

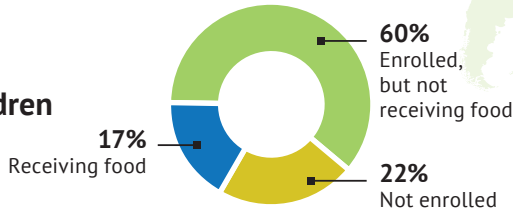


# Jamaica

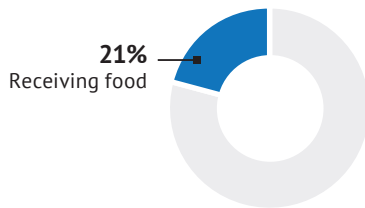


## School Meal Coverage (2022-2023)

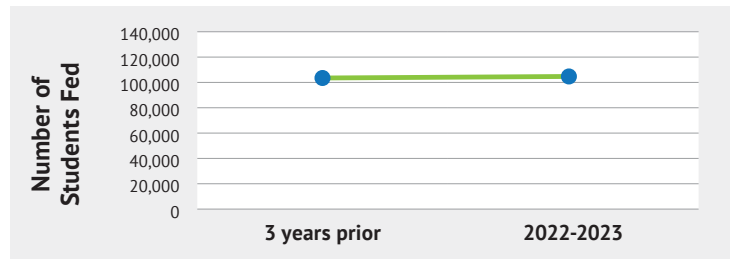
### All Primary and Secondary School-age Children



### Only Enrolled Primary Students



| School Level     | Total          | # Enrolled     | # Receiving Food |
|------------------|----------------|----------------|------------------|
| Preschool        | 61,462         | 60,564         | 15,779           |
| Primary School   | 223,060        | 195,107        | 41,000           |
| Secondary School | 283,130        | 197,435        | 47,100           |
| <b>TOTAL</b>     | <b>567,652</b> | <b>453,106</b> | <b>103,879</b>   |



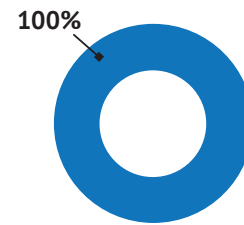
## National Laws, Policies, and Standards

- 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



- Total: **USD 35,135,964**
- Government: 35,135,964
  - International donors: 0
  - Private sector: 0
  - NGOs (domestic): 0
  - Other donors: 0

- Line item in the national budget for school feeding

## School Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- 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
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets

- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Yogurt drink
- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

### Prohibited food items

- Sugary beverages

### Food Sources

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

Special Notes: None

## 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...

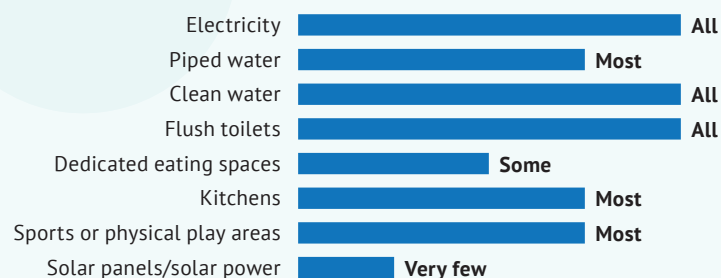
- On school grounds**
- To school age children**

## Additional Information

Strategies used to prevent overweight and obesity included setting nutritional standards for food baskets, restricting food and beverages in or near schools, limiting food and beverage marketing to children, providing education on food, nutrition, and health, and promoting physical education.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **1,500**

- At least 100% paid
- 75-99% women

### 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 engaged both small and medium/large-scale farmers, and they benefitted from agriculture subsidies; advice, seeds, or tools to promote production of specific crops; and other agriculture extension efforts. The private sector was involved in providing technical assistance to the program. Students participated in food preparation, serving, and/or cleaning-up, and their preferences were integrated into the program.

## Environmental Sustainability

### Targeted climate-friendly foods

- Yes  No  **No response**

### 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

Typical school kitchens included enclosed cooking areas, access to both piped and non-piped water, secure storage, electricity, serving utensils, gas stoves, and refrigeration. Produce from school gardens was consumed by the students, and surplus produce was sold.

## 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 program was impacted by a health epidemic/pandemic, resulting in school closures and temporary interruptions to school feeding operations in all schools/regions. This emergency slightly reduced food accessibility for the program.

## Successes and Challenges

### Successes

1. Consistent funding provided to schools for the student feeding program from pre-primary to secondary levels;
2. Increased number of feeding days within the program;
3. Expanded budget allocation for the program;
4. Establishment of permanent cook positions.

### Challenges

1. Insufficient staff to effectively monitor the program;
2. Absence of nutritionists to support the program;
3. Inadequate compensation for staff;
4. Financial constraints and insufficient funding.

# Traditional Cooked Lunch Program and Nutri-Bun Component

## Management

- Lead implementer(s): Ministry of Education and Youth (MoEY) and Ministry of Labour and Social Security (MLSS)
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
  - The Traditional Cooked Lunch Program was managed by the schools, while the Nutri-bun Component (serving breakfast and snacks) was managed by Nutrition Products Limited.
- Individual schools procured the food

## How Many Students Received Food

| School Level     | # of Students  | % Girls  | % Boys   |
|------------------|----------------|----------|----------|
| Preschool        | 15,779         | –        | –        |
| Primary School   | 41,000         | –        | –        |
| Secondary School | 47,100         | –        | –        |
| <b>TOTAL</b>     | <b>103,879</b> | <b>–</b> | <b>–</b> |

## Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Fish and shellfish
- Deep orange vegetables and tubers
- Fruits
- Dark green leafy vegetables
- Other vegetables
- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- 100% fruit juice
- Other fruit drink

## 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
- To prevent or mitigate obesity

## Modalities of Providing Students With Food

- In-school meals
- In-school snacks

## Frequency and Duration

- 5 times per week
- During the school year

## Targeting

- All students had access to in-school meals, and students at the infant and primary school level received either breakfast or snacks, as well.

## Expenses



## Food Sources

100% Purchased (domestic)      0% In-kind (domestic)  
0% Purchased (foreign)      0% In-kind (foreign)

## Additional Information

The program started in 2001 and the School Feeding Coordination Committee serves as an inter-sectoral coordination body. An additional program objective is to provide nutritional support to the most vulnerable children. Jamaica is in the process of developing a National School Nutrition Policy, which is currently at the Green Paper stage—a preliminary document intended to provoke discussion and gather feedback before it is finalized.

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](mailto:info@gcnf.org) for more information.

**Citation:** Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Jamaica. <https://gcnf.org/country-reports/>