source: Global Survey of School Meal Programs ©](#)



# School Meals and Shokuiku in Japan

# CONFERENCE HIGHLIGHT

## **Workshop 5, 10:30 - 12:30 Tuesday 10 December: Japanese School Meal Program: The History and Shokuiku (Food and Nutrition Education)**

Location: Plenary Room (1001-1003)

Languages offered: English, French, Japanese Portuguese, Spanish

### *Join workshop organizers and presenters:*

- Mr. Kei Kuriwaki, Representative Director, International Child Nutrition Japan
- Prof. Murayama Nobuko, Univ. of Niigata Prefecture
- Dr. Kazuko, General Manager of Global Communication Department, Ajinomoto
- Dr. Takimoto Hidemi, Director General, National Institute of Health and Nutrition
- Prof. Fujihara Tatsushi, Kyoto University
- Prof. Eto Kumi, Kagawa Nutrition University
- Ms. Yamamoto Kana, Diet and Nutrition Teacher at Osaka Education Univ. Ikeda Elementary School

*To:* Learn how Japanese School Meal Program has evolved in the last 130 years: Purpose, Trigger, Finance, Movement, Law, etc.; learn why school lunch in Japan is considered a part of Education; and learn “shokuiku” (food and nutrition education): Policy, Structure, Methodology using school meals.

- All photos in this section are from the presentations offered during this session.
- Materials and presentations can be found here: [The Global Child Nutrition Forum | GCNF](#)

# Japan Dietary Guidelines

global child nutrition forum  
OSAKA, JAPAN  
DECEMBER 9 - 12, 2024

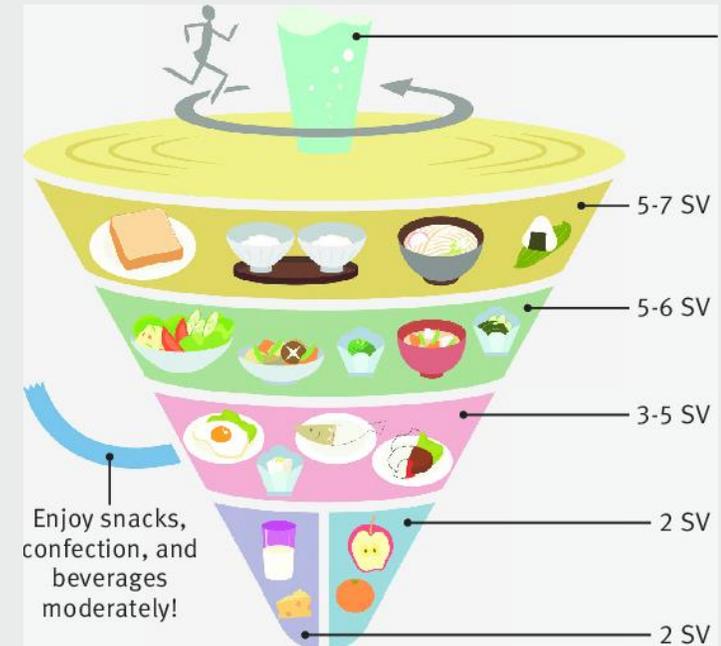
## Dietary Guidelines for Japanese 食生活指針

1. Enjoy your meals. ←
2. Establish a healthy rhythm by keeping regular hours for meals.
3. Maintain the proper weight with adequate exercise and well-balanced meals.
4. Eat well-balanced meals with staple food, as well as main and side dishes.
5. Eat enough grains such as rice and other cereals.
6. Combine vegetables, fruits, milk products, beans and fish in your diet.
7. Avoid too much salt. Attention should be paid to the quality and quantity of fat ingested.
8. Take advantage of Japanese dietary culture and local food products. Preserve local dishes.
9. Conserve food resources and practice dietary habits for minimizing leftovers and food waste.
10. Develop your understanding of food and review your daily life.

MAFF: Main points of the revision of "Dietary guidelines for Japanese" [https://www.maff.go.jp/e/policies/tech\\_res/attach/pdf/shokuiiku-3.pdf](https://www.maff.go.jp/e/policies/tech_res/attach/pdf/shokuiiku-3.pdf)

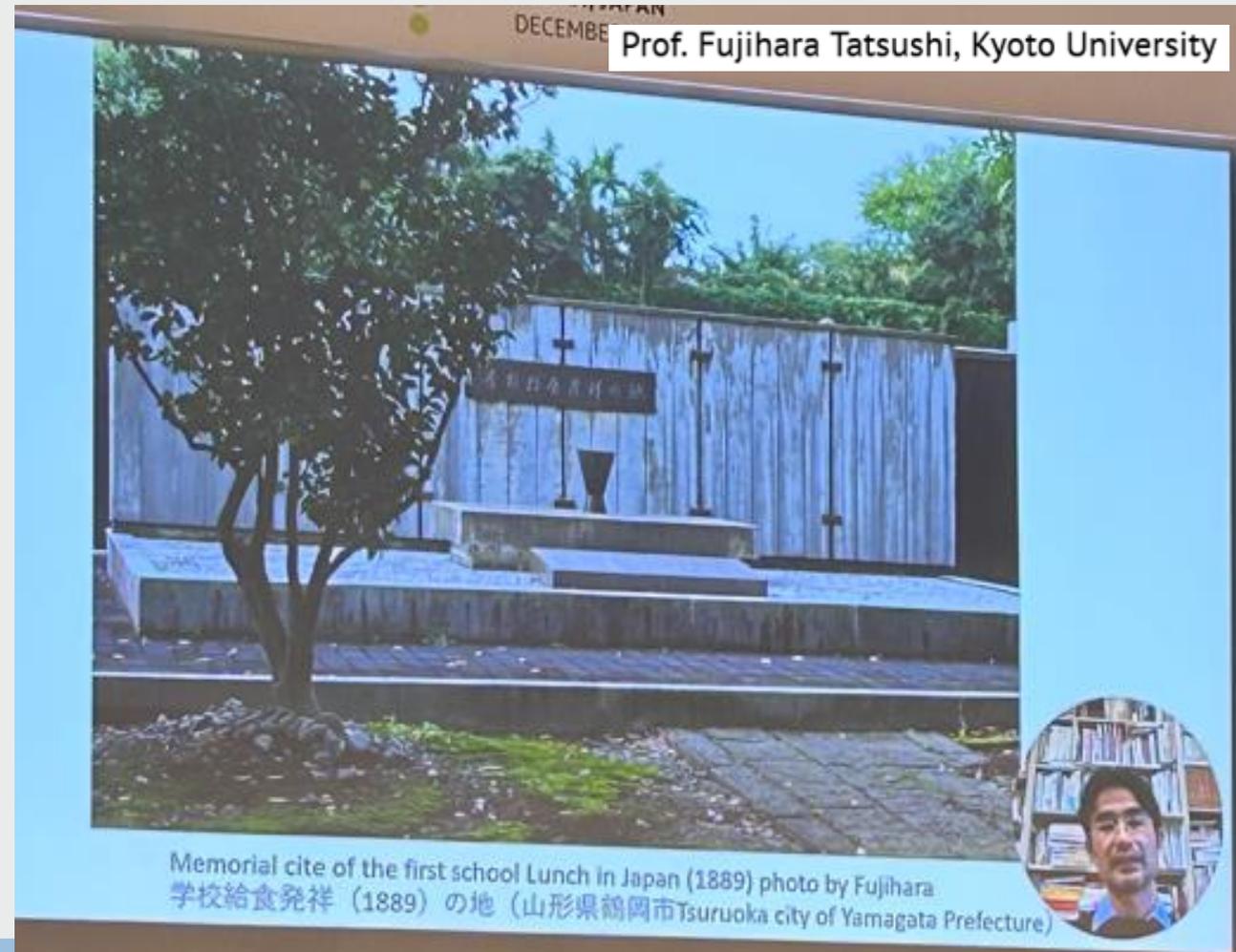
global child nutrition forum  
OSAKA, JAPAN  
DECEMBER 9 - 12, 2024

Prof. Eto Kumi, Kagawa Nutrition University



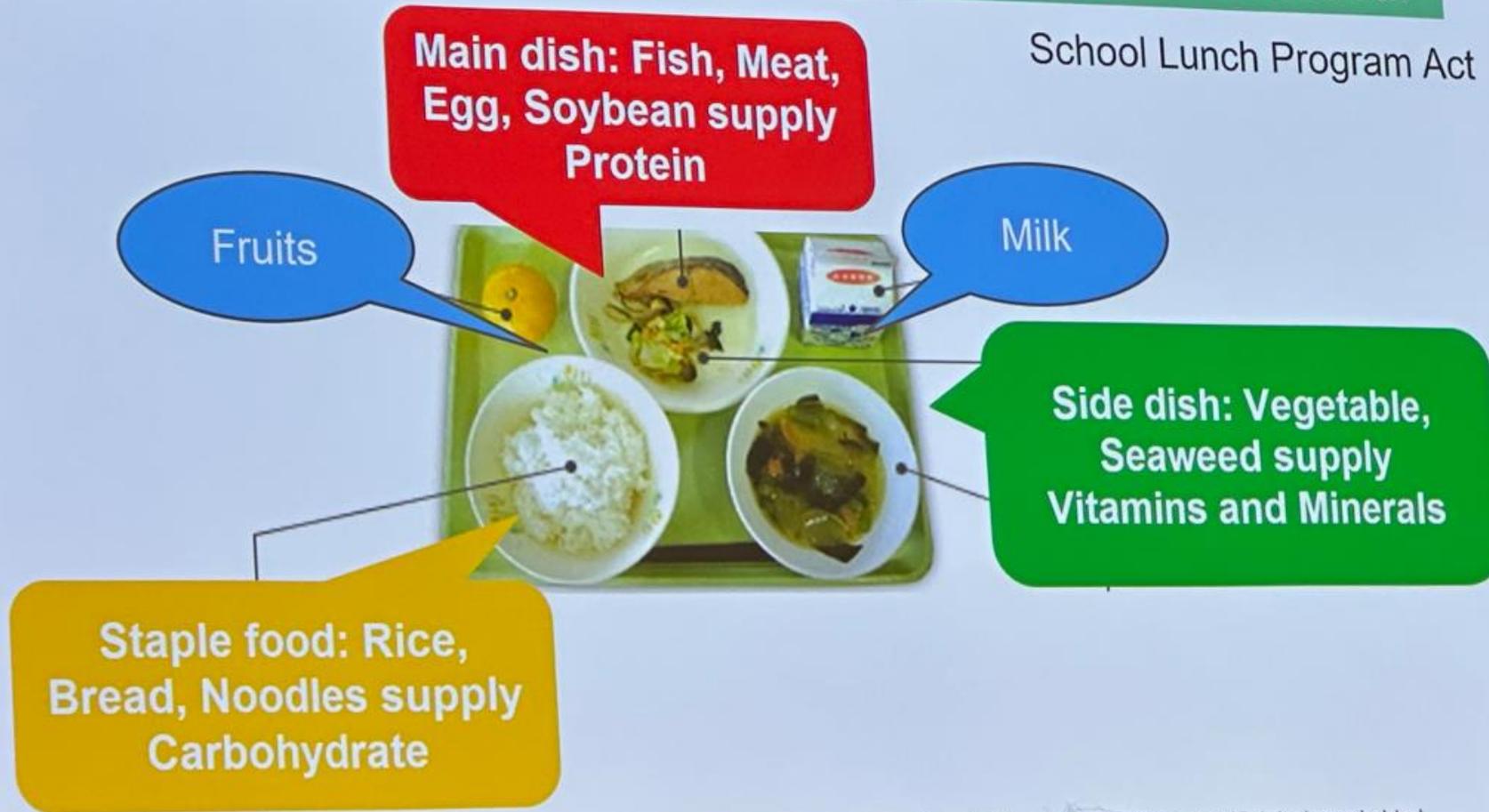
# The School Meal Program is Highly Valued

- 1889: First school lunch served 1889
- 1932: Established 1932 nationwide for poor students
- 1954 School Lunch Program Act, switched from poverty alleviation to health promotion for children, following a series of natural disasters
- 2000s: Revised School Lunch Act and Establishment of Shokuiku (nutrition education)



# School lunch menus are a model of a well-balanced meal

School Lunch Program Act



MAFF [https://www.maff.go.jp/j/syokuiku/kodomo\\_navi/letstry/sample.html](https://www.maff.go.jp/j/syokuiku/kodomo_navi/letstry/sample.html)

Prof. Murayama Nobuko, Univ. of Niigata Prefecture

# School lunch menus are "educational materials"

School Lunch Program Act



Food groups	Foods	Nutrients
Red group ●	Fish, Meat, Eggs, Soybeans, Milk	Dietary sources of protein
Yellow group ●	Grains (wheat, rice), potatoes, oils, sugar	Dietary sources of carbohydrates
Green group ●	Vegetables, fruits, seaweeds	Dietary sources of vitamins and minerals



Menu lists

Names of dishes

Ingredients

日	メニュー	成分	成分	成分
7	木	...	...	...
8	金	...	...	...
11	月	...	...	...
12	火	...	...	...

child nutrition forum  
NAGANO, JAPAN  
DECEMBER 9 - 12, 2024



# 7 Targets of School Meal

(School Meal Act, 1954, Rev.2008:Add Shokuiku, 2021)



- 1 To promote **health** through the appropriate intake of nutrition
- 2 To deepen understanding of daily meals, develop the ability to make sound decisions for maintaining a healthy diet, and **foster desirable eating habits.**
- 3 To enrich school life and cultivate bright sociability and a spirit of **cooperation.**
- 4 To deepen understanding that dietary life is based on the blessings of nature, to foster a spirit of respect for life and nature, and to develop attitudes that contribute to **environmental conservation.**
- 5 To deepen understanding that dietary life is supported by the various activities of people involved in food production, and to cultivate an attitude of **respect for labor.**
- 6 To deepen understanding of our country's and each region's excellent traditional food **cultures.**
- 7 To lead to a correct **understanding** of the production, distribution, and consumption of food.



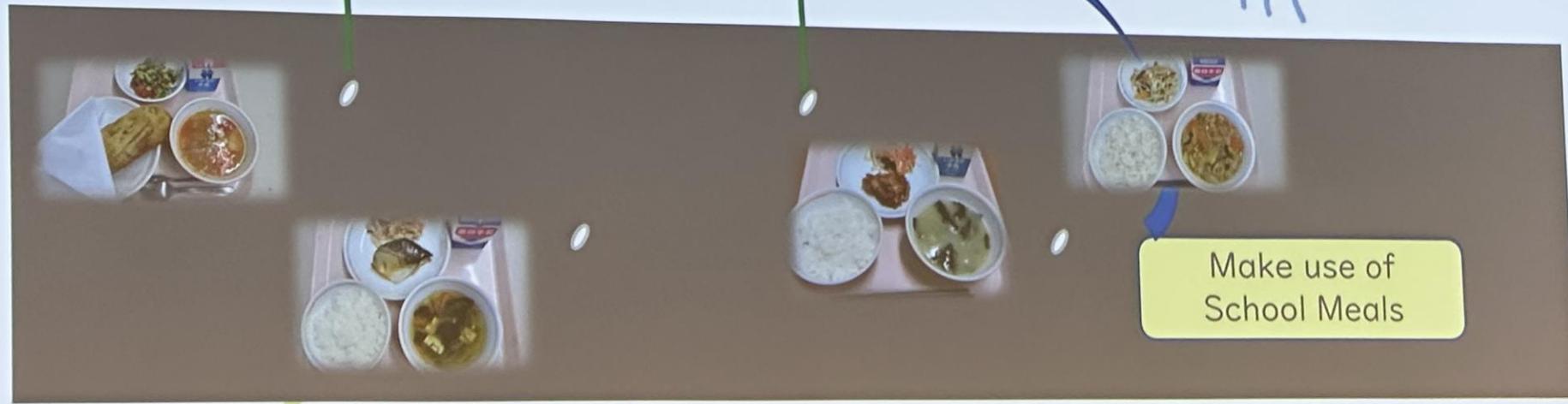
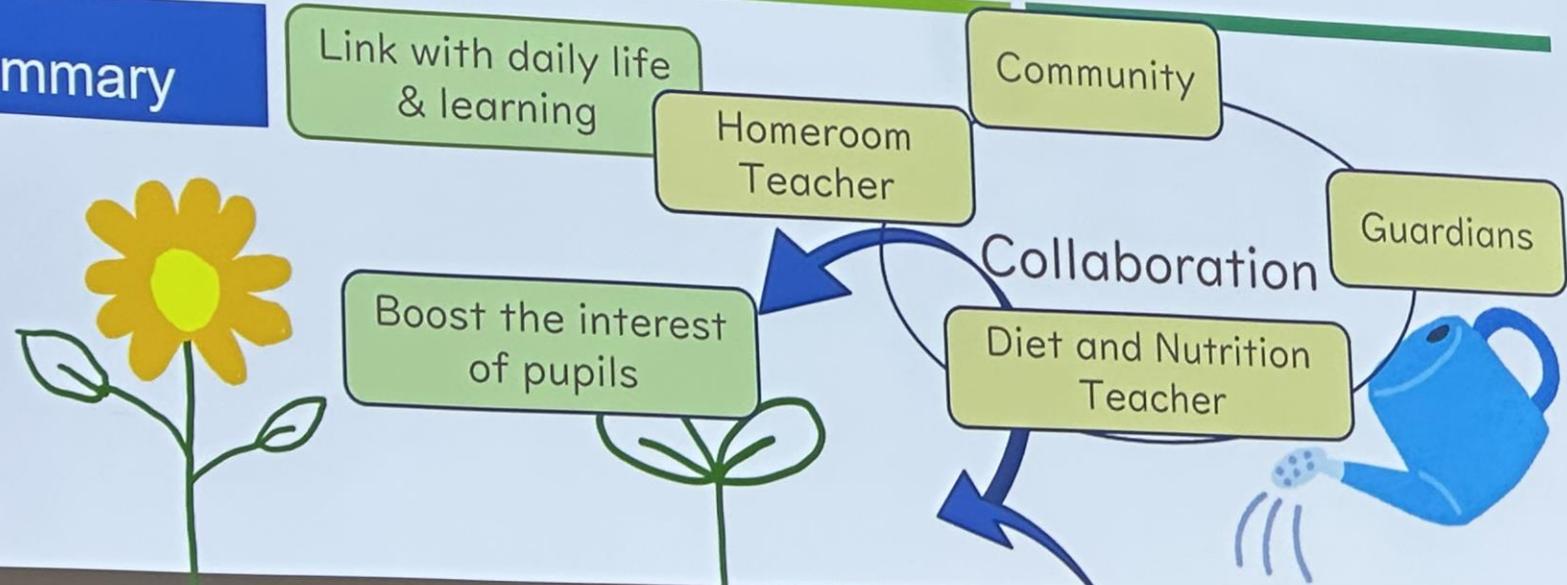


## 6 Targets of Shokuiku (Shokuiku Basic Act, 2005)

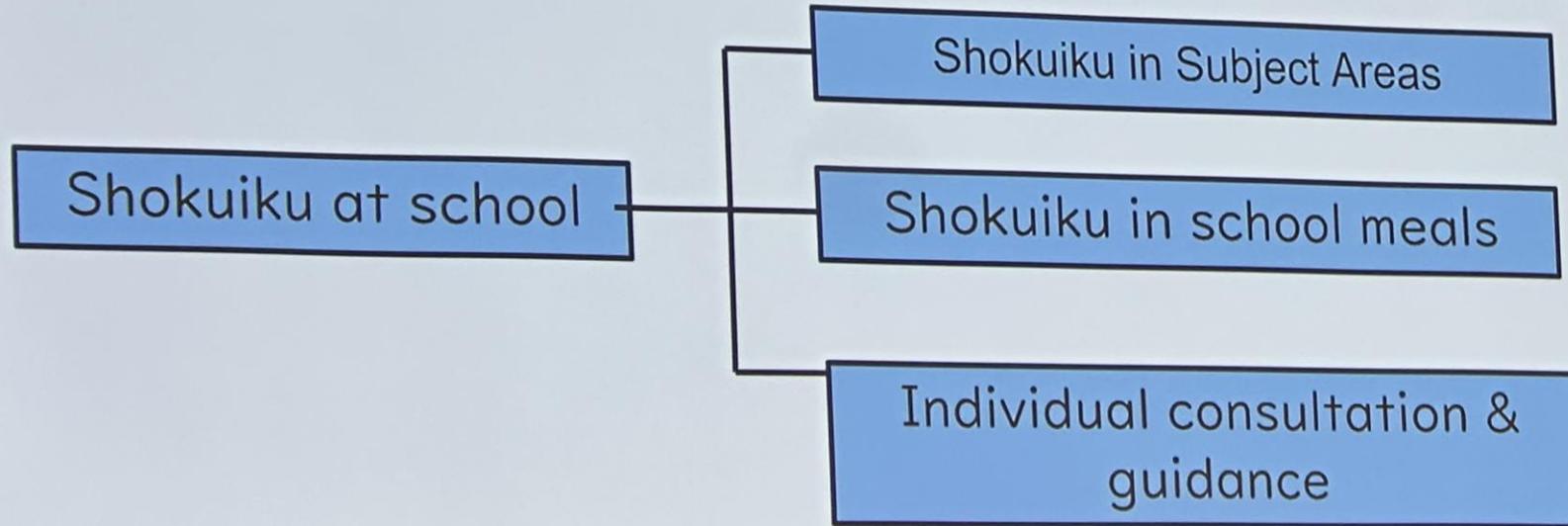
7 Targets of School Meal		6 Targets of Shokuiku	
1	To promote <b>health</b> through the appropriate intake of nutrition		Promotion of Public <b>Health</b>
2	To deepen understanding of daily meals, develop the ability to make sound decisions for maintaining a healthy diet, and foster <b>desirable eating habits</b> .		Dissemination of <b>knowledge about Food</b>
3	To enrich school life and cultivate bright sociability and a spirit of <b>cooperation</b> .		Fostering rich humanity and <b>Social Skills</b>
4	To deepen understanding that dietary life is based on the blessings of nature, to foster a spirit of respect for life and nature, and to develop attitudes that contribute to <b>environmental conservation</b> .		Gratitude for Nature and development of <b>Environmental Awareness</b>
5	To deepen understanding that dietary life is supported by the various activities of people involved in food production, and to cultivate an attitude of <b>respect for labor</b> .		Gratitude for Producers and <b>Labor</b>
6	To deepen understanding of our country's and each region's excellent traditional food <b>cultures</b> .		Preservation of Local and Traditional <b>Cultures</b>
7	To lead to a correct <b>understanding</b> of the production, distribution, and consumption of food.		



# Summary

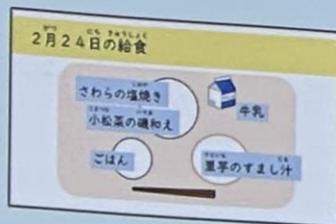


## ② Practical Examples of Shokuiku in Elementary Schools



## ② Shokuiku in School Meal Time

Diet & Nutrition Teacher



Create a PowerPoint slide of about 2 minutes per day

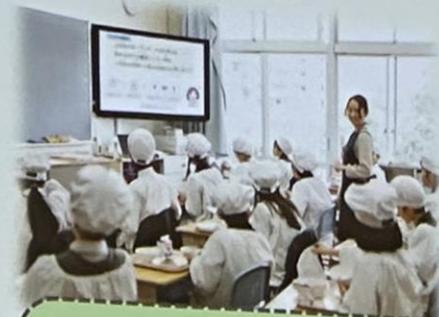
D&N Teacher



Share the data with the homeroom teacher.

Homeroom Teacher

Homeroom Teacher



Each class can use the slides for instruction at their preferred time.

Share the content to be conveyed through the day's lunch with the homeroom teacher and utilize it in class instruction.

## ② Practical Examples of Shokuiku in Elementary Schools

1<sup>st</sup> Grader

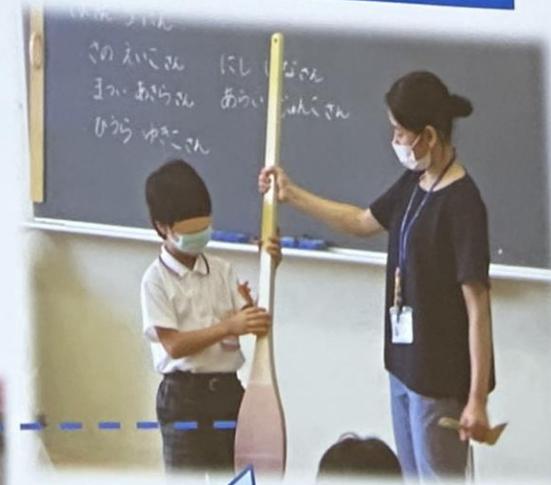
Life Studies

Target of Life Studies

Learning about people who work at the school

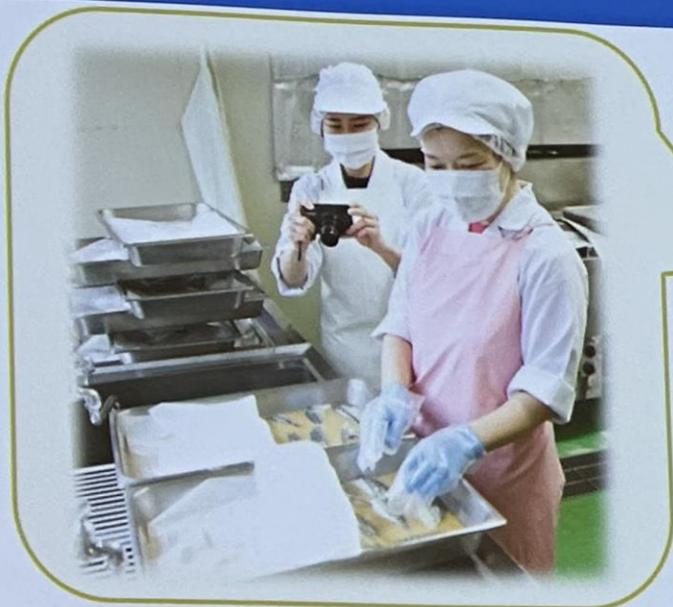
Target of Shokuiku

Learning About the Work of Kitchen Staff Who Prepare School Meals



Experience Handling the Tools Actually Used by Kitchen Staff

## ② Shokuiku in School Meal Time



The nutrition teacher takes photos and videos and introduces them during lunchtime, helping students learn about the work of people involved in school meals

Introduction to how school meals are prepared

しかしろしつ 下処理室

この部屋で野菜の準備をします。切ったり、土を落とすために3回洗ったり...




できたものをクラスごとに配っていきます。



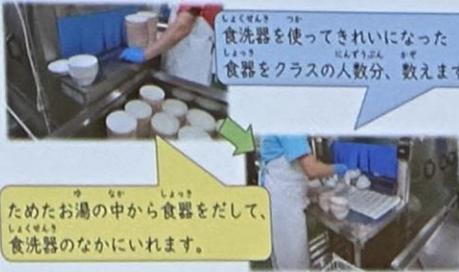

"Introduction of the tasks performed by kitchen staff after school meals are eaten.

あら しょっき はんたいがわ で 洗った食器が反対側から出てきます。




食洗器を使ってきれいになった食器をクラスの人数分、数えます。

ためたお湯の中から食器をだして、食洗器のなかに入れます。



## ② Shokuiku in School Meal Time

### Science studies

おばなとめばな

おばな      めばな

とうもろこしの一番上の部分の花が「おばな」。実についているひげの部分、「めばな」です。

What is the structure of plants like?

### Life studies

トラクターで土を掘り起こしてから、ごぼうが折れたり、傷つかないように手で慎重にとります。

How are the ingredients used in school meals harvested?

### Math

ぜんぶでいくつ?

赤パプリカ	ピーマン
ぜんぶで7kg	ぜんぶで8kg
↓	↓
1つ150g	1つ60g
↓	↓
ぜんぶで??個	ぜんぶで??個

How many green peppers are used in total today if calculated?

Guidance that connects subject-based learning with food education during lunchtime is also being implemented.

### ③ Shokuiku in Subject Areas

3<sup>rd</sup> Grade

Japanese Lang.

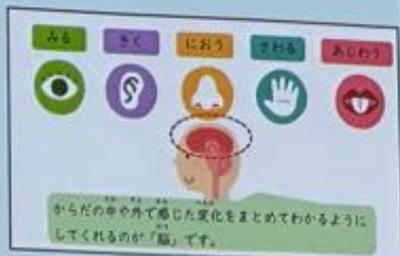
Target of J.L.

Learn how to use words and enrich expressive ability

Target of Shokuiku

Express what you felt while eating in short phrases

- Teach the importance of using all five senses to savor and enjoy food  
- Explain that there are five tastes perceived by the tongue



Express what you actually felt while eating school lunch in short phrases



Menu characteristics

Expressing characteristics in short phrases

メニューについて  
フルーツヨーグ  
キャラコビーデ  
デココがヨーグ  
パインももなどにか  
くれて空さかした  
てま。シキシキ。  
コリコリ。いちんな  
管があります。

な？・ナタデココの宝さがし

たし、ぼくのお気に入り

名前

A photograph of a white bowl containing a yogurt-based dessert with various fruits and toppings, identical to the one in the previous image.

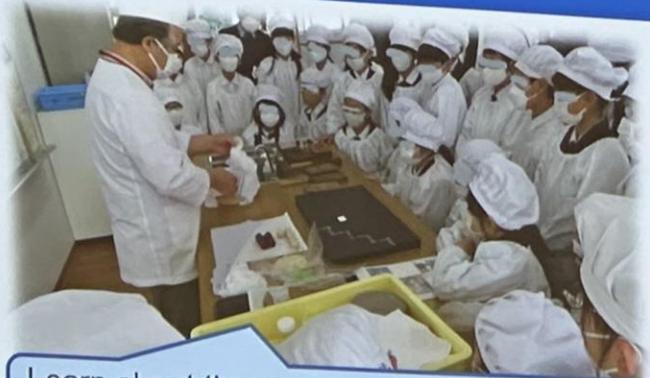
### ③ Shokuiku in Subject Areas

4<sup>th</sup> Grade

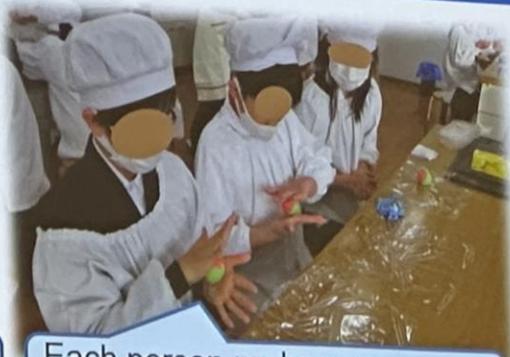
Integrated Studies  
School Events

Target of  
Shokuiku

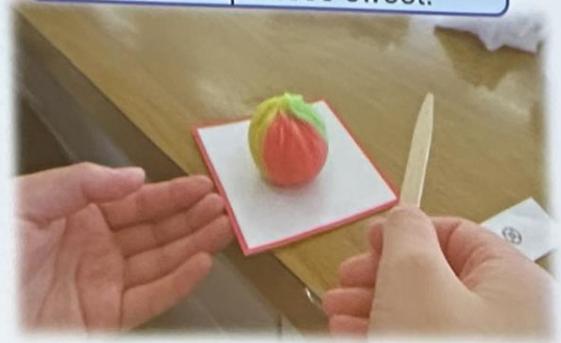
Learn about the characteristics  
and making process of  
traditional Japanese sweets and  
experience Japanese culture



Learn about the process of making traditional Japanese sweets from an artisan



Each person makes one traditional Japanese sweet.



# Local School Meals - Osaka

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City of Osaka YouTube Video Showing Meal Preparation: [https://youtu.be/esKzEktJicl?si=\\_4cHayJoorhOiZhf](https://youtu.be/esKzEktJicl?si=_4cHayJoorhOiZhf)

# Visit to Nakanoshima School



Photo Credit: Global Child Nutrition Forum

A photograph of a shoe distribution center. The room is filled with rows of wooden shelves on both sides, each shelf packed with various styles of shoes, including white sneakers, black shoes, and brown shoes. In the center of the room, a group of people, including men and women, are standing and looking at the shoes. The floor is polished and reflects the overhead lights. On the back wall, there are several colorful posters or drawings. The overall atmosphere is one of a busy, organized distribution point.

**Sanitation:  
Starts at the  
Door**

# Sanitation: continues at the bathroom



学校給食での減塩の取り組み

〇酸味をきかせる

〇酸味をきかせる

酸味をきかせることで塩分を控えることができます。給食では、サラダやあえ物などに米酢やワインビネガー、梅肉や国産のレモンなどを使い、酸味と同時に風味も加える工夫をしています。

〇香辛料をつかう

〇香辛料を使う

カレー粉やコチジャン、バジルなどの香辛料を使用することで、辛味や香り、風味が加わり、味にメリハリがつき、薄味でもおいしく食べられます。



あじのレモンマリネ  
(食塩相当量 0.3g/食)

給食1食あたりの食塩相当量  
2.4g



鶏肉の梅風味焼き  
(食塩相当量 0.6g/食)

給食1食あたりの食塩相当量  
2.1g



豚肉のカレー風味焼き  
(食塩相当量 0.3g/食)

給食1食あたりの食塩相当量  
2.8g



キャベツのゆずドレッシング  
(食塩相当量 0.2g/食)

給食1食あたりの食塩相当量  
1.7g



豚肉のコチジャンいため  
(食塩相当量 0.5g/食)

給食1食あたりの食塩相当量  
1.9g



鶏肉のバジル風味焼き  
(食塩相当量 0.4g/食)

給食1食あたりの食塩相当量  
2.9g



# School Lunch Menu as Education Tool



**Student helpers collect lunch at designated area**



# Reusable service ware and utensils



Photo Credit: Global Child Nutrition Forum

# Students serve each other lunch



Photo Credit: Global Child Nutrition Forum



Photo Credit: Global Child Nutrition Forum

**...and can  
return  
unwanted  
food prior  
to eating**

Photo Credit: Global Child Nutrition Forum



# My Lunch:

Rice

Cabbage

Soybeans with  
baby fish

Stew

Milk (whole fat!)



# Next Steps:

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- **Reflect on learnings and share with key program partners.**
  - Strengthen ties between school menu as educational tool and various health and & PE teachers as well as through Farms to School Specialists
  - Better incorporation with life skills teachers
  - Benefits of adults eating meals with students – staff meals pilot
  - 2024 School Meal Programs Around the World report → <https://gcnf.org/global-reports/>



# Outcomes & Impact

# Contact Information

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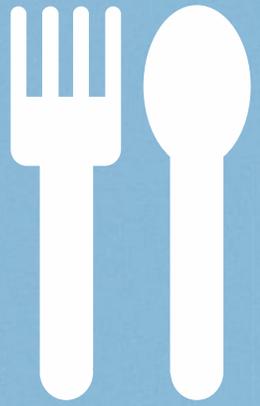
**Elizabeth Marchetta**

Executive Director – Baltimore City Public Schools

[eamarchetta@bcps.k12.md.us](mailto:eamarchetta@bcps.k12.md.us)

For additional information on the Global Child Nutrition Forum: <https://gcnf.org/>

Contact: Heidi Kessler, Deputy Director, Global Child Nutrition Foundation: [heidi@gcnf.org](mailto:heidi@gcnf.org)



# Appendix

## Question from the previous Japan Session

1. What percentage % of elementary schools and what percentage of secondary schools have a Shokuiku teacher?

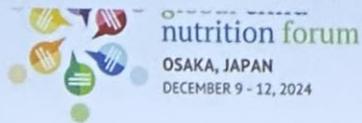
**A1:** Nutrition teachers may serve both elementary and junior high schools, so it is not possible to calculate the placement rate individually. Rate by prefecture is not available.

**A2:** There are significant differences between prefectures in terms of No. of shokuiku teachers vs. school dietitians (Ave. 70%, while 29% in Okinawa), and No. of children per shokuiku teachers (606 in Kouchi ...10,627 in Tokyo)

1. how are the shokuiku teachers funded? Is it by national government or through education agency?

**A:** Normally, the salaries of public school teachers are paid by local governments, but in the case of food & nutrition teachers, the cost is covered by *the national* government.

Baltimore City Public Schools, USA



## Questions & Answers



# Nutrition standards for school meals for primary school children

year	Energy kcal	Protein g	Fat g	Salt g	Calcium mg	Iron mg	Vitamin A IU	Tiamin mg	Rebofl abin mg	Vitami n C mg	Dietary Fiber g	Magne sium mg	Zinc mg
1946	600	25											
1954	600	27	7		600	6	2000	0.7	0.8	20			
1956	600	25	7		600	6	2000	0.7	0.8	20			
1959	600	25	10		500	3	1500	0.6	0.6	20			
1962	600	23	10		300	-	750	0.6	0.6	20			
1971	600	23	17		300	-	900	0.5	0.6	30			
1986	640	25	<30%		290	3.2	675	0.4	0.55	19			
1995	640	25	25-30%	<4g	290	3.2	675	0.4	0.55	22			
2003	650	24	25-30%	<3g	330	3	130	ugRE	0.3	0.4	(6.4)		
2009	660	20	25-30%	<2.5g	350	3	140	ugRE	0.4	0.5	6.5	(70)	(2)
2013	640	24	25-30%	<2.5g	420	3	170	ugRE	0.4	0.4	6	(80)	(2)
2018	650	13-20%	25-30%	<2g	350	3	200	ugRAE	0.4	0.4	5	(80)	(2)
2021	650	13-20%	25-30%	<2g	350	3	200	ugRAE	0.4	0.4	4.5	50	(2)

Ministry of Education, Culture, Sports, Science and Technology (MEXT)



Criteria to be considered in parentheses

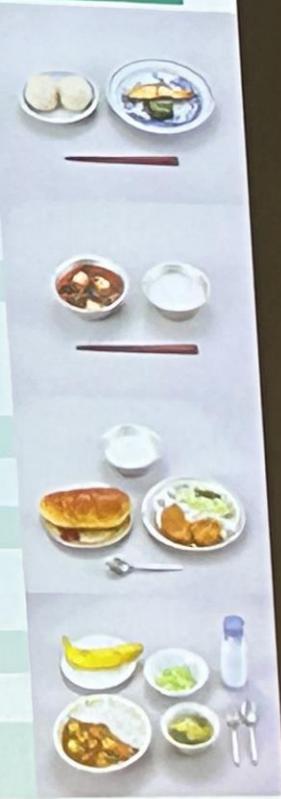


Data: Office Tanaka HP 2024.11.3

# History of school lunch program in Japan

3

Year	Event
1889	Free lunch is first offered to poor schoolchildren at a primary school in Yamagata Prefecture
1932	A government-funded school lunch program for poor students is implemented nationwide
1946	A new school lunch policy is established to cover all schoolchildren
1947	The school lunch program begins providing lunch for about 3 million schoolchildren across the country
1950	The complete-meal school lunch program is started, using wheat flour donated by the US
1951	The GARIOA funds that had been used to finance school meals were terminated and school meals were in danger of being cancelled. In response, a nationwide campaign was launched to demand that school meals be continued with government subsidies.
<b>1954</b>	<b>The School Lunch Program Act is enacted</b>
1976	Cooked rice is formally introduced
1997	School Lunch Hygiene Management Standards
<b>2004</b>	<b>The School Lunch Program Act revised: Establishment of the food and nutrition teacher system</b>
<b>2005</b>	<b>The Shokuiku Basic Act is enacted</b>
2008	The School Lunch Lat revised: Promotion of dietary education in schools is clearly stated.
2017	Revised The government curriculum guidelines for Elementary and Junior High Schools: Promotion of dietary education throughout educational activities



(Photos: 独立行政法人日本スポーツ振興センター)



Prof. Murayama Nobuko, Univ. of Niigata Prefecture

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*With additional support from Edesia and Sanku*

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