



Multistakeholder Dialogues Summary Report

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BACKGROUND

The DISH (Dietary Shifts Competition) project was designed to identify and support innovative solutions that can promote healthier and more sustainable diets, as described in the key scientific literature of the *EAT-Lancet* Commission report from 2019. The solutions for dietary shifts need to be context-specific and locally grounded. Working with a diverse set of stakeholders is key to boosting the implementation of the solutions identified through the competition. The report that follows presents the outcomes of the multistakeholder dialogues held in Kenya and Indonesia in March 2025.

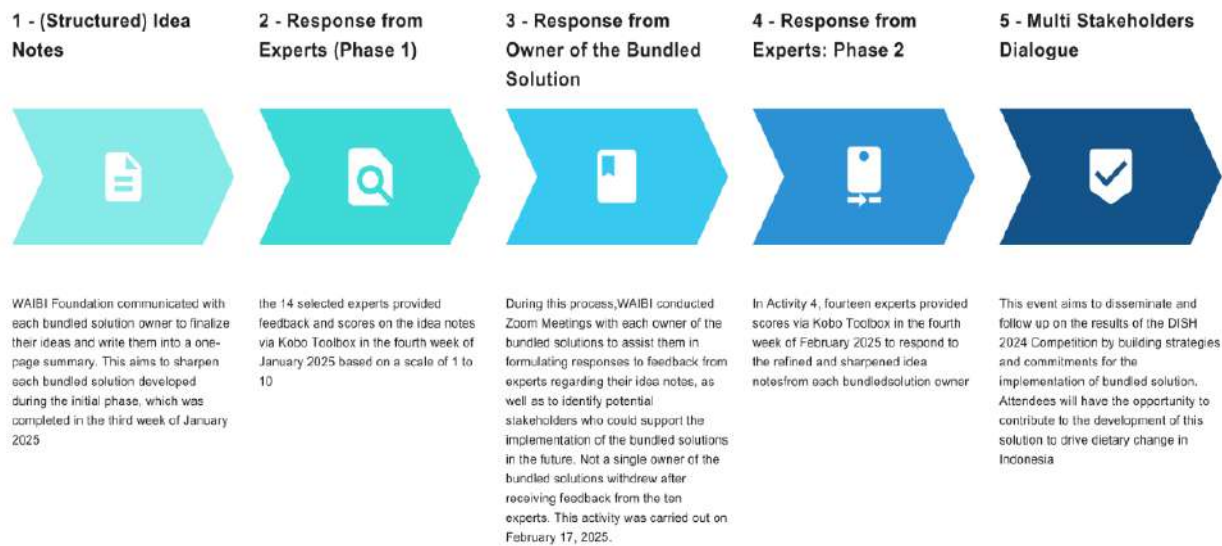
The multistakeholder dialogues mark the culmination of a multi-stage process, beginning with setting the stage for the competition through a set of background reports on local and global dietary shift challenges and opportunities. This helped set the competition criteria for the following competition stage. The aim of the competition was to surface promising dietary shift solutions in both countries. More than 400 solutions were submitted in each country. These solutions were assessed using the project teams in EAT, GAIN and FOLU, reducing the number to the top 50. These were further judged by a set of local food systems experts in each country, leading to a top 15. These 15 were then brought together for a set of collaborative workshops, referred to as the Deal Room.

The Deal Room allowed the innovators behind each solution to explore potential synergies, identify overlaps, and strengthen their ideas through cooperation. The goal was to create bundled solutions – groups of aligned initiatives that together could have a greater collective impact on dietary shifts in the country. This resulted in four bundled solutions in Kenya, and five in Indonesia. To assess and refine these bundled solutions further, the DISH team implemented a light-touch Delphi process.

The Delphi process is a structured, iterative method enabling experts to review and provide feedback anonymously, encouraging honest, unbiased evaluations. Each bundled solution was captured in a two-page structured idea note, which was then evaluated across two rounds of online surveys. In Indonesia, 10 national experts – some of whom had served as judges during the competition – participated in the Delphi process. In Kenya, five national experts, all of whom had served as judges in the first round, took part. In both countries, the process was complemented by feedback from three global experts (two from GAIN and one from EAT), who had not been involved in the earlier phases of the project. Expert feedback was used to guide selection decisions. In Indonesia, for example, a close three-way tie for second place was resolved through a final decision by the GAIN and EAT teams, who opted for the highest-ranked bundled solution.

This illustration below shows the Delphi-process as outlined by the team in Indonesia:

The multistakeholder dialogue meetings followed the Delphi process and brought together key food system stakeholders to discuss implementation, scaling, and refining of the top-ranked bundled solution in each country. By bringing together a broad group of actors across the food system, the dialogues aimed to foster greater collaboration, encourage investment, and secure commitments for action.



KENYA

Dialogue overview and structure

The multistakeholder dialogue took place virtually via Zoom, on March 6th, 2025, and brought together key stakeholders in the Kenyan food system to discuss the implementation and scaling of the **Sweet Snacks** bundled solution within the broader DISH project. More than 40 participants registered to attend, and more than 24 stayed on throughout the dialogue. These represented local and national governments (Ministry of Health), agricultural universities, civil society organizations focusing on nutrition and development, and farmers organizations.

Throughout the dialogue, participants discussed to identify priorities, enablers, barriers, and potential contributions from the stakeholders – all with the aim to accelerate the implementation of the Sweet Snacks solution, and dietary shifts towards healthier and more sustainable diets overall.

The meeting was opened by the GAIN Kenya Country Director, who shared reflections on national challenges related to nutrition and food systems in Kenya. An overview of the *EAT-Lancet* Commission report, the Planetary Health Diet, and the DISH project to date was then shared by EAT. The Sweet Snacks solution group followed with a presentation on their collaboration and solution.

Participants were then split into two groups

with about 12 people in each group, for a 60 minutes discussion. Each group contained a variety of stakeholders as well as representatives from the bundled solutions group Sweet Snacks, and a moderator from EAT or GAIN.

The group used an online worksheet via Zoom to share their thoughts, following the below questions and structure:

Introduction: Please share briefly - one sentence - with your name and organization.
Priorities and enabling factors to implement and accelerate progress on the bundled solution: *What enabling factors are needed to implement and support progress and action on the solution and further scale dietary shifts? What do you wish you had more of to support progress?*

Barriers and bottlenecks; *What obstacles will make implementation and action more difficult, and need to be considered and/or overcome to grow and scale dietary shifts and the bundled solution further?*

Contributions and partnerships; *What role can your workplace play in order to scale and implement the solution, and dietary shifts overall? What would it mean for you/your local context if Sweet Snacks was implemented?*

The meeting was concluded by groups meeting back in the plenary room to share their main takeaways and discussion. See the Appendix for a copy of the completed worksheet.

Sweet Snacks

Sweet Snack is a consortium of Kenyan entrepreneurs offering healthy, affordable, and fun packaged snacks for school children. The snacks are made from locally sourced, nutrient-rich ingredients like pearl millet, sorghum, orange-fleshed sweet potato, dried fruits (pineapple, mango, banana), seeds (chia and sunflower), and honey. These snacks aim to address malnutrition and micronutrient deficiencies among children while also contributing to environmental sustainability by reducing post-harvest losses, using organically grown ingredients, and adopting biodegradable, toxin-free packaging. Sweet Snacks brings together four small, innovative businesses:

Child Fund Kenya (OFSP chips rich in Vitamin A); **Iviani Farm** (mixed dried fruit snacks); **TamuBoost Clusters** (fruit and seed-based snack balls), and **I-Pop Africa** (puffed multi-grain snacks with cinnamon and ginger).

Together, the solution offers a diverse snack basket that breaks the monotony of school feeding programs and provides fiber, vitamins, minerals, complex carbs, and healthy fats. By operating as a consortium, they can better overcome individual supply and distribution challenges to meet institutional demand, particularly in schools. With an estimated cost of 10 Kenyan Shilling (KES) per snack—less than half the average cost of a school meal—the solution is both scalable and economically viable. Distributed through schools and retail, Sweet Snack aims to reach one million children, offering a compelling, nutritious alternative to current options.



INDONESIA

Dialogue overview and structure

The Indonesian multistakeholder dialogue was held online via Zoom on March 19, 2025. The event was attended by more than 80 participants representing entities such as the Ministry of Health Directorate of Family Health Services and Directorate of Health Promotion and Community Empowerment, Ministry of Education for Primary and Secondary Education, Ministry of National Development Planning (Bappenas), National Food Agency (Bapanas), Food and Drug Supervisory Agency (BPOM), National Research and Innovation Agency (BRIN), Ministry of Trade, Ministry of Industry, and Ministry of Agriculture. Non-governmental organizations such as Association of Nutrition and Food Experts (PERGIZI Pangan Indonesia), Post-Harvest Loss Alliance for Nutrition Indonesia (JP2GI), Yayasan Peduli Anak Surakarta, KRKP, Indonesia Business Council for Sustainable Development (IBCSD), Association for Food and Beverages Indonesia (YAMMI), Catholic University of Soegijaprana, University of Indonesia, Institute for Agriculture Bogor (IPB), as well as other actors like Chef Ragil (Nusa Indonesian Gastronomy), Indonesia Tempe Movement, Indonesia Gastronomy Network (IGN), Eathink, and Masak.tv among others, also attended.

The opening remarks were delivered by Dr. Agus Triwinarto, SKM, M.Kes, as the Head of the Nutrition Working Team, Directorate of Family Health Services, Ministry of Health.

He reminded participants of the results of the 2014 Individual Food Consumption Survey (SKMI), which showed that 45.7% of Indonesians had very poor nutritional adequacy, only 14.5% were adequate, 36.1% had insufficient protein levels, and 50% could not afford healthy diet. A new challenge is that the eating habits of Indonesians have significantly changed in the last 10 years; consuming processed and high-calorie foods not balanced with nutritional needs has become the biggest challenge. Indonesia is also experiencing an increase in obesity and diet-related diseases, while malnutrition remains high. Therefore, the initiative on dietary shift (DISH) is welcomed.

GAIN Indonesia expressed appreciation to the Ministry of Health for supporting DISH activities with EAT and FOLU to create positive changes in eating habits in Indonesia. GAIN also appreciated the attendees, solution owners, and experts involved in DISH activities for helping pave the way towards healthier, more nutritious, diverse, and sustainable diets in Indonesia. The hope is that this process can refine and realize these solutions.

FOLU Indonesia (KSPL) highlighted that food is a basic nutritional need and a primary livelihood for Indonesian people. KSPL also emphasized that Indonesia has high biodiversity with 77 types of carbohydrates sources, 389 types of fruits, 77 types of protein sources, and 288 types of vegetables. However, Indonesia still faces food system problems and triple burden of malnutrition (stunting, obesity, and micronutrient deficiencies). In 2019,

Indonesia ranked 7th in the world for diabetes. The Covid-19 pandemic and economic conditions worsened health issues. Indonesia has also become the second-largest food system-based emitter globally, with negative impacts from land clearing, pesticide use, and soil and water degradation. KSPL reminds that food security in Indonesia is influenced by economic, accessibility, and environmental issues, requiring collaboration from various parties.

EAT provided a brief presentation via video about the DISH process, which started with the Competition in 2024 to find local solutions promoting health and sustainable diets in Kenya and Indonesia, followed by the solution refinement process and multistakeholder dialogue. EAT also presented the results of the Delphi-light process, which reviewed the five bundled solutions to select the most feasible, the “Mindful Lunchtime” group, who then presented their solution. Indonesia faces health and nutrition challenges as follows: 30.8% of children under five years old experience stunting, 10.2% suffer from wasting, and 10.9% of adult women and 6.3% of adult men are obese. Key recommendations from the *EAT-Lancet* Commission Report, and the so-called Planetary Health Diets recommendations were reiterated, such as the importance of increasing consumption of fruits, vegetables, whole grains, legumes, and seafood. Depending on current diet patterns and sustainable production, consumption of eggs, poultry, red meat, and dairy products should be adjusted. Additionally, reducing the intake of added sugars, vegetable oils,

salt, saturated fats, refined grains, ultra-processed foods, fast food, and sugary drinks is recommended.

For the DISH Competition 2024, more than 411 applicants entered in categories (1) policy and regulation; (2) advertising and culture; (3) food services; (4) culinary skills; and (5) product innovation. The top 15 solutions were selected and then bundled into five bundled solutions through the Deal Room process. The Deal Room and Delphi process, as outlined above, narrowed the solutions down to one, which for Indonesia was the solution called Mindful Lunchtime.

Mindful Lunchtime

Mindful Lunchtime is a 10-minute creative storytelling solution which, during lunchtime in primary education, talk to students about food and eating; from healthy eating patterns, selecting ingredients, cooking, chewing, digesting food, and food waste to build awareness. This solution aims to develop awareness of sustainable and healthy diets among new generations from an early age by instilling healthy habits and relationships with food.

This solution is implemented by **Self Learning Institute (SLI)** in Purwakarta, West Java, with a permaculture program for primary schools teaching food planting skills and sustainable consumption patterns. **Islamic Boarding School (pesantren) Ath-Thaariq** in Garut, West Java, also implemented this solution through gardening activities, healthy eating implementation, and environment-based education, integrating the “Dining Table Revolution” (farm-to-table) education where local food consumption is part of preserving cultural heritage and environmental sustainability awareness. Supporting this solution is **Lapas Perempuan Kelas II A Semarang**, Central Java, where healthy eating habits program in the women’s prison environment using limited land for organic plants. On the business side, **PT DietPlus** in Bandung, West Java, supports this solution with their business of providing food ingredients from aquaponics and circular economy.

For the government, private sector, and other stakeholders, this solution can support food security policies and encourage local

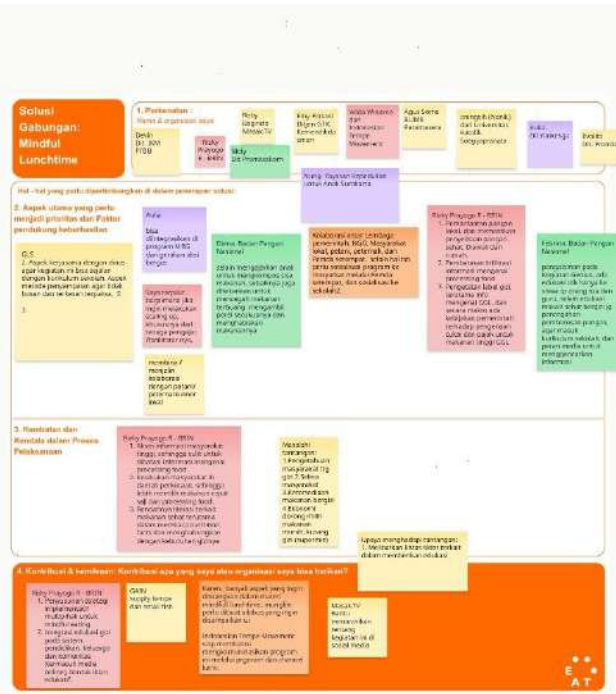
food diversification through early character building and sustainable healthy diets. The potential for public and private collaboration in the Mindful Lunchtime solution provides its own strength. If this solution can be well implemented, including compliance with nutritional adequacy standards, food safety, and reducing food waste, it can make the Free Nutritious Meal program more impactful.

As the event had much interest from participants, the breakout groups split into three discussion groups, with more than 65 attendees in total across the three discussion groups. These discussions all aimed at encouraging the implementation and support for the Mindful Lunchtime solution, and were split across three themes: (1) School environment; (2) Communication and policy; (3) partnerships.

Key Insights and Discussions

Group 1: School Environment

In this group, 20 participants discussed challenges, solutions, and follow-up actions related to stakeholder engagement, involvement of schools, teachers, parents, and students. They filled in the following worksheet via the Zoom Whiteboard function:



curriculum as done in Japan and South Korea; Incorporating the Mindful Lunchtime concept into teaching materials in schools and boarding schools.

- Teacher training and mentoring: Providing continuous mentoring for related schools (media or teaching materials for teachers); Disseminating the program to teachers so they can effectively communicate balanced nutrition material; Providing training on facilitating the Mindful Lunchtime process.
- Fun learning methods and approaches: Using fun methods for school), involving parents in the program (peer-to-peer); Communication skills to help children focus; Education children in collaboration with schools through the formation of child-friendly schools.
- Collaboration, dissemination, and stakeholder support: Disseminating the program to parents to create habits at home; Creating campaign content to strengthen understanding and support; Finding the right partners; Networking between schools and across levels.

Key aspects and success factors

- (Boarding) School environment and supporting infrastructure: Creating an enabling environment to provide healthy and nutritious food (canteens/vendors); Support and commitment from boarding school and school management and principals.
- Curriculum and learning integration: Counting lunchtime as part of learning hours and integrating it into the

Challenges and obstacles to implementation

Current healthy food programs face various challenges, such as non-evidence-based information, sporadic and rushed implementation, and uneven execution across regions. The government’s desire to expand the program massively is often ineffective and sometimes counterproductive, requiring an approach that leverages local wisdom in healthy diets. Additionally, programs tend to be oriented to

- facilitators abilities; Collaboration with farmers, livestock owners, and local culinary professionals; Stakeholder collaboration for shifting towards healthy diets; Socializing the program to the community through local governments and schools.
- Utilization of local food and health diets policies: Utilization of local food and ensuring the provision of healthy food; Limiting information infiltration about processed food; Tightening nutrition labels; Policies on excise and taxes for high sugar, salt, fat foods; Preventing food waste by taking appropriate portion and finishing the meals.

Challenges and obstacles to implementation

High access to information makes it difficult to limit information about processed food. Urban busy lifestyles push people to choose ready-to-eat and processed foods, while literacy related to healthy diets, especially reading nutrition label, is still low; Nutrition literacy, taste preferences, availability of nutritious food, and economic factors drive people to choose cheap, less nutritious food.

Contributions from participants or their organizations

- Implementation strategy development: Developing implementation strategies involving various parties to encourage mindful eating practices and nutrition education integrated into the education system, family, and community (including online media) through educational advertisements and cross-sector

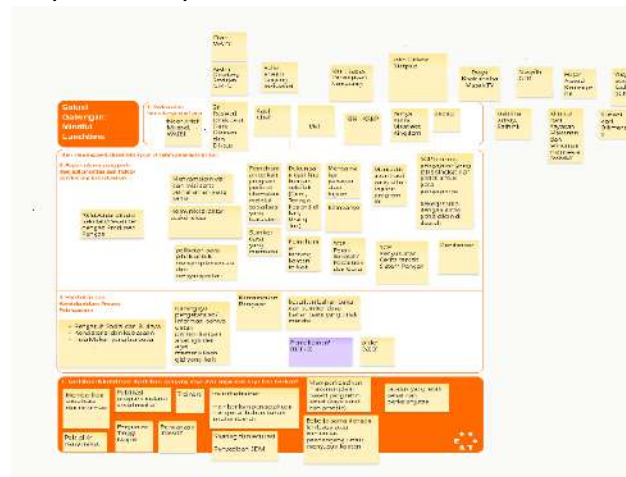
involvements. (BRIN).

- Provision of alternative tempeh and small fish as food sources for Mindful Lunchtime from pilot program on Nutrition and Environment. (GAIN.)
- Communication and narration support: Helping to communicate/narrate this solution through programs and channels, including social media. (Indonesia Tempe Movement and Masak.tv.)

“At the communication level, education is needed not only for children in schools but also for parents so that mindful eating practices also occur at home. Changes in eating patterns at school need to be complemented by similar changes at home. Housewives and PKK mothers have a strong role in encouraging this change at the household level.”

Group 3: Partnership

Group 3, with 43 participants, discussed challenges, solutions, and follow-up actions on partnerships and collaborations.



Key aspects and success factors

- Collaboration and stakeholder engagement: Partnerships is part of the SDGs to build inclusive communities; Various forms of funding partnerships (blended financing, cooperatives); Education for financial institutions on financing food innovation (start-ups); Financial literacy and inclusion for healthy diets; Collaboration between schools and food producers, and cross-sectoral stakeholders; Implementation not only in schools but other institutions like women’s prison; Alignment of vision, mission, and mutual understanding; Communication and involvement of all parties for program implementation; Direct advocacy to local government for quicker program adoption.
- Socialization, understanding, and SOP: Consistent socialization for program

understanding and content; Campaign to align perceptions and goals; Market understating, including raw material limitations, and diverse diets (local context); Development of SOPs for the role of schools, teachers, and effective teaching methods.

- Resource support and evaluation: Availability of resources (natural, human, and funding); Support from the school environment (teachers, educational staff, and parents); Evaluation to ensure program outcomes are reached.

Challenges and obstacles to implementation

- Social and cultural influences, consistency of habits, and differences in diets across regions; Difficulty in raw materials and uneven distribution of raw material resources; Inadequate market understanding; Picky eating behavior in children.
- Lack of knowledge or information that the golden age of children requires good nutrition for optimal growth and development; Inadequate ability of teachers to convey material related to nutrition and healthy food.

Contribution from participants or their organizations

- Socialization, education, and publication: Providing socialization and information to the community, including through social media; Introducing healthier, fiber-rich, and protein-rich plant-based foods; Collaborating with storytelling institutions or communities to create engaging and educational content.

- Capacity building and training: Competent trainers to support program implementation; Sharing and educating about providing quality human resources; State universities supporting program implementation through collaboration and research.
- Innovation and collaboration: Innovative funding to support program sustainability; Development of healthier and more sustainable products; Changing community mindsets through creative and relevant approaches.

“On prioritization for success, social and cultural factors are dominant components in encouraging eating patterns formed in society, global influences exist in people’s diets, and there is lack of knowledge about healthy and nutritious diets.”

Presentation of Group Discussion Results

Education in schools: To enhance nutrition education in schools, strong commitment from educational leaders is essential. Teacher’s diverse knowledge on nutrition and food systems requires standardized teaching materials. The existing curriculum, which includes science and health nutrition, may need to be strengthened to emphasize healthy diets. The Mindful Lunchtime approach should be adapted to local contexts, considerate to food diversity and local wisdom, with parental support at home to ensure success and sustainability.

Community and policy: Strengthening policies on local food (diversification), supply sustainability, and nutrition are crucial. Policies on nutritional labels and taxes on

unhealthy food and beverages are important due to the low ability of the public to read food labels. Nutritional education should start in schools, homes, and communities. Local communities, including PKK mothers, can be involved in the Mindful Lunchtime approach. Policy changes should involve various parties through joint advocacy and socialization can use creative medium such as gamification, interactive storytelling, videos, and other tools.

Partnerships: Forming the most beneficial partnerships with shared vision and mission, and clear financing strategies is the focus. Educating financial institutions to support food innovation is crucial. Main challenges include social and cultural factors, the influence of globalization on diets, and market understanding. Developing prototypes of the Mindful Lunchtime approach to becoming a better business model is necessary. Advocacy to local governments is important for scaling up the approach.

Sharing Best Practices

Self-Learning Institut (SLI), one of the initiators of the Mindful Lunchtime solution, shared challenges related to connecting this approach with the implementation of the Free Nutritious Meal (Makan Bergizi Gratis, MBG) program. SLI advocated and encouraged the Regent of Purwakarta to issue a circular letter to ensure that the Mindful Lunchtime program becomes a learning component in both public and private schools targeted by the MBG program, but currently the Mindful Lunchtime program is only implemented in a few public schools in Purwakarta Regency. One supporting factor for the program is having

an existing program that encourages students to bring school lunches and composting training from lunch leftovers in Purwakarta Regency since 2015.

The Post-Harvest Alliance for Nutrition Indonesia (JP2GI) shared an example of a good collaboration between the Solo City Health Office and SD Muhammadiyah 1 Solo (primary school) in providing healthy food for students in the school canteen. Good canteen performance can reduce the number of street vendors around the school selling unhealthy food.

Recommended Follow Up Actions

Government can:

- Strengthen policies on local food (diversification), nutrition labels, and taxes on unhealthy foods while educating the public about the importance of balanced nutrition and reading food labels.
- Involve local communities, such as PKK mothers, in implementing the Mindful Lunchtime program in educational institutions and others, such as women prisons.
- Support the socialization of the program to local governments and use the successes of Purwakarta and Garut as references.
- Integrate the Mindful Lunchtime program with national programs (MBG).
- Collaborate with local food producers to provide healthy food ingredients for the Mindful Lunchtime program.

Schools can:

- Show strong commitment to prioritize nutrition education and the Mindful Lunchtime program, including adjusting teaching materials related to nutrition and food according to standards and local context.
- Integrate the Mindful Lunchtime program with the existing curriculum (such as science and health nutrition) without adding to the curriculum burden.
- Encourage students and teachers to involve parents in promoting healthy eating habits at home.

Private sector can:

- Build mutually beneficial partnerships with shared vision and mission and clear financing strategies.
- Support innovation such as developing engaging materials or content through gamification, interactive video, and creative storytelling to make the Mindful Lunchtime program more appealing and enjoyable.

The Mindful Lunchtime Team can:

- Utilize social media and communication channels to disseminate the Mindful Lunchtime approach.
- Involve organizations like Indonesia Tempe Movement, Masak.tv, and similar organizations in the campaign and socialization of the Mindful Lunchtime program, as well as in creating nutrition education content in the form of game, interactive videos, and other storytelling approaches that fit the local context (food diversity, local wisdom, etc.).
- Collaborate with other organizations to advocate to local governments for the

integration of the Mindful Lunchtime programs in schools in their regions.

- Work with organizations to evaluate and gather evidence of the effectiveness of the Mindful Lunchtime program in building nutrition awareness, promoting local food, and reducing food waste.

Summary

The implementation of Mindful Lunchtime program requires strong commitment from school managements, standardized teaching materials, and adjustments to the local context to be relevant and effective. Integrating the program with the existing curriculum, such as science and health nutrition, can facilitate its implementation without adding to the curriculum burden. Additionally, parental support in encouraging healthy eating habits at home is also a key factor for success.

Nutrition education for teachers, utilization of local foods, and innovations such as gamification and interactive videos or creative storytelling approaches can make the program more engaging and effective. Advocacy at the local level and regular evaluations are needed to ensure the program's sustainable impact. Media support and communications from organizations such as Indonesia Tempe Movement and Masak.tv are also important to disseminate the program through their social media and communication channels, reaching more people.

To support the program, policy strengthening is needed, such as on local foods, nutrition labels, and taxes on unhealthy foods. Mutually beneficial partnerships with shared vision and missions, as well as clear financing strategies, are important

foundations in stakeholder collaboration. Additionally, education and literacy of financial institutions related to food systems are important in formulating implementation strategies and funding partnerships for food innovations. This program also needs to be disseminated with local government and integrated with initiatives such as the Free Nutritious Meals program, while learning from the successful implementation of Mindful Lunchtime in Purwakarta and Garut, West Java, as references.

Appendix

Kenya Breakout Rooms Worksheets

GROUP 1 - Plenary Room

Bundled Solution: Sweet Snack - a consortium of entrepreneurs that offers healthy, plant-based packaged snacks for children that are tasty and fun to eat.

1. Introductions:
My name and organization is:

Marius Weschke EAT	Nicodemus Omundo, International Food Services	Dorah Momanyi- iPoP africa	Michael Onchabo FOLU	Faith Mumo Iviani Farm	Lujain Alqodmani EAT	Jacinta Makokha
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2. Priorities and enablers
Considerations to implementing the solution:

Besides providing the product-can they launch campaigns and capacity building initiatives around snaking healthy	Capacity building of teachers and relevant stakeholders in schools (e.g. suppliers)	Changing food consumption patterns among consumers is an enabler to this solution	Can the Team formalize the social enterprise-Most financing models target networks	Terms of agreement between the entrepreneurs. With proper contracts or agreements it is easier to move forward.	Buy-in from different stakeholders especially the public. At the same time, the publics ability to purchase these products given the lagging economic status
Economic and fiscal policies. These can either propel or hinder the take-off of this idea.	Cost of manufacturing, set up, operationalisation, cost of inputs, transportation	Financing to scale up the innovation	Compliance to all the necessary food safety regulations	Are the products are adequate in addressing micronutrient deficiencies or complementarities	
Product lines. Are they varied and interesting?	Engaging school administrations and learners in the program-sensitisation.	working with networks of businesses	Vested interests. Who is financing and what are they getting out of this?	Food safety considerations	

3. Barriers and bottlenecks

Lack of proper marketing, telling the right stories	Competition making sourcing of materials challenging	Lack of financial investment and support to implement and disseminate the project	Putting impact measures in place	Lack of buy in and support from stakeholders and especially parents due to tough economic times	Who are the farmers growing the inputs? How are they growing them? Are they following GAPs? This will directly affect the qty of the final prod
Long periods of time to get permits and the necessary licences to begin production	Lack of proper markets, both locally and internationally	Health or disease outbreaks both at the farms or another covid-like shutdown	Extent of the scale to reach out to all schools and make impact to a reasonable number of pupils to be reached	Are there proper labs to conduct nutrition analysis on these products?	

4. Contributions and partnerships: What can you or your organization contribute with?

Nic - Food Innovation Studio — New Product Development efforts, food safety and health trainings	EAT - provide guidance on the type of snacks offered in accordance to PHD	Efforts towards continuous improvement of the product in terms of product development and sensory improvement Also introduction of new product lines			
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GROUP 2 - Breakout room

Bundled Solution: Sweet Snack - a consortium of entrepreneurs that offers healthy, plant-based packaged snacks for children that are tasty and fun to eat.

1. Introductions:
My name: Mildred Eboi - KEBS

Annette- GAIN

Mercelyne omondi sustainable agriculture foundation- africa

Irene Induli- Alliance Bioersity International and CIAT

Faith Nzivo- ChildFund

Brian Gillo- Tamu boost clusers (Gill)

Polly Mwangera - GAIN

Alphonse Abolem
Agri-Nutrition Coordinator Turkana

Considerations to implementing it

-awareness programs on food nutrition to children and teenagers especially on the food groups
-funding of the Sweet snack alliance to increase their capacity of production
- certification of more of these products so that they are declared safe for consumption

Margret Wagah-

1.Strategic partnerships and collaboration;
2. capacity strengthening among key actors;
3. policy influence through advocacy on uptake/demand creation for healthy snack intervention
4. investments to implementing the innovation

1.What aps we are filling among consumers? how unique are we and our selling point to penetrate the market hassle free
2. Risk mitigation strategies i.e increase there is no surplus for the snack what will we do or implement to ensure continuous supply of the snack.
3. Patenting and trademark

Irene- Creating awareness among consumers for acceptability

pricing should favour even the less privileged

Enablers and Priorities for us as sweet snacks
1. government regulations and policies
2. food safety and standards
3. resources
4. partnerships
5. cost of school feeding

Enablers and priorities:
1. Govt policy on and funding towards school feeding as is the key target market
2. Marketing strategies to encourage adoption of healthy snacking
3. Suitable funding (patient capital) to support R&D, piloting and scaling of bundled solution
4. Relevant partnerships in technical assistance

1. Product development
2. Create demand for the product
3. Inco-operation of Consumer economics

3. Barriers and bottlenecks

1. Cost implications
2. Supply and demand
3. regulatory environment on food safety
4. Policy influence

1. financial constraints to afford for all the children within an institution
2. Cost and source of the raw materials
3. Interest and competition

scaling to area that are unawared about healthy snacking

1. lack of support / buy in from key stakeholders
2. cost of implementation
3. seasonality of agric produce
4. compliances

packing as a bottleneck- the reusing and recycling of packs.

4. Contributions and partnerships: What can you or your organization contribute with?

Eva- broker a conversation between sweet snacks and Food FIT

Alphonse-As an intermediary the Agri-Nutrition Sectors will create linkage between the producers(Farmers) and Sweet Snack products to create circular economy

KEBS- Facilitate product certification Link- <https://kims.kebs.org>

Indonesia Breakout Rooms Worksheets

Solusi Gabungan: Mindful Lunchtime

1. Perkenalan :
Nama & organisasi saya

Devin Dit. IKM PFB

Risky Prayogo R - BRIN

Mely Dit Pramkeskom

Roby Bagindo Masak.TV

Emy Feriani Ditjen GTK, Kemendikdasmen

Wida Winarno dari Indonesian Tempe Movement

Agus Soma BUMK Paramasera

Zningsih (Nonik) dari Universitas Katolik Soegijapraneta

Aulia-Dit.Yankesga

Ibilita Dit. Pramkeskom

Hal-hal yang perlu dipertimbangkan di dalam penerapan solusi:

2. Aspek utama yang perlu menjadi prioritas dan Faktor pendukung keberhasilan

GLS

2. Aspek kerjasama dengan dinas agar kegiatan ini bisa sejalan dengan kurikulum sekolah. Aspek metode penyampaian agar tidak bosan dan terkesan terpeksa. S.

3.

Aulia bisa diintegrasikan di program MBG dan gerakan aksi bergizi

Diena, Badan Pangan Nasional selain mengajarkan anak untuk mengkompos sisa makanan, sebaiknya juga ditekankan untuk mencegah makanan terbuang, mengambil porsi secukupnya dan menghabiskan makanannya

Kolaborasi antar Lembaga pemerintah, NGO, Masyarakat lokal, petani, peternak, dan Pemda setempat. selain hal tsb perlu sosialisasi program ke masyarakat melalui Pemda setempat, dan sosialisasi ke sekolah.

Risky Prayogo R - BRIN

- Pemantauan pangan lokal, dan memastikan penyediaan pangan sehat. Diawali dari rumah,
- Pembatasan infiltrasi informasi mengenai processing food
- Pengawasan label gizi, terutama info mengenai CGL dan secara makro ada kebijakan pemerintah terhadap peneraan cukai dan pajak untuk makanan tinggi CGL

Febrina, Badan Pangan Nasional pengalaman pada Kegiatan Genius, ada edukasi tdk hanya ke siswa tp orang tua dan guru, selain edukasi makan sehat bergizi jg pencogahan pemborosan pangan, agar masuk kurikulum sekolah, dan peran media untuk menggenarkan informasi.

3. Hambatan dan Kendala dalam Proses Pelaksanaan

Risky Prayogo R - BRIN

- Akses informasi masyarakat tinggi, sehingga sulit untuk disebar informasi mengenai processing food.
- Kesibukan masyarakat di daerah perkotaan, sehingga lebih memilih makanan cepat saji dan processing food.
- Rendahnya literasi terkait makanan sehat terutama dalam membaca nutrition facts dan menghubungkan dengan kebutuhan gizinya

Masalah/ tantangan:

- Pengetahuan masyarakat ttg gizi
- Selera masyarakat
- Ketersediaan makanan bergizi
- Ekonomi mendorong mlh makanan murah, kurang gizi (supermie)

Lipya menghadapi tantangan:

- Melibatkan lintas sektor terkait dalam memberikan edukasi

4. Kontribusi & kemitraan: Kontribusi apa yang saya atau organisasi saya bisa berikan?

Risky Prayogo R - BRIN

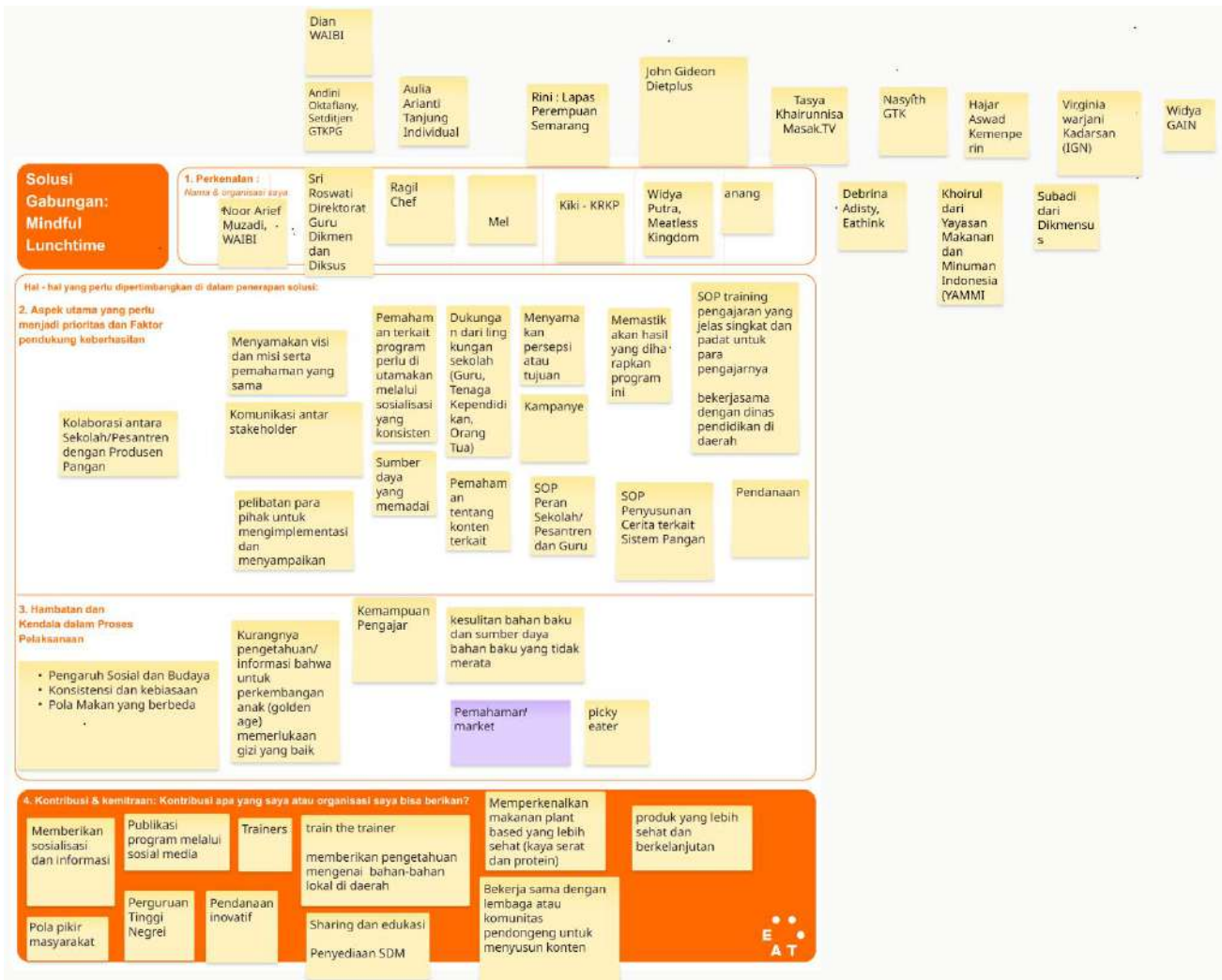
- Penyusunan strategi implementatif multisihak untuk mindful eating
- Integrasi edukasi gizi pada sistem pendidikan, keluarga dan komunitas (termasuk media online), bentuk iklan edukatif.

GAIN supply tempe dan small fish

Karen. banyak aspek yang ingin dituangkan dalam materi mindful lunchtime, mungkin perlu dibuat silabus yang ingin disampaikan ui

Indonesian Tempe Movement siap membantu mengkomunikasikan program ini melalui program dan channel kami.

Masak.TV Rantu menarasikan tentang kegiatan ini di sosial media



Recordings:

Indonesia (in Indonesian)

https://drive.google.com/file/d/1DIzDBt9nEQZvgdcjJByP1DjvEDb8f0m_/view?usp=drive_link

Kenya: https://drive.google.com/file/d/1ClekYU2KpFBfRsJgCP1oqEluDbXcJ-dK/view?usp=drive_link