



Food and Agriculture
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DISSEMINATION STRATEGY FOR “DO GOOD: SAVE FOOD!” education programme

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INTRODUCTION

Food losses and waste (FLW) constitute a vast global problem, as an estimated one-third of all the food produced for human consumption is either lost or wasted with significant economic, environmental and social costs. Therefore, reduction of food losses and waste at local, national and global levels is key to sound policy-making, and it is a means to promote a sustainable global food system that contributes to food and nutrition security.

The causes of food losses and waste in medium- and high-income countries mainly relate to consumer behaviour as well as to lack of coordination between different actors in the supply chain. At consumer level, in particular, lack of awareness and insufficient purchase planning, in combination with often-careless attitude, result in large amounts of food being wasted. Thus, without targeted interventions for prevention and reduction of food waste at *consumer level*, the efforts towards sustainable production and consumption will always be undermined.

In order to address this need FAO in close cooperation with International Food Waste Coalition (IFWC) developed a package of education materials “DO GOOD: SAVE FOOD!” designed to promote food waste reduction among children in primary and secondary schools. For, educating young people will potentially bring about the behavior change required to stem the waste and loss problem now and in the future.

The education package will thus contribute to achieving target 12.3 of the global Sustainable Development Goals (SDG): halve per capita global food waste at the retail and consumer levels and reducing food losses along production and supply chains by 2030 as well as addressing other related targets such as malnutrition, climate change and natural resource preservation.

The education package was tested under SKOOL (School Kitchen Organisation Optimisation Learning) programme piloted in France, Italy, Belgium and UK during two academic years (2015 – 2016 and 2016 – 2017). It also included IFWC proprietary tools that allow engaging other actors of the school food value chain (food producers and suppliers, school kitchens and canteens, school management and municipalities) into a joint effort against food waste.

18 schools and canteens took part in the pilot phase of the programme, 5000 children were educated, 13 pilot kitchens engaged and 2.8 tonnes of food saved – the equivalent of almost 6 000 meals.

Over one school year, implementation of the DO GOOD: SAVE FOOD!¹ programme will facilitate a minimum of 15 per cent reduction in food waste at a school that prepares and serves 300 meals a day; this brings about the following savings:

- 866 kg of food – more than a week’s worth of meals for the entire school
- €5,196
- 2.5 tonnes of CO₂
- 1 126 738 litres of water - half the water of an Olympic size swimming pool.

While IFWC’s supplementary tools and guides do not make part of the education package, FAO-REU will advise on applying these (at the beneficiary’s discretion) in the course of a comprehensive programme implementation. Based on results of the pilot phase, it is estimated that food waste reduction may amount to 15 - 50%, depending on the extent to which the programme is implemented. A *comprehensive approach* yields the biggest impact.

Thus, the education programme has two main objectives:

- 1) Change of behaviour of children (and their families);

¹ Calculation based on actions to reduce food waste in the kitchen and the canteen, for an initial food waste of 110g per meal over 175 days per year (35 weeks). The overall cost of food waste is estimated at €6.50 per kg, including the costs of ingredients, labour, energy and waste treatment.

- 2) Reduction of food waste at primary and secondary schools (if a comprehensive approach is adopted).

The following outlines the main stages and steps suggested to launch a *comprehensive* education programme at schools across Europe and Central Asia.

The programme seeks to engage with:

- 1) *Education staff* to help shape a more sustainable food consumption/ waste scenario of the future;
- 2) *Children* to develop good habits to reduce food waste and introduce these to their friends, families and communities;
- 3) *School kitchens and cafeteria* teams to enable them to measure and track food waste in order to introduce waste reduction measures;
- 4) *Food producers and suppliers* to enable them to work effectively and in collaboration with each other and with other actors in the food value chain at schools: kitchen and canteen staff, school management, teaching staff.

PHASES:

- I. Identification
- II. Mobilization
- III. Implementation

I. IDENTIFICATION

During the identification phase, regional and national contexts will be evaluated to define interest and potential for the programme implementation.

Steps:

1. *Identify countries for dissemination during first and second waves*
2. *Map relevant existing projects and initiatives*
3. *Map other active players (NGOS, State Departments and Agencies, Food Banks, etc.)*

We anticipate that materials dissemination will be best received in the countries:

- 1) that have expressed interest in rolling out education programmes on FLW (be it at the governmental level or upon NGO's initiative);
- 2) where similar initiatives or programmes exist, which proves that the matter is high on the agenda. As different initiatives focus on different age groups of children, DO GOOD: SAVE FOOD! education package may be used to target groups not yet addressed or to continue the effort. At that, comprehensive approach ensures all actors in the whole food value chain at school are engaged for greater impact.
- 3) where resources are immediately available.

Collaboration with other FAO/ UN programmes (e.g. School-based Food & Nutrition Programme, UNICEF programmes) or third party projects (e.g. School Milk and the School Fruit and Vegetables Schemes, EU LIFE Programme) in the region is encouraged.

We intend to commence the first wave of dissemination in two EU and two non-EU countries.

For consideration, the following opportunities have been pre-identified:

- *Hungary* – Office of the Ombudsman for Future Generations in Budapest, Hungary (the Office), expressed interest in raising awareness of the economic, social and environmental consequences of wasting food and importance of preventing food waste as part of tackling food security and food nutrition problem. Authorized to promote wellbeing and rights of future generations - including protection of children's rights - the Office emphasized an issue of malnutrition among children as one of the most pressing currently.

Thus, the Office has committed to translating and lobbying before competent ministries for potentially integrating the Do Good: Save Food! education materials into school's curriculum in Hungary. In order to avoid duplication of efforts, the target age group yet to be defined by the Office, considering current education initiatives. The Office currently has no financial means to sponsor printing and publication of the materials, but will explore such possibilities in the future.

- *Croatia* – translation of the "DO GOOD: SAVE FOOD!" education package (Guide 3 for age group 10-13 yr.) into Croatian language was initiated and supported (politically and financially) by the Croatian Member of the European Parliament. The Rapporteur for the European Parliament's resolution on the "Initiative on resource efficiency: reducing food waste and improving food safety"², the MEP is a strong advocate for the importance of educating and engaging children in food waste prevention.

² The resolution specifically underlines the need to reduce the amount of food waste through a coordinated policy response including the support of consumer information and education programs. Full text available [here](#).

- *France, Belgium* – considering positive feedback and results obtained during the pilot launch, scaling the programme up in France and Belgium will be well grounded. Initial discussions about the programme rollout have commenced.

Additionally, the following opportunities will be considered:

France – the Ministry of Agriculture and Food of France announced a call for local and national projects on raising awareness on FLW issue.

Denmark – cooperation with Danish Stop Wasting Food movement may be revisited.

Netherlands - the Task Force Circular Economy in Food, which consists of a large number of companies, research institutes, civil society organizations and government bodies, including Wageningen University & Research, launched an initiative called “United against food waste”.

Poland – an individual initiative to prompt the launch of and to lead education programme in Polish school/s was manifested. Funding of translation/adaptation and dissemination is required.

N.B: Food Bank of Poland had recently launched public awareness-raising campaign on food waste reduction.

- *Albania, Armenia, Macedonia, Moldova* – the countries are part of an ongoing FAO-REU project “Strategies for Food Loss and Waste Reduction”. While no funds are foreseen for dissemination³ of the education materials under awareness raising activities, interest towards an education campaign is rather high in these countries.
- *Georgia* – the country is one of the most active and advanced in the region in addressing the issue of food loss and waste. Hence, the environment is favourable for a comprehensive education campaign. Additionally, Georgia is a beneficiary of a number of EU-funded and other donor projects, which mandate may include relevant awareness raising or education activities in the area of sustainable agriculture, resources consumption, and/or environmental issues. Partnerships will be considered.
- *Turkey, Azerbaijan, Tajikistan, Kyrgyzstan, Turkmenistan, Kazakhstan, and Uzbekistan* – the listed countries will be potentially targeted under the FAO-REU Project “Reduction of Food Loss and Waste in the SEC Countries”. There may be an opportunity to include the education campaign into the Project programme.

N.B.: FAO SEC will launch a major communication campaign “Zero waste, zero hunger” in Turkey under the hospice of the First Lady. Upon FAO-REU recommendation, “DO GOOD: SAVE FOOD!” education materials may be translated/adapted and used during the campaign.

- *Russia* – a private British School in Moscow has expressed interest towards piloting the programme.

At the same time, other opportunities will be inspected to launch the programme at federal or national level.

- *Ukraine* – in view of establishment of a waste management unit, Ukrainian government requested FAO UA to assess food waste at retail, HoReCa and household levels as a first step to prevent and manage municipal waste as a whole. The issue is high on the agenda, and education of children on food loss and waste reduction is considered as a key to behaviour change.

³ Unless specified otherwise, dissemination incorporates translation, adaptation and production of the materials.

N.B: UNICEF is implementing school education campaign on nutrition. Opportunities for cooperation and shall be explored.

During the second wave, the programme will be scaled up further across the region. Cases of effective implementation will facilitate the intervention and may help in additional resources mobilization.

The selection of countries for the second wave will depend on the new opportunities arising (including due to examples of other countries implementing the programme).

II. MOBILIZATION

Steps:

1. *Establish contacts with relevant ministries, city administrations and/or municipalities*
2. *Reach out to active players and other prospects*
3. *Recruit⁴ and develop network of agents⁵*

With an ambition to launch education programme on Food Loss and Waste as extracurricular activity on a national level, official endorsement and support are needed in each country. Liaising with relevant Ministries – Ministry of Education, in particular – and city municipalities will be the first step in this process. Such endorsement may include official validation of the approach and materials, financial support, administrative help and advocacy.

Depending on the capacity and resources availability, ministries and /or city administrations/ municipalities may assign an “agent” (or “agents”) to work closely with SAVE FOOD team to cascade the programme across a country. In such a case, the Agent shall be authorised to represent the corresponding ministry and/or city administration/ municipality and be in a position to reach out to relevant stakeholders (schools administration, staff and other actors in food supply chain).

SAVE FOOD team will also contact other identified players to coordinate efforts and join resources as may be necessary.

In cases when the above-mentioned authorities have no intention to lead the programme implementation locally, Agents will be “recruited” from among active players. These may include NGOs, Food Banks, projects, etc. that are already working towards food loss and waste reduction (and hence are well familiar with the subject matter, as well as with local context). In view of vast geographical coverage and local differences, working via Agents will make programme implementation feasible and efficient.

Particular consideration shall be given to established networks. For example, Nyéléni Europe Movement, which brings together farmers, fishers, consumers, NGOs, trade unions, environmental, development, research, community-based food movements and others, has a vast network of partners and may be therefore well-positioned to help SAVE FOOD roll out the education programme at local, national and regional levels.

The recruited Agents may provide the following assistance to the programme roll-out:

- 1) administrative and logistical support;
- 2) cascading the programme (train and assist schools staff);
- 3) combination of the above.

The primary role of Agents will be to mediate and assist in programme implementation together with FAO-REU/ IFWC at a local level.

The Agents will undergo training (training of trainers)/ briefing to coach programme beneficiaries (school staff, suppliers, canteens) further and thus cascade the programme.

In all cases, duties and responsibilities of Agents will be clearly defined and limited to terms of reference and an action plan prepared and agreed by FAO-REU and IFWC.

⁴ By “recruiting” we mean engaging interested parties to facilitate implementation of the education programme locally. Collaboration will be volunteer-based, rather than through hiring.

⁵ The so-called “agents” (*champions, advocates*) will not represent FAO or IFWC, but will act in best interests of the latter as local facilitators of programme implementation.

III. IMPLEMENTATION

Steps:

1. *Translate/adapt education materials⁶*
2. *Print education materials*
3. *Train/ brief the Agents (training of trainers)*
4. *Launch/ cascade⁷ the programme*
5. *Print promotional materials*
6. *Monitor and assess results*
7. *Adapt as necessary*
8. *Replicate/ scale up*

For an extensive and efficient programme rollout, translation⁸ into local languages and adaptation of the materials will be necessary. Adaptation will include adjustments to reflect any cultural differences and backgrounds as may be necessary. The process will require involvement of an Educational Specialist to ensure the translated version maintains the appeal to children and that of a Food Waste/ Food Systems Specialist to validate the translation from the technical point of view. FAO-REU and IFWC will brief both specialists. Translation and adaptation will be carried out locally, with FAO-REU's supervision.

As in different countries the process of receiving an official endorsement of the programme and recruiting Agents may vary in duration, translation/ adaptation and production of materials will not be streamlined, but implemented according to the progress made in this respect in each specific country.

FAO-REU and IFWC will hold a series of cluster training/briefing sessions for recruited Agents to enable them to cascade the programme locally. The training/briefing will prepare Agents to further coach teachers, kitchens/canteens staff and other actors in the food value chain at schools to use FAO-IFWC education materials and tools. FAO-REU and IFWC will develop comprehensive guidelines for the Agents to follow in implementing the programme.

While the package contains a substantial amount of information, the guides are designed to enable and support teachers and staff to use the material according to different needs regarding time availability, knowledge and age of the students, curriculum context etc. Additionally, following the cascade approach, teaching staff will receive training/ briefing by the Agents on implementing the programme.

The programme will be additionally supported by communication activities⁹ during the launch and along its course, including posters for school kitchens and canteens, leaflets for children and parents, stickers, food waste diaries, promo videos, etc. Local and regional opinion leaders and celebrities (e.g. chefs, environmentalists), as well as media, will be engaged to build momentum, spread and reinforce the message about an importance to prevent and reduce food loss and waste.

⁶ Adaptation process will involve revising and adjusting, if necessary, of translated materials by an educational specialist and a food waste specialist.

⁷ The cascade approach envisages streaming the strategy implementation down to a functional level. At that, alignment of goals and deliverables will be ensured.

⁸ The materials are currently available in two languages – English and French.

⁹ Communication activities may differ for each country, depending on resources availability and the context.

FAO-REU/ IFWC will provide all-time support and supervision to the Agents. Clear key performance indicators (KPIs) will be set in advance to monitor and assess the progress and efficiency of the programme cascading.

To evaluate performance of the campaign, Agents will monitor, record and report on the progress at each school. The proposed approach and tools will include:

Education

- Record of the programme duration and of the number of schools and children involved in each age group
- Record of activities implemented in-class (and/or extracurricular activities)
- KAP¹⁰ Survey of students at the beginning and at the end of the programme to assess their understanding of the issue and behaviour changes towards reducing FW
- Follow-up analysis of the data generated

Optimisation of processes in kitchens/ canteens (if implemented)

- Food waste diagnostic to set up the FW per capita baseline
- Record of food waste per capita evolution vs baseline

Improvement of collaboration among actors in the food supply chain (if implemented)

- Record of stakeholders involved in the programme
- Record of collaborative actions that facilitated food waste reduction at schools.

FAO-REU/ IFWC will record results of the first wave of the programme and use these to promote and scale up the programme to other countries of the region.

¹⁰ A Knowledge, Attitude and Practices (KAP) survey is a quantitative method that provides access to quantitative and qualitative information.

ANNEX I: Programme stakeholders

STAKEHOLDERS GROUPS	DESCRIPTION OF ROLE	POTENTIAL INTEREST IN “DO GOOD: SAVE FOOD!”
<p>IMPLEMENTING PARTNERS</p> <p>Primary and secondary school communities: children, teachers, and staff and their related families/networks, education boards</p> <p>School food value chain actors: kitchen staff, municipalities, professional associations as lobbying groups</p> <p>Programme Agents</p>	<p>The main group/target audience that will implement the package</p> <p>N.B. All stakeholders shall have the right skills, knowledge and understanding of the project</p>	<p>Increased knowledge/ information sharing on the topic of FW reduction as part of sustainable agriculture and food system</p> <p>Significant reduction of FW in the education sector and food service (e.g. up to 15 % reduction after each specific campaign in schools and cafeterias)</p> <p>Save resources for schools, households and school food value chain actors and reduce waste volume and management load and the related environmental impact for the municipalities</p>
<p>LOCAL AND NATIONAL PUBLIC SECTOR, CSOs AND PRIVATE SECTOR PARTNERS</p> <p>Municipalities, Ministries, FAO Permanent Representatives, EU Commission, etc.</p>	<p>Engage national actors and institutions</p>	<p>SDG 12.3 and national/regional reduction targets</p> <p>Increased public interest in the fight against FW and adoption of behaviors and practices conducive to FW prevention</p> <p>Better Integration of FW reduction, as part of low-emission interventions, into national climate change road maps</p> <p>The food service industry sharing information and knowledge and adopting practices to reduce FW</p>
<p>RESOURCE PARTNERS</p> <p>Ministries, local authorities, Foundations, private sector</p>	<p>Provide money for implementation</p> <p>N.B. Concept notes of specific actions could be developed and submitted to this target group</p>	<p>SDG 12.3 and national/regional reduction targets</p> <p>Enhanced climate action by reducing GHG emissions associated with FW as contribution to climate resilience in the global food system</p> <p>Reduced economic loss from FW for consumers and other stakeholders of the food system</p> <p>Strong networks in the education sector, food service companies, UN and regional players in FW reduction</p>

ANNEX II - Dissemination channels and tools

	Activities	Channels/ tools	Timeline
1	Identifying partners for programme implementation	At this stage a standard PPT presentation and a leaflet/booklet will be used	March 2019
2	Engaging/ establishing relevant partnerships with implementing partners (Ministries and Agents) and interested donors	Meetings Online communication (FAO and SAVE FOOD websites, SAVE FOOD partners network), FAO social media, partners' media channels	April – June 2019
3	Implementing the programme	Interventions at schools (education programme) Leaflets, posters, stickers, diaries Supporting events (cooking classes, farm visits, games, etc.) Online communication (FAO and SAVE FOOD websites, SAVE FOOD partners network), FAO social media, partners' media channels Articles, press and media coverage Videos	September 2019 – June 2020
4	Evaluating and capitalizing of the dissemination activities	KAP Survey	June 2020

ANNEX III – Budget

BUDGET FOR DISSEMINATION OF EDUCATION MATERIALS IN ONE COUNTRY

4 age groups, 5 schools

Mobilization

Travel - first meeting with Ministries and Agent

Agent Fee

Leaflet/booklet for presentation – translation, DTP

One printed sample of education package

Translation

Translation from English to a national language

Review and adaptation

Desk Top Publishing

Printing of a basic package:

Posters

Flyers

Education Guide for each age-group (teachers)

Exercise materials for students

Guide for age group 5-7 in a calendar format

Implementation

Travel – briefing of the Agent

Development of a dedicated web page

Organization of supporting events

Media outreach

Production of a video

KAP survey

Final report by the agent

Complementary IFWC materials

Translation

Printing

Travel – training of users

TOTAL XXXX