

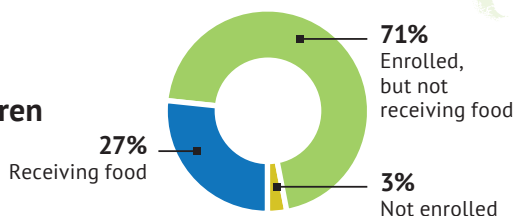


New Zealand

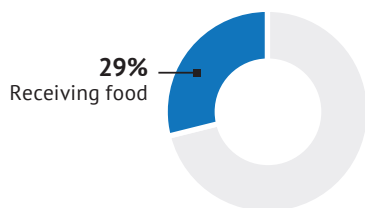


School Meal Coverage (2022)

All Primary and Secondary School-age Children

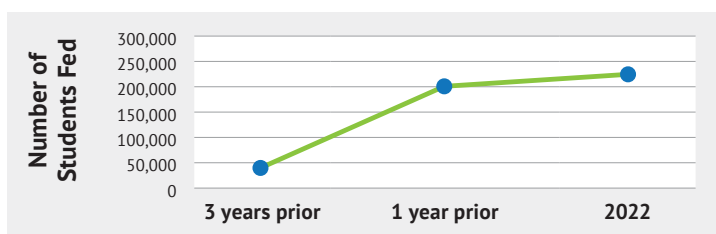


Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	122,310	109,398	0
Primary School	520,203	507,000	149,000
Secondary School	332,437	324,000	77,100
TOTAL	974,950	940,398	226,100

The number of secondary students fed is inclusive of about 100 vocational students.



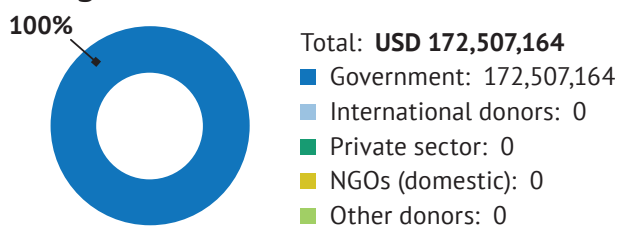
National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had ...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding**

Budget



- Line item in the national budget for school feeding**

School Foods and Beverages

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Whole grains | <input checked="" type="checkbox"/> Fish and shellfish | <input checked="" type="checkbox"/> Liquid oils |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Deep orange vegetables and tubers | <input checked="" type="checkbox"/> Semi-solid and solid fats |
| <input type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Fruits | <input type="checkbox"/> Dairy milk |
| <input checked="" type="checkbox"/> Nuts and seeds | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink |
| <input checked="" type="checkbox"/> Eggs | <input type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> 100% fruit juice |
| <input checked="" type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Other vegetables | <input type="checkbox"/> Other fruit drink |
| <input checked="" type="checkbox"/> Poultry and game meat | <input type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input checked="" type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input checked="" type="checkbox"/> Processed meat | | |

Prohibited food items

Food items that are categorised as "red" according to the Nutrition Standards for the program.

Food Sources

- Purchased (domestic)**
- Purchased (foreign)**
- In-kind (domestic)
- In-kind (foreign)

Special Notes: Some population numbers from the UNESCO Institute of Statistics (UIS) were used to complete this report (with adjustments to reflect an alternative school level categorization).

Nutrition

School feeding program(s) include/involve the following

- Fortified foods**
- Bio-fortified foods
- Micronutrient supplements
- Nutritionists involved**
- Special training for cooks/caterers in nutrition**
- Objective to meet nutritional goals**
- Objective to reduce obesity

Limitations on food and beverage marketing...

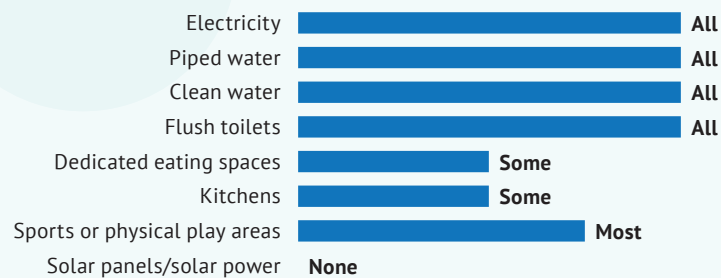
- On school grounds**
- To school age children**

Additional Information

During the 2022 school year, there were at least 12 nutritionists employed by the national government and/or contracted by implementing partners (e.g., lunch suppliers) involved with the program. Nutritional requirements for food baskets were used to address overweight/obesity.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **Unknown**

- * 187 catering businesses are employed.
- Percent paid: All
- Percent women: Unknown

There was a focus on creating job opportunities for...

- Women
- Youth
- Other Groups**

Complementary Activities

- Handwashing with soap**
- Height measurement
- Weight measurement
- Testing for anemia
- Deworming treatment
- Eye testing/eyeglasses
- Hearing testing/treatment
- Dental cleaning/testing
- Menstrual hygiene**
- Drinking water
- Water purification
- School gardens

Complementary Education Programs

- Food and nutrition**
- Agriculture
- Environment/climate/sustainability
- Hygiene
- Health
- Reproductive health
- HIV prevention
- Physical education
- Mental health

Additional Information

The program implemented competitive tendering processes that facilitated engagement among small companies, though this did not extend to small farmers. Private companies were also engaged in food trading, food processing, transport, catering, and the provision of supplies and technical expertise/assistance. Cooks/caterers received special training in nutrition, menu planning, and food safety/hygiene. The program also maintained a purposeful focus on creating jobs or income-generating opportunities for Iwi and Hapūū (Indigenous Māori tribes).

Environmental Sustainability

Targeted climate-friendly foods

- Yes No

Steps taken to limit food waste

- Sealed food storage**
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away**

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling**
- Use of compostable materials**
- Use of “bulk serve” containers**
- Prohibiting specific types of packaging**

Additional Information

Food waste during the 2022 school year was largely due to the program being new to students and suppliers, and food waste trended down over the course of the year. Additionally, the introduction of more child-friendly nutrition standards at the end of the 2022 year supported a reduction in food waste. The other approach was to eliminate oversupply of lunches that had occurred due to lunches being provided for all students, even though there was typically a percentage of students absent from school on any given day. Additionally, in 2022, a smaller serving size was provided for students in years 0-3 to avoid oversupply. Some food providers used imperfect commodities/produce, and some used nearly expired food, though these were not requirements/universal practices.

Emergencies

Experienced disruptions to school feeding due to emergencies

- Yes No

Strategies to address the impact of emergencies

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food**
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

Additional Information

The Ka Ora, Ka Ako program was affected by a multitude of emergencies during the 2022 school year, including supply chain disruption, extreme food price inflation, teachers' strike, conflict, health epidemic/pandemic, and natural disaster. There were no widespread school closures, though occasional emergencies caused individual schools to close (generally for no longer than one day), and school feeding operations ceased temporarily in some schools/regions. These emergencies caused a slight decrease in the accessibility (availability and affordability) of food for the program. Due to cost pressures, menus were adjusted to provide less red meat and less dairy products, as these products were most cost prohibitive. Some healthy products like wholemeal pasta and brown rice could not be accessed in New Zealand for a period in 2022 due to international supply chain issues. As a result, suppliers had to select cheaper foods which were usually less popular with children.

Successes and Challenges

Successes

1. This lunch program started in two regions in 2020, prior to the Covid-19 pandemic, and expanded to reach 25% of students in schools facing the greatest socio-economic barriers.
2. The program reached 39% of schools across the country between October 2020 and April 2021. The reach expanded from 20,000 students to 226,000 students during that short period of time.
3. The program began with no nutrition criteria but developed and refined such criteria throughout the 2022 school year.

Challenges

1. Covid-19 lockdowns during the program's infancy followed by a rapid scale-up and rollout resulted in major challenges in making lunches that were suitable and well liked by children.
2. Over time, food surplus and waste has declined as suppliers learned what foods students like, and as students have become used to the provided foods.

Ka Ora, Ka Ako (Healthy School Lunches)

Management

- Lead implementer(s): Ministry of Education
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Caterers procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	149,000	–	–
Secondary School	77,100	–	–
TOTAL	226,100	–	–

The number of secondary students fed is inclusive of about 100 vocational students.

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Other vegetables
- Liquid oils
- Semi-solid and solid fats
- Salt

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet educational goals
- To provide a social safety net
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Schools were selected based on the characteristics of their students, with a model of universal coverage within a school. If a school qualified, all students in that school received a lunch, regardless of their individual characteristics.

Food Sources

Yes - Purchased (domestic)

No - In-kind (domestic)

Yes - Purchased (foreign)

No - In-kind (foreign)

Additional Information

Approximately 3,000 employees (of various types) worked predominantly on providing lunches. More information about the Ka Ora, Ka Ako (Healthy School Lunches) program is available at <https://kaorakaako.education.govt.nz/>

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, New Zealand.

<https://gcnf.org/country-reports/>