



EXECUTIVE SUMMARY

Stimulating Economic Development and Improving Food Security through School Feeding Programs

May 13-18, 2012 | Addis Ababa, Ethiopia



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120 Waterfront Street, Suite 300, National Harbor, Maryland 20745 USA

2012 GLOBAL CHILD NUTRITION FORUM

The Need for Sustainable School Feeding

According to the United Nations World Food Programme, one out of four children in developing countries are currently underweight; this presents at once an urgent need and a real challenge for countries everywhere to invest additional resources into creating and sustaining nutritious school feeding programs.

An increasingly common trend in school feeding is to transition from externally-owned and –operated school feeding programs to those that are country-owned and –operated. This is perhaps more necessary now than ever since donors from both the public and private sectors are experiencing drastic reductions in the amount of aid they are able to invest in other countries. In addition, when a country relies on their internal resources such as local smallholder farmers and civil society organizations to operate their unique school feeding programs, their economy is strengthened and thus a positive cycle of education and growth can be spurred. All of these factors work together to achieve the U.N.'s Millennium Development Goals, the eight anti-poverty goals due for evaluation in 2015.

2012 Global Child Nutrition Forum

The 14th annual Global Child Nutrition Forum was held May 13-18, 2012 in Addis Ababa, Ethiopia to explore the conference theme, *"Stimulating Economic Development & Improving Food Security through School Feeding Programs."* Roughly 200 speakers, delegates—including nine ministers from the Ministries of Education, Health and Agriculture—and observers from national governments, international organizations, NGOs, the private sector and the research community attended the Forum. The Forum was co-hosted by the Global Child Nutrition Foundation (GCNF) and the Partnership for Child Development (PCD), with support from the World Food Programme (WFP).

The Forum was launched by the two-day *School Feeding Toolkit* workshop, in which African delegations shared current country issues spanning a variety of successes and challenges. The 14 most common challenges shared by all countries included: funding; policy development; infrastructure; monitoring and evaluation; networking; transportation/storage/food safety; procurement; energy sources; timing of meal service; linkage to local farm production; community participation; timing of program transition from donor to government, and then government to community; nutrition education; and political will. The workshop concluded with country teams working closely to create or modify existing country plans.

The proceedings from the plenary sessions during the remaining four days demonstrated that school feeding programs are in fact stimulating local economies, in addition to improving food security. Individual and panel presentations were supported by active dialogue from the audience, thus encouraging the open sharing of best practices. In addition, a daylong school feeding field trip to three different sites in the surrounding Addis Ababa area, as well as an evening *Market Place* reception in which exhibitors showcased their goods and services in one of four areas within the school feeding supply chain, allowed attendees to better observe various school feeding models.

The Forum concluded with the presentation of the 2012 Addis Ababa Communiqué that was developed by the delegates from 23 African nations in attendance. The English and French translated versions of this Communiqué, developed by the anglophone and francophone cohorts respectively, have been included at the end of this report.

The Global Child Nutrition Foundation (GCNF), the international arm of the School Nutrition Association, is pleased to present the 2012 Executive Summary.

GCNF would like to thank its 2012 Global Forum contributors:

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Opening Remarks

- Speakers: **Lesley Drake**, Executive Director, *The Partnership for Child Development (PCD)*
H.E. Demeke Mekonnen, Minister of Education, *Federal Democratic Republic of Ethiopia*
Gene White, President, *Global Child Nutrition Foundation (GCNF)*

Overview

GCNF helps countries establish sustainable school feeding programs. To do this, GCNF has developed a School Feeding Toolkit and conducts the Global Child Nutrition Forum where participants discuss challenges and share ideas and best practices.

At the 2012 Forum, the agenda focused on the economic benefits of school feeding programs and how school feeding can become more widespread and efficient. Of particular importance is the role that home grown school feeding (HGSF) can play. It links the education and agricultural sectors, which benefits students, communities, and economies.

Context

Gene White and Lesley Drake welcomed delegates to the 2012 Child Nutrition Forum, described the focus of this year's Forum, and highlighted the importance of home grown school feeding in linking agriculture and education. Mr. Mekonnen described the important role that school feeding plays in Ethiopia.

Key Points

- **GCNF helps establish sustainable school feeding programs.**

GCNF is dedicated to helping countries establish sustainable, nutrition-based school feeding programs that are sponsored by the country's government. This support is provided through technical assistance and training.

The Global Child Nutrition Forum is an important venue for building networks, sharing ideas, and learning what has worked in different countries. The 2012 Global Child Nutrition Forum is GCNF's largest conference yet, with 46 delegates from 23 countries. Prior to the Forum's opening, delegates from many countries came together to share the current status of their school feeding programs, identify common challenges, and use GCNF's School Feeding Toolkit to begin preparing school feeding program plans for their country.

"We are here to help you and to encourage you."
— Gene White

This year's Forum is focused on two topics: 1) the economic benefits of school feeding programs for a country; and 2) how school feeding programs can be integrated into the value chain to become even broader and more effective.

- **The linkage between agriculture and education is critical.**

An important way that school feeding can provide economic benefits is through home grown school feeding—which has been proven to work in a variety of contexts and settings.

Home grown school feeding creates a link between agriculture, the private sector, and schools. This link could be between a national government and a large commercial farmer, which farms

thousands of acres. Or, it could be between a community and farmer who farms just enough land to feed her family.

Home grown school feeding provides a way for the private sector to link with agriculture and education. Private sector organizations are engaged in food processing, improving food quality, cost management, and supplying food products. Strengthening the link between the private sector, agriculture, and education can improve the efficiency, sustainability, and expansion of school feeding in order to serve nutritious food to more children, which improves their education

"It [home grown school feeding] is beyond a win/win. It is about food security and the long-term development of countries."

— Lesley Drake

- **Ethiopia's government recognizes the importance of school feeding and the linkage with the economy.**

School feeding was introduced in Ethiopia in 1994 with technical and financial support from the WFP. The objective was to increase equity, access to education, enrollment, and attendance. An objective was also to enable students to be able to concentrate on their education and achieve better results.

Currently, more than 680,000 students in Ethiopia benefit from school feeding. In addition, more than 125,000 girls benefit from an initiative aimed at narrowing gender disparities. In this program, girls receive Take Home Rations to share with their families.

"The Ministry of Education in Ethiopia fully recognizes the importance and relevance of school feeding."

— H.E. Demeke Mekonnen

In addition to decreasing hunger and improving educational results, linking school feeding to agriculture benefits the entire country. This linkage is extremely important because most Ethiopians live in rural areas and rely on agriculture. Most of the land in Ethiopia is owned by smallholder farmers. Thus, the government is interested in making farmers more productive, building capacity, and having farmers adopt modern farming methods, which include fertilizers, pesticides, irrigation, and other inputs.

That is why home grown school feeding is so important. It can improve food security, reduce hunger and poverty, create jobs, and boost the local economy. It increases the demand for food produced locally and provides a strong incentive to smallholder farmers. It is also consistent with Ethiopia's goal of becoming more self-sufficient. Ethiopia is running a pilot of home grown school feeding in two districts.

The government of Ethiopia is optimistic about school feeding programs, particularly home grown school feeding, and is committed to expanding school feeding.

Keynote Speaker

■ Speaker: **John Agyekum Kufuor**, *Former President of the Republic of Ghana; Partnership for Child Development Global Advocate for Home Grown School Feeding; World Food Programme Ambassador of the UN Against Hunger*

Overview

School feeding programs benefit children's health and improve school enrollment and participation. And, when school feeding programs use local foods, they provide local farmers with steady demand for their products, which benefits the community and the national economy.

To advance school feeding programs, countries need committed leadership. With leadership and the appropriate policies in place, other organizations will provide support and assistance.

Context

Via a videoed interview, John Agyekum Kufuor discussed the importance of school feeding programs, the need for public-private partnerships that support agriculture, and the need for leadership.

Key Points

- **School feeding programs help ensure healthy, productive future generations.**

Following a task force set up by the United Nations focused on fighting hunger and poverty, in 2003, the African Union adopted school feeding programs as part of its objectives as a way of nurturing children properly.

Under President Kufuor's leadership (2001-2009), Ghana was the first sub-Saharan African country to adopt a school feeding policy. The policy called for provision of one nutritious free school meal per child per day, with a goal of attracting more children to school. Today Ghana's school nutrition program serves 1.3 million students.

"What you [individuals involved in school nutrition] are engaged in might be said to be the key to ensuring healthy, productive, future generations . . . especially in poorer parts of the world."

— John Agyekum Kufuor

As a result of this program, parents rushed to enroll their children in school. In combination with a separate policy making school attendance compulsory, school enrollment in Ghana jumped by 26%. Enrollment for girls increased and teen pregnancy declined.

- **School feeding plays an important role in supporting the agricultural sector and a country's overall economy.**

More than 60% of the people in Ghana "live off the land" and many are impoverished farmers. Recognizing the importance of agriculture, in 2001 the government of Ghana identified

agriculture as one of the most important areas of the entire economy. What resulted was a strategy of supporting impoverished farmers by providing fertilizers, insecticides, and more. As a result of this support, in just a few years, agricultural production doubled.

"If we want to transform our economies and our nations, then I say let's look at the agricultural sector and launch a public-private partnership policy whereby the state lends a hand to our generally impoverished farmers."

— John Agyekum Kufuor

While these policies helped boost the *supply* of agricultural products, school feeding programs that use local foods provides a built-in *demand* for products, particularly products grown by local smallholder farmers.

Requiring that school feeding programs use local products set in motion a cycle where smallholder farmers were ensured a market for their produce, improving their financial situation and also benefitting those involved in providing food for students—including those who transport and prepare food.

"School feeding helped activate agricultural activities in a predictable way and also set up a proper market in the rural parts [of the country] for farmers."

— John Agyekum Kufuor

The result is that farmers do better, students benefit, and the community and country become stronger.

- **Leadership in each country is needed to create the appropriate policies and programs.**

School feeding programs impact the future of children, and also affect farmers and economies. To implement such programs requires the strong support of national leaders, including national presidents, ministers, other members of the central government, and local government organizations.

"When government gives leadership, I believe the people will follow and then the success of the program will be ensured."

— John Agyekum Kufuor

Once the policies in a country are right, organizations such as PCD and GCNF will come in and provide support, as such policies show that a country is committed and is headed in the right direction.

Key Issues — Delegates Thoughts

■ Speakers: **M. Fokouo Kovadio Gualbert**, Ministry of Education, Côte d'Ivoire
Momodou Sanneh, Deputy Permanent Secretary, Ministry of Health, The Gambia

Overview

Delegates who are working to advance school feeding must overcome a host of formidable challenges. Among them are funding challenges, infrastructure and capacity issues, policy issues, and often lack of political will.

In this session, representatives from two countries—Côte d'Ivoire and The Gambia—expounded on the many common challenges identified by a larger group of delegates.

Context

Prior to the Forum's formal kickoff, delegates from 18 countries met to review the current status of their country's school feeding programs, identify common challenges, and build country plans for a sustainable school feeding program. More than one dozen common challenges were identified.

Common Challenges

■ Funding

Funding constraints exist at the national, state, and local levels. Funding is often inadequate and unpredictable, and this can delay the timely receipt of funds. And, funding constraints exist at the same time that meal costs continue to rise. Compounding the problem is lack of adequate advocacy for additional funding.

"Education is a vehicle to eliminate people from poverty. But without funding, it is hard to educate people and eliminate poverty."

— M. Fokouo Kovadio Gualbert

■ Infrastructure

School feeding programs are often challenged by a lack of physical infrastructure, such as storage facilities, kitchens, and appropriate sanitation, as well as human infrastructure, including trained personnel.

■ Networking

A major challenge is the lack of coordination among ministries and lack of coordination between the national government and state and local governments. Challenges also exist in terms of roles and responsibilities among various government and non-government stakeholders; it is not always clear who does what.

■ Procurement of food items

Some countries procure food centrally and distribute it to districts, while other countries have a decentralized procurement system. Challenges include confusion in the procurement process, cumbersome and protracted procurement processes and procedures, and problems with food recovery.

■ Timing of meal service

A challenge involves when to serve meals. In most countries school meals are served at lunch, during midday. But that might mean that children are hungry in the morning. Timing can also be affected by the availability of the facility and whether it is shared and used for multiple purposes.

■ Community participation

Participation of the community is vital for a successful school feeding program. However, empowering local government can be a challenge, as is involving the parent-teacher association.

■ Nutrition education

A common challenge is that school feeding programs are not linked with comprehensive nutrition education programs for parents and students. If people don't understand nutrition, they don't understand how important school feeding is.

■ Policy development

Challenges include including school feeding in a country's constitution and establishing a permanent legal framework at the national level to guide school feeding programs.

■ Monitoring and evaluation

Challenges include lack of computer systems for monitoring and evaluation and lack of agreed-upon indicators and reports.

■ Transportation, storage, and food safety

Funding challenges affect the ability to put systems in place to safely and efficiently transport food. This causes problems with the timeliness of food deliveries and results in a lack of quality control which affects the safety of food.

■ Energy sources

The main sources of energy used for school feeding programs are firewood, coal, and gas, which are not always available and which are not environmentally friendly. Schools are often unable to access or use improved stoves and are rarely able to use renewable energy sources, like biogas or a solar cooker.

■ Linkage to local farm production

While there is a desire to establish linkages between school feeding programs and local farmers, creating these linkages faces challenges. It is often difficult to have adequate and predictable production to cover schools' needs, and there is an inability to pre-finance production.

■ Political will

There is often a lack of national leadership for school feeding programs. Lack of leadership results in lack of a policy framework for school feeding, lack of a strategic plan, and lack of a budget. In the absence of political will within a country, it will be difficult to ever establish a sustainable school feeding program within a country or transition from a donor-run program to a government-run program.

Keynote Panel Discussion: Linking Policy to School Feeding

- Speakers: **Prof. Donald Bundy**, Lead Specialist for Health, Nutrition, and Population in the African Region, World Bank
Philomena Chege, National Coordinator for Kenya's Home Grown School Feeding Programme—"Njaa Marufuku Kenya" (NMK)
Kent Holt, Senior Manager of Government Affairs, Solae
Sheila Sisulu, Deputy Executive Director for Hunger Solutions, World Food Programme (WFP)

Overview

School feeding has come a long way. Previously, it was driven by donor support and was viewed narrowly as important in education. Today, countries are working to create sustainable, self-reliant school feeding programs, and are thinking more broadly than just boosting students' educational results. School feeding is an investment that provides a safety net, helps create a market for agricultural products, and drives economic development.

Successful school nutrition programs are aligned with a country's overall strategic goals, have strong leadership, and are built on a foundation of policy, as is shown by Kenya's experience.

Context

Representatives from the World Bank, the United Nations World Food Programme (WFP), and the private sector described the evolution in school feeding programs that has occurred and the role school feeding can play in boosting agriculture and economic development. Philomena Chege summarized the policies implemented in Kenya that have helped advance school feeding there.

Key Points

- **Policymakers see school feeding as an important part of the societal safety net.**

Don Bundy explained that after the 2008 global financial crisis, many countries came to the World Bank asking for funds to support their school feeding programs. It wasn't that countries were focused on the educational or nutritional benefits of school feeding programs. To the surprise of those at the World Bank, countries had come to see school feeding as a critical social safety net that is rapidly deployable—which is a fundamental change in how school feeding is viewed.

An analysis of school feeding programs confirmed this. In looking at why countries focused on school feeding, the main reasons were: 1) it provides a social safety net, particularly during a crisis; 2) it supports education by increasing enrollment and decreasing absenteeism; and 3) it helps provide nutrition to children. Countries also see benefits in leveraging school nutrition programs to help get more girls into school and keep them enrolled.

"We are seeing movement in how school feeding is viewed."
— Don Bundy

Also surprising to the World Bank was that the interest in school feeding didn't just come from poor countries. Wealthier countries like Russia and China also expressed interest in school nutrition as a social safety net.

- **A transition is underway in school feeding, as countries seek to evolve from being reliant on others to self-reliant.**

Historically countries' school feeding programs have mostly relied on external funding and implementation. But this is changing. Increasingly countries are developing national strategies where the school feeding programs are based on funding and implementation from the government.

THE TRANSITION OF SCHOOL FEEDING

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Programs rely mostly on external funding and implementation				Programs rely on government funding and implementation
Policy framework for school feeding	limited	increased	strong	strong	strong
Government financial capacity	limited	moderate	increased	strong	strong
Government institutional capacity	limited	limited	moderate	increased	strong
Countries	Afghanistan, CAR, DRC, Sudan, Zimbabwe	Malawi, Ethiopia, Cambodia, Haiti, Tanzania, Pakistan	Mali, Rwanda, Niger, Senegal, Mauritania	Kenya, Côte d'Ivoire, Ghana, Madagascar, Mauritania	Lesotho, El Salvador, Ecuador, Honduras, Nigeria, India, Chile, Jamaica, Brazil, Botswana, Namibia

Source: Bundy et al. 2009

This transition, which doesn't happen overnight, requires government support, policies, and capacity to implement school feeding.

When the transition is most successful, programs are clearly targeted and involve multiple stakeholders. For example, in Ghana, school feeding targeted the poor and targets were decided upon in a process involving all stakeholders.

- **Multiple opportunities exist to improve the school feeding value chain, which provides multiple benefits.**

Kent Holt described the essential building blocks of the food value chain. They are: crop production; harvest, storage, and transport; food processing and preservation; food product distribution; and onsite storage, preparation, and consumption.

At each stage of the value chain there are opportunities to build skills and capacity, which results in benefits for the community, as shown below.



"As countries transition to self-reliance, there are opportunities to add more skills to the value chain, which adds value along the line."

— Kent Holt

Value Chain	Opportunities	Benefits
Crop Production	Improved knowledge and inputs (i.e. seeds, fertilizer)	Improved yields, productivity, and farmer income
Harvest, storage, and transport	Improve harvest, storage, and transportation assets	Reduced losses, more product to market with better market linkage
Food processing and preservation	Food technology, packaging, and quality control	Safe, stable food supply, economic expansion, increased variety
Food product distribution	Food transport, distribution, increased local content	Shorten supply chain, improved predictability of supply and price
Onsite storage, preparation, consumption	Food sanitation, nutrition, understanding	Improved nutrition, health, academic performance

▪ **School feeding is an investment that can boost agriculture and economic development.**

Sheila Sisulu reiterated the many education-related benefits of school feeding programs. School feeding helps bring children to school; provides an incentive to stay in school; provides nutrition; and helps children perform better while at school.

But education alone is not the full story. School nutrition needs to be taken out of its silo and made part of a broader solution. The number of children fed through school feeding creates a predictable market for farmers, which helps boost a country's agricultural sector. A strong agricultural sector helps in the reduction of hunger and poverty.

"School feeding has become a driver for poverty alleviation, economic growth, and agricultural development."

— Sheila Sisulu

Further, Kent Holt explained that improved child nutrition is part of a cycle that results in enhanced human capital, which leads to increased productivity, which in turn drives economic growth.

Governments Understand that Problems are also Opportunities



Ms. Sisulu stressed that leveraging school feeding as a vehicle for agricultural and economic growth requires:

- *Viewing school feeding as an investment.* School feeding programs should not be viewed as “spending.” Spending is merely a cost. In contrast, an “investment” produces a return.

School feeding should be viewed as a societal investment with a clear and significant societal return. (The Copenhagen Consensus ranks micronutrient-rich food to fight hunger and improve education as the single best investment for reducing malnutrition; www.copenhagenconsensus.com).

- *Aligning school feeding with national priorities.* For school feeding to take on a larger, more strategic role, it must be aligned with and support critical national priorities, such as economic development.
- *Bringing together multiple parts of the government.* The Minister of Education can collaborate with the Ministers of Agriculture, Health, and even Transportation. They can then go to the Minister of Finance to communicate why school feeding, which is supported by multiple sectors of the government, is an essential program that is aligned with national priorities.
- *Having clear leadership.* Leadership, ownership, and accountability are needed to create policies and implement sustainable school nutrition programs.

▪ **Kenya provides an example of how a strong policy foundation leads to school feeding success.**

The situation in Kenya is similar to that in other African countries: there is high poverty, particularly in rural areas; the infrastructure is poor; resources are lacking; and most food is produced by small-scale farmers. Yet Kenya is different in that the government has adopted policies focused on school nutrition. These national policies follow global policies, such as the UN's Millennium Development Goals. Kenya's policies include:

- *A new constitution (2010).* The constitution says that citizens have “a fundamental right to food.”
- *Vision 2030.* This highlights equitable development initiatives.
- *Poverty reduction strategies.* These strategies focus on alleviating poverty, particularly in poor rural areas.
- *School nutrition policies.* Several policies focus on school nutrition. These include policies from the Ministry of Education, Ministry of Public Health, and Ministry of Agriculture. These policies link education with food, nutrition, and health. They expand government support for school feeding, encourage community participation, promote home grown school feeding, and promote gardens at schools. These policies seek to build capacity and multi-sector coordination.

The challenge is to translate these policies into tangible actions.

“Now that we have policies, the question is ‘What next? What are we doing about it? Have we translated the policies into action?’”

— Philomena Chege

Other Important Points

- **Africa's window.** Ms. Sisulu said that a conclusion from the recent World Economic Forum on Africa, also held in Addis Ababa immediately before the Forum, is that there currently exists a window of opportunity for Africa to grow economically, and agriculture is the centerpiece of that opportunity. This is because Africa is the largest untapped source of arable land, which can help feed the world.

Promoting National School Feeding Policies: The African Union Perspective on School Feeding (NEPAD, CAADP)

■ Speaker: **Prof. Josephine Kiamba**, NEPAD/PCD Consultant on Home Grown School Feeding

Overview

NEPAD (the New Partnership for Africa's Development) has developed CAADP (the Comprehensive Africa Agriculture Development Programme), which is focused on getting African governments to commit to agriculture.

The concept of home grown school feeding (HGSF) fits well with NEPAD's emphasis on agriculture. HGSF increases the food supply, improves incomes for farmers, and reduces hunger.

NEPAD's current focus is moving from policy to action. This requires forming partnerships, improving communication and coordination, getting sustained financing, and sharing best practices.

Context

Professor Kiamba presented NEPAD's perspective on agriculture and school feeding, explained what CAADP is, and described how HGSF fits with NEPAD's priorities.

Key Points

■ While some progress has been made in Africa, problems of food insecurity persist.

Africa is a diverse continent with 53 countries. The levels of development and the economies differ, as do the governance issues, priorities, levels of education, and national policies. While progress has been made in addressing food insecurity in some countries, overall it remains an alarming problem. Currently 29 African countries have "alarming" or "extremely alarming" levels of hunger.

■ NEPAD is focused on getting African governments to commit to agriculture.

In the early 2000s, NEPAD developed CAADP, which is a common framework/tool for the restoration of African agriculture in supporting a growth and development agenda. NEPAD has asked African governments to commit to a "CAADP Compact," which is committing more resources to agriculture. While gaining support for CAADP has been a long road, momentum has grown during the past five years as more countries have signed up for the CAADP Compact.

"NEPAD is asking governments to commit more resources to agriculture."

— Josephine Kiamba

The CAADP Compact is focused on stimulating countries to achieve the Millennium Development Goals related to food and nutritional security, increased income and poverty alleviation, and sustainable economic growth. The goal set in 2003 was for a 10% increase in public funds allocated to agriculture by 2008, and by 2015, 6% annual growth in agriculture productivity. Substantial growth is occurring as more governments pour more resources into agriculture.

■ HGSF fits well with CAADP.

CAADP has four pillars:

1. *Sustainable land and water management*
2. *Rural infrastructure and market access*
3. *Food and nutrition security*
4. *Research and technology dissemination/adoption*

The third pillar focuses on food security, with goals of increasing the food supply, improving outcomes for the poor, and reducing hunger and malnutrition. This pillar also focuses on improving nutrition.

Among the flagship programs for food and nutrition security, home grown school feeding (HGSF) is the most important program. HGSF fits with NEPAD's focus on agriculture and with the notion of improving both food security and nutrition.

■ Improving food security requires creating an effective food value chain.

The "value chain" is the means for linking actions across sectors for delivering the best nutrition from farm to plate. Key elements of the HGSF value chain are:

Activities	Actors
Inputs into production	Crop breeders, extension services, seed, agrochemical & farm machinery companies
Food production	Farmers, agricultural laborers, commodity producers
Primary food storage & processing	Packers, millers, crushers, refiners
Secondary food processing	Processed foods manufacturers, artisan to global
Food distribution, transport & trade	Importers, exporters, brokers, wholesalers
Food retailing and catering	Informal retailers, supermarket chains, restaurants, fast food companies
Food promotion and labeling	Advertising and communication agencies

These value chain activities and actors, when working in concert, can ensure that food is available, affordable, acceptable, safe, and high quality.

■ NEPAD is focused on turning policy into action.

While progress has been made with African countries supporting agriculture and HGSF, NEPAD wants to accelerate the implementation and increase the impact of CAADP and HGSF.

With this in mind, NEPAD is focused on strategies and actions to scale up and expand capacity, and improve the performance and productivity of the agricultural sector.

“How do we effectively move from policy to action? We need action and more action!”

— Josephine Kiamba

To get results, NEPAD sees the need to build up capacities within countries related to:

- Leadership and accountability
- Policy engagement
- Institutional capacities
- Financing and investment mechanisms

In addition, NEPAD sees it as important to look at agriculture and HGSF through a nutrition lens. This involves defining the optimal nutrition inputs, identifying opportunities to integrate nutritional initiatives across sectors, and recognizing that food security is not just about the quantity of food; it is also about the quality of the nutrition provided by food.

Turning policy into action also requires making HGSF fashionable and attractive, while making it viewed as a good investment. It requires sustained financing mechanisms, private sector involvement, strong partnerships, and better cross-sector communication and collaboration, with consistent messages.

Turning policy into action can be facilitated by capitalizing on success, which means identifying and disseminating best practices.



Panel of Ministers

- **Speakers:** **Hon. Stephen Ackal**, Deputy Minister of Local Government and Rural Development, Ghana
Hon. Jermrth Ulemu Chilapondwa, Deputy Minister of Agriculture and Food Security, Malawi
Hon. Bataringa Kamanda, State Minister for Primary Education, Uganda
Hon. Ali Mohammed Musa, Minister of Education, Sudan
Hon. Calist Mwatela, Assistant Minister of Education, Kenya
Hon. Ibrahima Sall, Minister of Education, Senegal

Overview

Ministers from six countries conveyed that school feeding programs are receiving strong support from their governments. They see school feeding programs as helping strengthen education, and also see such programs, particularly home grown school feeding, as a way to help local farmers and boost overall economic development. These ministers are all working to further improve the support and budgets for school feeding in their countries.

Context

Ministers from six countries—Ghana, Kenya, Malawi, Senegal, Sudan, and Uganda—provided a high-level overview of the school feeding programs in their countries.

Key Points

■ **The school feeding program in Ghana aims to address hunger and malnutrition.**

Started in 2005 to achieve the Millennium Development Goals, there are currently 1.3 million children in Ghana who benefit from the school feeding program, up from 700,000 just a short time ago. The school program is owned and implemented by the School Feeding National Secretariat, which is part of the national government. It is implemented in collaboration with the Ministries of Agriculture, Education, Finance, Social Welfare, and Women's and Children's Affairs.

Ghana's school feeding program is supported by the WFP, the World Bank, Dubai Cares, the Dutch government, and other donors. Key stakeholders include parent-teacher associations, districts, schools, and the community.

Among the priorities of Ghana's school feeding program are:

- *Home grown school feeding.* This has been made a priority. The long-term goal of Ghana's school feeding program is to improve food security and stimulate economic development.
- *Policy creation.* The government of Ghana has initiated creation of a school feeding policy, as well as a policy for home grown school feeding.
- *Retargeting.* With the help of PCD, retargeting has taken place to ensure that school feeding targets those with the greatest need. A purpose of retargeting is to help reduce hunger and poverty, increase school enrollment and attendance, and reduce dropout rates.
- *Greater leadership.* Ghana's national government is assuming a more significant leadership role in school feeding.

■ **Kenya's experience with school feeding has shown multiple benefits.**

Among the benefits seen in Kenya as a result of the school feeding program are:

- *Greater mastery of math and science.* A nutritious school meal gives students energy and helps them concentrate on these subjects.
- *Improved immunity* for children and fewer diseases as a result of receiving food with nutrients.
- *Saves time* for children who would need to go home for lunch. This is especially beneficial during harsh weather.
- *Less exposure to social ills*, when can occur when children have to walk to and from school during lunch.
- *Improved self-esteem* as a result of a good, nutritious meal.
- *Stronger friendships and cohesion*, resulting from the social interaction that comes with sharing meals with classmates.
- *Enhanced income for members of the community* who participate in the school feeding supply chain.
- *Helps children learn about good nutrition*, as children have the opportunity to learn about healthy food.
- *Helps improve the distribution of wealth* among the community and across the country.

These benefits show that school feeding does more than just reduce hunger; it helps enhance good education.

■ **Malawi plans to continue its focus on agriculture, while decentralizing school feeding and mobilizing local farmers.**

Eight years ago Malawi faced a significant food deficit, especially in rural areas. However, with strong political will and support for the agricultural sector, Malawi has transformed itself. Malawi has gone from a food deficit country to a food surplus county, with one million tons of surplus food.

And not only is there strong support for agriculture, there is also strong political will for school feeding. Even though the country's president died a few months ago, the new president has reiterated support for school feeding. This support will be seen in that the government plans to increase in the coming year the number of beneficiaries receiving meals at school.

Malawi's government is also looking to decentralize the procurement for the school feeding program. The idea is for cooperatives to form at the district level which sell products to schools. The government plans to support this activity by mobilizing and training small-scale farmers.

▪ **Political support for school feeding is high in Senegal.**

Senegal's government has given a great deal of attention to school feeding. The government has adopted a structural framework to transfer responsibility for the school feeding program to the national level and has increased the budget for school feeding. The budget is now \$3 million USD for both school feeding and development of the agricultural sector. This strong support is based on the conclusion that the school feeding program has a positive impact on the country's economic development.

▪ **Sudan has developed a school feeding strategy and plans to take over the program from the WFP.**

School feeding began in Sudan in 1969 and the school feeding program enjoys strong support from government and community officials. School feeding in Sudan has helped produce improved educational results.

A new school feeding strategy for Sudan was developed in February 2012. This strategy calls for the government to take over the school feeding program from the WFP. The government also has interest in beginning home grown school feeding, but must secure financial and institutional support.

▪ **In Uganda, human resources (HR) are a priority, which makes education and programs that support it essential.**

The government of Uganda has deemed HR a national priority. To develop human capital, the country has made both primary and secondary education available to all for free and has invested significant resources in education. School feeding is important because the investment in education needs to be supported by good health and nutrition.

As part of supporting education, Uganda has two types of school feeding programs. The main program is a community-based program where parents are responsible for feeding their children. The other school feeding program is a program for 200,000 students in the state of Karamoja that is supported by the WFP.

The government is also interested in home grown school feeding. It is supporting home grown school feeding programs by providing seeds and agricultural equipment.



Nutrition and School Feeding

■ Speaker: **Alice Martin-Daihirou**, Chad Country Director, World Food Programme (WFP)

Overview

While progress has been made, hunger and malnutrition problems persist. School feeding programs can be an important way to address nutritional deficiencies among school-aged children, but school feeding programs often focus on improving education as opposed to improving nutrition.

Nutrition needs to be an important consideration in creating and implementing school feeding. By serving fortified foods, important micronutrients can be provided to children, and by having home grown school feeding, children can have a variety of nutritious, fresh fruits and vegetables.

But improving the nutritional level of the food served in schools isn't easy. It is important for governments to have policies that include nutritional guidelines, such as promoting fortification. Monitoring and evaluating systems are essential, as is working with parents and communities while having a multi-sectoral approach.

Context

Alice Martin-Daihirou described the nutrition-related problems that exist in Africa and explained how school feeding programs can provide solutions.

Key Points

■ **Hunger and malnutrition remain enormous problems.**

The facts are alarming:

- 1 billion people in the world are hungry and food insecure.
- 300 million children are chronically hungry and 180 million go to school hungry.
- Too many children and teenagers (ages 6–15) do not receive adequate essential vitamins and minerals and are suffering from micronutrient malnutrition.
- The world remains a long way from meeting the UN's Millennium Development Goal of halving hunger by 2015.

Thus, hunger and malnutrition remain serious problems and most governments do not have the means or political will to put hunger and food insecurity high on the development agenda.

One reason for acute and chronic malnutrition is inadequate and monotonous food consumption. Many children, especially those in rural and semi-rural areas, eat mainly cereal with little variation in their meals. This exposes them to nutrient-deficient and monotonous diets.

■ **School feeding represents an opportunity to address nutritional deficiencies.**

To break the cycle of malnutrition there are various ways to address micronutrient deficiencies. One important way is through school feeding and health programs.

One reason school feeding programs are so important is that nutrition programs are rarely targeted at school-aged children. Most existing child nutrition programs target children under five years old, with many of these programs targeting children who are less than two years old. These programs are essential as good nutrition at a young age is critical.

However, it is also known that if school-aged children do not receive the proper nutrients, they will suffer malnutrition and health issues for their entire life.

In particular, school feeding programs can provide children with micronutrient-rich foods. This can occur through fortified foods and supplements. It is important to recognize that nutritious foods provided in schools are not a replacement for healthy foods provided in a child's home; nutritious school food complements what parents should be providing in the home.

The Dakar Framework for Action (2000), which led to the commitment of governments to ensure education for all, also underscored poor health and malnutrition among school-aged children as underlying factors for low enrollment, absenteeism, poor classroom performance, and high dropout rates. Dakar led to the FRESH Initiative (Focusing Resources on Effective School Health), which identified four health-related interventions:

- Nutrition and health policies.
- Provision of safe water and sanitation.
- Skills-based nutrition and health education.
- School-based health and nutrition services.

The school-based health and nutrition services include working with school staff and parents, training, and having school gardens.

"We know that programs that strive to achieve good health, hygiene, and nutrition during the school-age period are essential to promoting basic education."

— Alice Martin-Daihirou

■ **Nutrition often receives little emphasis in school feeding programs, which must be changed. Home grown school feeding can help address nutritional deficiencies.**

In most instances, the primary focus of school feeding programs is helping achieve educational objectives, such as enrollment and retention. But there is often very little emphasis on the nutritional value of the school feeding program.

"When designing school feeding programs, nutrition is often left out."

— Alice Martin-Daihirou

In 2003, WFP was invited to partner with NEPAD regarding a potential pilot of home grown school feeding in 10 countries. This represented a great opportunity to promote nutritional interventions through school feeding programs. While the pilots did not come to fruition due to funding issues, the exercise of looking at

nutrition interventions was quite valuable and the incorporation of nutrition into school feeding programs has occurred in other initiatives, such as P4P and the CAADP Compact.

In particular, home grown school feeding programs often integrate a comprehensive school health approach that contributes to reducing nutritional deficiencies for school-aged children by:

- Increasing diversity in children's diets.
- Increasing the use of fresh fruits and vegetables in schools.
- Ensuring quality foods are produced with limited use of pesticides.
- Increasing the production and use of fortified foods.
- Incorporating essential health and nutrition interventions, such as deworming combined with sensitization on hygiene, education, and prevention.

In addition, home grown school feeding has other benefits such as increasing food production, providing food at affordable costs, engaging the private sector, creating jobs, strengthening local associations and cooperatives, and producing multi-sectoral cooperation.

■ **Improving the nutrition of foods served in schools is challenging, but various interventions can make this possible.**

Improving the nutritional value of foods served in schools, such as through implementing home grown school feeding programs, includes both challenges and opportunities. Among them:

- Working with governments to establish appropriate policies and regulations.
- Working with the private sector to promote fortification.

- Promoting communication strategies to generate consumer demand for nutritious products.
- Helping governments set up surveillance systems to collect data on relevant indicators.
- Taking agribusiness to scale.
- Community mobilization.

But these challenges and opportunities can be addressed through both short-term and medium/longer-term interventions. A few of the many interventions that are possible include:

Short-term interventions:

- Food fortification done locally.
- Distribution and use of micronutrient-rich powders (MNPs), iron supplements, and deworming tablets. It is easy to reach many children at affordable costs.
- Links with small-scale farmers who can supply fresh products to schools.

Medium- and longer-term interventions:

- Working with parents and government on various programs.
- Having a multi-sector approach to vegetable gardens, deworming, and other activities that impact school-aged children.

"It is possible to use the school feeding program as a platform for short- and longer-term investments to address nutrition deficiencies among school-aged children."
— Alice Martin-Daihirou

Panel Discussion: Food Quality, Supply, and Governance

■ Speakers: **Dick Commandeur**, Senior Technical Advisor for the Procurement Governance Project, SNV-Netherlands
Adrian Culis, U.N. Food and Agriculture Organization, Ethiopia
Stephane Meaux, Programme Officer, Food Safety and Quality Assurance Unit, World Food Programme (WFP)

Overview

As African countries develop plans and proceed to implement home grown school feeding programs, many critical issues exist and must be addressed. Among them are food safety and quality, the food supply chain, and governance. Also important is involving small-holder farmers in the school feeding supply chain.

These panelists presented ideas for designing effective school feeding programs, building safety and quality into the supply chain, and creating new procurement processes that have both good governance and accountability.

Context

Adrian Culis described the many issues that affect smallholder farmers and offered solutions to some of these challenges. Stephane Meaux described the comprehensive approach that the WFP is taking to ensure quality through the food supply chain. And Dick Commandeur focused on improvements to procurement governance.

Key Points

■ Throughout Africa, smallholder farmers face numerous challenges.

There is much interest in home grown school feeding programs where smallholder farmers supply food to a school. Such programs have multiple benefits. However, Adrian Culis pointed out that smallholder farmers face many problems which include:

- *Smaller plots.* Increasing population has meant that the land of smallholder farmers has been divided into smaller plots. Having smaller plots makes it more difficult to subsist.
- *Frequent hazards.* Smallholder farmers must deal with pests, diseases, floods, and droughts. Some of these hazards, such as spring rains that have decreased by 20% since 1970, are related to climate change. These hazards may be compounded if farmers lack access to drought-tolerant species.
- *Soil erosion.* Many farmers have contributed to this by not taking proper action to protect the soil. A result of soil erosion and frequent hazards may be that farmers are forced to do only single cropping instead of double cropping.
- *Volatile food prices.* High rates of inflation create difficulties for farmers. Currently food inflation in Ethiopia is 53%, which makes it difficult to create a stable market to sell into.
- *Farming complexity.* Mr. Culis recently saw a farmer in Ethiopia with a small plot of land who was growing 18 different crops. The diversity of cropping systems, tools, and knowledge of farming are a challenge for small farmers.
- *Inadequate storage.* Lack of adequate crop storage systems can cause smallholder farmers to lose 30–35% of what they produce.

- *Poorly integrated markets.* Farmers may be denied the opportunity to sell their crops if there are not good, functioning markets.
- *Focus on grains.* While grains are definitely important, the focus of farmers on grain overshadows farming of livestock. Yet livestock produces protein, which could be an important part of a school feeding program.

■ Improvements could be made in how home grown school feeding programs are created and implemented.

Mr. Culis focused on three specific problems he has seen with home grown school feeding programs:

1. *The design is rushed.* Too often, there is a donor who is interested in home grown school feeding that demands a very aggressive timeline. The parties involved rush to respond to the donor, but in the course of doing so, the program design is rushed and all key stakeholders are not always involved.

Mr. Culis suggests ensuring a proper design by creating a special stakeholder group that just looks at the production design issues, and other stakeholder groups that just look at procurement design and school feeding design.
2. *The delivery process is rushed.* Often deliveries are rushed through the review stages and proper attention is not paid to looking at the specified indicators. This can affect food quality and safety.
3. *Stakeholders are not linked.* It is important to create and maintain linkages between stakeholders. Through linkages comes information, knowledge, and an opportunity to learn what interventions work best.

"We have to make more of the resources we have. We tend to operate projects, not systems, and we work in silos, not networks. There are opportunities for home grown school feeding programs to engage with other systems, not to stand alone."

— Adrian Culis

■ The WFP is focused on improving food quality and safety throughout the entire food supply chain.

The context for the WFP's support for school feeding programs has changed. Increasingly donations to the WFP are in cash, as opposed to in-kind donations. And more foods are being bought by the WFP locally. This has caused the WFP to establish a new unit focused on food safety and quality assurance, and to shift from testing end products to creating a more proactive, preventive system—that extends across the entire supply chain.

The WFP's supply chain approach details some of the key supply chain actors and the WFP's activities with each:

Supply Chain Actors	WFP Activities
Farmers	Post-harvest storage and handling
Processors	Audit and check conformity with international standards
Inspection companies	Support their capacity to perform activities
Laboratories	Assess their needs (guidelines and equipment)
Transporters	Provide standard operating procedures and guidelines
WFP Staff	Train on the principles of food quality and safety

WFP is also using its processed foods expertise in several ways that are relevant to school feeding:

- *Product development.* The WFP is developing products, such as a jellified bar, that can be produced locally.
- *Product customization.* Products are customized based on the crops available in a particular country and the preferences of the people in the country. For example, corn-based products have been customized for Ethiopia, rice-based products for Asia, and wheat-based products for Sudan.
- *Product improvement.* WFP is working to improve the stability, shelf life, packaging, and nutritional value of products offered in school feeding programs.

It is WFP's hope that focusing on the entire supply chain will produce better program efficiency, will stimulate local agricultural production, and will create a better working supply chain.

"In a context where the food industry plays a strategic role in improving the competitiveness of national production, WFP is taking part in this change."

— Stephane Meaux

A case study from Afghanistan shows how the WFP is engaging in school feeding. Afghanistan wanted to provide local school feeding where 1.5 million children would receive a daily ration of

fortified biscuits. Initially Afghanistan's needs exceeded the capacity within the country to produce the necessary biscuits. But the focus of the WFP was to facilitate investment from the private sector so that the school feeding program's needs could be largely supplied by cost-effective production from within the country.

▪ **Governance and accountability are important elements of successful home grown school feeding programs.**

Most countries want to include smallholder farmers in the supply chain for school feeding programs. However, little evidence exists about how well countries are doing at involving smallholder farmers, and there is little data about the costs or quality of the products supplied by these farmers.

"How can we achieve transparent procurement that sources at least 50% of foodstuffs from smallholder farmers, and prove it?"

— Dick Commandeur

An approach recommended by Dick Commandeur is procurement governance. This looks at procurement not as merely a task of public administration, but as an entire system, with oversight by the stakeholders. The key stakeholders include the public and private sectors, the community, and civil society. Procurement governance should be backed by evidence. It should focus on achieving both value and development goals.

The hope is to have competition, allow schools to purchase at good prices, and still to promote economic development by providing an opportunity for farmers. It is expected that procurement governance will provide 26,000 farmers with new markets and more income. It will create innovative procurement models and more efficient supply chains.

For small-scale farmers to participate in supply chains, barriers in the procurement rules must be identified and farmers (and farmer organizations) should be encouraged to participate in the procurement process.

Greater social accountability will be created by making the procurement process transparent and evidence based, by involving all stakeholders, and by having a framework that builds in a "social audit cycle."

Panel Discussion: Experiences in National School Feeding Programs: Challenges and Ways Forward Malawi, Mali, and Mozambique

- Speakers: **Bonaventure Maiga**, Ministry of Education, Mali
Manuel Antonio Magalhaes Rego Samuel, Director of Cooperation and Planning, Ministry of Education, Mozambique
Charles Mazinga, Ministry of Education, Malawi
- Moderator: **Daniel Balaban (Chair)**, Director, WFP Centre of Excellence Against Hunger

Overview

In Mali, Malawi, and Mozambique, the countries' leaders recognize the importance of education and see the important role that school nutrition programs play. In each country there is political support for creating a sustainable school feeding program. The formula is similar: create a legal framework and policies; establish government structures; build capacity; and involve communities in creating home grown school feeding, which links school feeding with farmers and agricultural development. The challenges are also similar, including sustainable funding, infrastructure, and community support.

Context

Representatives from Malawi, Mali, and Mozambique discussed their experiences implementing school feeding in their countries, and identified lessons and challenges.

Key Points (Malawi)

- **There is strong political will for school feeding in Malawi.**

In any country, it is essential to understand, *"What is the government's position regarding the school feeding program?"* In Malawi, the government's position is to scale up school feeding in public schools and transition from a program funded by external parties to a program funded by the government, with support from partners.

This position has been incorporated into important government documents and as part of the country's long-term strategy. There is an Education Sector Plan and a national school nutrition policy. The school meals program is incorporated into these documents. Malawi also has adopted a plan for home grown school feeding.

The key challenges faced include:

- *Inadequate resources.* A necessary step is to have the school feeding program included in the national budget.
- *Inadequate infrastructure and district-level structures.* The current school feeding program has been centralized. But moving to a program run by the Malawian government and adopting home grown school feeding will result in greater decentralization. This requires more community ownership, training qualified people throughout the country, and more production, processing, and preparation capabilities.
- *Inadequate monitoring and evaluation.* To sustain support for school feeding requires evidence, but there is not currently a good monitoring and evaluation system to produce evidence.

- **Malawi's experience shows important elements in creating a school feeding program, and identifies stakeholders' key roles and responsibilities.**

The experience in Malawi has shown the following to be key elements in implementing school feeding:

- *Establishing a legal framework.* It is necessary for the school feeding program to be part of the law. In Malawi, the desire was not to create an independent law for school feeding, but to incorporate school feeding into the country's Nutrition Act.
- *Developing a national policy.* This policy expounds on the law.
- *Establishing structures.* In Malawi, the president created a formal department to own school feeding.
- *Strengthening community participation.* It is particularly important to engage women in school feeding programs.
- *Building links with other sectors,* like the agricultural sector.
- *Providing credit facilities for smallholder farmers.* Farmers need credit to help them finance the production of crops.

Malawi's experience has shown that stakeholders need to provide:

- Support in policy making and capacity building.
- Resources for the school feeding program.
- Advocacy to raise awareness about school feeding among government officials and the private sector.
- Support for research about school nutrition programs.

"Stakeholders have to support leaders in developing school feeding program strategies and policies, and in providing resources."

— Charles Mazinga

- **To continue to develop the school feeding program in Malawi, many tasks are required.**

These essential tasks include:

- Advocacy.
- Establishing the legal structure for school feeding. This structure must support procurement from smallholder farmers.
- Designing sustainable school feeding models. This includes having a framework and guidelines for home grown school feeding that works in different contexts.
- Reviewing the monitoring and evaluation system.
- Strengthening linkages between school feeding & agriculture.
- Developing an efficient procurement system.
- Doing a baseline survey to understand the current status of school feeding in Malawi and to be able to measure progress.
- Building the government's capacity and that of stakeholders.
- Building adequate infrastructure.
- Developing food quality standards.

Key Points (Mali)

■ The government of Mali views school feeding as a priority.

To increase enrollment, especially among girls, and to improve retention, Mali's government has established the school feeding program as a priority. The country's national school feeding policy emphasizes the need to sustain the program through local production and to strengthen the capacity of communities. For the 2011–12 school year, the goal was for school feeding to cover 800 schools in 166 vulnerable municipalities.

The intent is that support for school feeding will come from all levels of government, partners, communities, and beneficiaries. Government strategies to strengthen the school feeding program in Mali include:

- Ensuring a national policy for the school feeding program.
- Developing draft legislation for school feeding.
- Securing adequate resources for school feeding.
- Creating the conditions for reopening canteens in areas affected by the crisis.
- Readjusting interventions for the current context.
- Learning from the experience of countries that have experienced similar situations, such as Rwanda and Côte d'Ivoire.

Major challenges in advancing school feeding include lack of:

- Transparency in the management of canteens.
- Adequate quantities of local production.
- Clearly defined roles and responsibilities of different actors.
- A procurement system that ensures greater participation of small producers.
- Adequate information flow.
- Collaboration between stakeholders.
- A monitoring and evaluation system.

Key Points (Mozambique)

■ Mozambique envisions a sustainable school feeding program.

In Mozambique, 70% of the population lives in rural areas, and 34% suffers from chronic food insecurity. Among children 0–5 years old, 43% are malnourished.

The government wants to improve the education of children in Mozambique, and spending on education tripled from 2005 to 2011. But dropout rates remain high, and retention and conclusion rates are low. Because of this, improving the nutritional status of children is seen as playing a key role in reducing the dropout rate, increasing student learning, and improving completion. That is where the school nutrition program comes in.

Mozambique's school nutrition program has gone through several phases:

- *Initial school feeding program (1977–2008).* School feeding in Mozambique was started by WFP in 1977 to feed students in boarding schools; it was expanded to primary schools in 2002.

- *Preparation to take over the school feeding program (2008–2011).* In 2009, the government took over the boarding school feeding program and in 2010 asked for technical assistance (which the WFP and Brazil provided) to develop a school feeding strategy. In 2011, school feeding was included in Mozambique's Education Sector Plan and the government designed a new school feeding program. This program included retargeting, a new food basket, lower costs, local purchases, and more. Also in 2011, the government and WFP agreed on a transition action plan.
- *Transition to sustainable school feeding (2012–2016).* The government's plan calls for starting a new school feeding program in 2012, with financial and management support from WFP and Brazil. The plan is to implement a sustainable school feeding program in 2016.

The key elements of Mozambique's plan include:

- Targeting primary schools in districts with high food insecurity and low educational performance.
- Promoting local agricultural development through small-scale farmers, which will ensure economic and social development.
- Having locally produced and nutritionally appropriate food, including fortified foods.
- Increasing inter-sectoral government coordination with a focus on developing capacity centrally and at local levels.
- Increasing the state budget for the school feeding program and encouraging local contributions.
- Ensuring community participation by involving the community in implementation and monitoring. Also, involving school committees in quality control and supervision.

The major challenges facing the school feeding program are financial sustainability and local production capacity.

Other Important Points

- **Resources available.** The speakers commended the resources available from organizations such as WFP, PCD, and GCNF and recommended that countries take advantage of these resources.
- **Learn from Brazil.** Brazil has had great success with its school feeding program, and much can be learned from Brazil. A delegate noted that because home grown school feeding is typically decentralized, this can put pressure on areas that struggle with food insecurity. The delegate pointed out that decentralization in Brazil was accompanied by strong agricultural policies to assist local farmers and by close collaboration among various ministries.
- **Dealing with middlemen.** A delegate commented that middlemen cause problems by buying from farmers at low prices and then selling to schools at much higher prices. This delegate asked, "How do we cut off the middlemen?" But another delegate responded that in most locations it is not possible for farmers to sell directly to schools, making coops or middlemen necessary. Instead of cutting them off, this delegate suggested finding ways to work with the middleman.

Panel Discussion: Private Sector Role in the Supply Chain

■ Speakers: **Dr. Janey Thornton (Chair)**, Deputy Under Secretary, USDA Food Nutrition and Consumer Services
Kelly Boucher-Aburi, Food for Development Project Development Director, Tetra Pak East Africa
Zeco Ebro, General Manager, Fafa Food Shares Company
Jim Hershey, Executive Director, World Initiative for Say in Human Health
Cristián Martínez, Optimizar Limited

Overview

The private sector can play a key role in all aspects of the school feeding supply chain. The private sector can provide nutritious food and packaging, and can even operate school feeding programs. The involvement of the private sector can result in innovation, investment, improved nutrition, greater efficiency, and lower costs. When planning school feeding programs, countries should look for ways to involve and partner with the private sector.

Context

The speakers shared perspectives on ways the private sector contributes to school feeding programs.

Key Points

- **Since 1979, the private sector has operated all aspects of the school feeding program in Chile.**

After a community-operated school feeding program in Chile from 1818 to 1963, and a government-operated program from 1966 to 1978, Chile's school feeding program has been operated solely by outsourced, private companies since 1979.

The community program linked mothers with food preparation and positioned the school as a center for coordinating public policies, but it was unreliable, resulted in weak control, and didn't help with food insecurity.

The government program was based on defining the school feeding program as a strategic priority and resulted in creating a national agency to design, plan, and operate the program. As a government program, nutrition was emphasized and school feeding was expanded. But, there was significant bureaucracy, along with corruption and budget constraints.

As an outsourced operation, the government decides on nutritional specifications, designs rules for private companies, oversees a bidding process, monitors quality control, and pays for the program. The bidding process uses software, and bids are blind and unidentified. Winners are awarded three-year contracts, which allows them to invest and learn. Winners then deal with food purchases, storage, logistics, food handling, and all aspects of the program. Currently, aspects of the school feeding program are administered by 35 for-profit companies.

By engaging the private sector, costs are lower and food quality and efficiency are higher. More than 2.1 million students receive meals through this program, which shows that the private sector can play a key role in operating school feeding programs.

- **The private sector has played an important role in providing food for Ethiopia's school feeding program.**

Fafa Food Shares Company, based in Ethiopia, has existed for 50 years. The company's objective is to produce food to help alleviate malnutrition. Several times in the company's history, Fafa has added capacity building and equipment, and has broadened its product line. Fafa can produce enough food to supply 70% of what WFP needs for Ethiopia's school nutrition program, which feeds almost 700,000 students.

Not only does Fafa play an important role in supplying food to address malnutrition, the company contributes to the country through the development of Ethiopia's agricultural sector.

In supplying food in Ethiopia, Fafa faces several challenges which include:

- *Procuring adequate quantity and quality of food.* Seasonality affects the quantity of food that is available, and there are often quality issues among the country's farmers.
- *Lack of linkages with smallholder farmers.* Fafa is often challenged in dealing with suppliers/traders, and there are not farmer cooperatives. As a result, there often are not good linkages between Fafa and farmers.

Over the next five years, Fafa expects the private sector to play a more active role in the agricultural sector, in school feeding, and in contributing to the success of the country's GDP. Recommendations offered by Mr. Ebro include:

- Make sure that school feeding policies do not require implementation by the government, but allow private sector involvement, in areas such as distribution.
- Include the private sector as part of an integrated, long-term strategic approach.
- The governments must help create markets. Stable markets encourage private sector investment.
- Greater linkages must be created between the private sector and farmers.
- Create a sustainable food value chain.
- Take a long-term perspective.

- **Soy can be an important source of protein, but more investments are needed in soy processing.**

Much of Africa is protein deficient, which is also the case for Europe, Asia, and the Middle East. The supply of protein in these areas is less than what is demanded. This problem will only worsen as the population grows. One estimate is that the demand for protein in Africa will increase by 50% by 2030. Since there is already a supply problem, it will be exacerbated unless action is taken.

Soy can be an important solution to Africa's protein problems. Soy is an outstanding, nutritious, and versatile source of protein. Cereals can be fortified with soy powder, soy can serve as a meat analogue, and soy can be used as a beverage.

The good news for Africa is that soy can be widely grown. However, despite soy's many advantages, price volatility and lack of processing capabilities have kept soy from being grown and used. To increase the use of soy as an important protein, more investment in processing capabilities is needed.

- **Aseptic packaging, developed and offered by the private sector, improves food security and creates new industries that provide jobs and income.**

There are 150 million severely malnourished children in the world and one million deaths each year in Africa are attributed to severe malnutrition.

Aseptic packaging—developed by Tetra Pak—allows food, such as milk, to be preserved and distributed over distances, which can help fight malnutrition and be a valuable part of school nutrition programs.

Tetra Pak's innovative packaging protects food from being exposed to light, oxygen, pathogens, bacteria, and humidity. A product such as milk is now able to be transported long distances. Milk in Tetra Pak packages can be stored up to six months; it doesn't need preservatives; and it can be distributed at ambient temperatures. No refrigeration is needed and fortification compounds remain stable.

Milk, which is a valuable source of minerals, can be produced locally. Tetra Pak allows creation of an entire milk supply chain, which links the public and private sectors. The supply chain starts with local dairy farmers who supply milk to processing plants; processing plants are the engine that drives the value chain. Processors provide milk to a distribution system, which supplies milk to school feeding programs. Tetra Pak packaging makes the value chain possible, which creates income for farmers, produces thousands of jobs in a country, and provides nutritious milk to children to help combat malnutrition.

This model requires infrastructure as well as training. When in place—as it is in many countries around the world—this system is a catalyst for school feeding systems and local economic development. Currently, more than 50 million children get milk or other nutritious drinks in Tetra Pak packages in schools worldwide, including children in Iran, Sudan, Kenya and Zambia. Having milk in schools helps improve children's health and educational outcomes.



Dubai Cares Commitment for Home Grown School Feeding

■ Speaker: **Yousuf Luiz Caires**, Deputy Director, Strategy and Planning, Dubai Cares

Overview

Dubai Cares is a philanthropic organization focused on improving education in developing countries. Dubai Cares, which works in partnership with international aid and development agencies, evaluates the need for assistance based on school infrastructure, quality of education, school health and nutrition, and water, sanitation, and hygiene. Dubai Cares seeks to gather and provide empirical evidence about a program's impact. Of particular interest to Dubai Cares is home grown school feeding. Dubai Cares is involved with home grown school feeding (HGSF) in Ghana and is exploring HGSF in Ethiopia.

Context

Yousuf Luiz Caires described Dubai Cares, explained how Dubai Cares evaluates areas to become involved, and outlined the organization's interest in home grown school feeding.

Key Points

■ Dubai Cares seeks to use education to eliminate poverty.

Launched in September 2007 by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Dubai Cares is a UAE-based philanthropic organization that is focused on providing children in developing countries with access to quality education. This organization is based on the Sheikh's view that "education is the most effective tool to breaking the cycle of poverty."

Dubai Cares is focused on the UN's Millennium Development Goals of guaranteeing universal primary education and promoting gender equality. The programs where Dubai Cares operates are designed to reduce or eradicate the greatest obstacles that prevent children in the developing world from attaining quality primary education.

Currently, Dubai Cares supports comprehensive primary education program in 28 countries across the developing world that reach over seven million children.

■ Dubai Cares uses clear criteria to evaluate where it will lend assistance.

Dubai Cares provides assistance in conjunction with a host of partners. Partners include UNICEF, OXFAM, PCD, the Bill & Melinda Gates Foundation, and many other international aid and development organizations.

When evaluating interventions, Dubai Cares looks at four areas, and provides funding for comprehensive initiatives:

- *School infrastructure*: This includes a safe learning environment that promotes learning.
- *Quality of education*: This includes the curriculum, teachers, and the involvement of civil society, such as the local PTAs.

- *Water, sanitation, and hygiene*: This includes access to clean water, hygiene education, and sanitation facilities.
- *School health and nutrition*: This includes nutritious school feeding, fortified food, deworming, and iron supplements.

Dubai Cares is interested in more than just providing funding. The organization also wants to: provide empirical evidence and guidance to governments, so they can make more informed and effective decisions and strategic investments; catalyze innovative programs designs; deliver transparent programs; have a sustainable long-term impact in the education of marginalized children; and create results that can guide and educate the international donor community.

■ Dubai Cares feels strongly about the potential of home grown school feeding.

Today 66 million children go to school hungry, including 23 million in Africa, and hundreds of millions of days of school are lost in low-income countries due to ill health.

Dubai Cares believes that interventions such as home grown school feeding, when combined with other interventions, such as deworming, can have an extremely positive impact. This layering adds value and can create a more sustainable impact.

With this in mind, Dubai Cares has provided support for home grown school feeding in Ghana. Working with PCD and using evidence-based methods, a four-year home grown school feeding (HGSF) project is expected to serve 320,000 primary school children and 82,000 rural households. This intervention has three main components:

1. *Improving the nutritional content of food*. This includes developing adequate menus, using micronutrient powders, and training various actors—like staff and caterers—on nutrition.
2. *Using communication to change behavior*. This includes the dissemination of information via manuals, educational materials, training, and mass media campaigns. Different aspects of communication will target children, families, teachers, the PTA, and community leaders.
3. *Deworming primary school children*. This involves support in targeting and training, then monitoring and evaluation.

"We have a continued commitment toward generating evidence around HGSF and advocating for further investment by partners in best practices."
— Yousuf Luiz Caires

In addition, Dubai Cares is interested in HGSF in Ethiopia. Dubai Cares is in initial discussions with key partners, including WFP, the Ministry of Education, and PCD. Dubai Cares' interest is in supporting a combination of school-based activities including school feeding, deworming, and water, sanitary, and hygiene activities. Dubai Cares hopes to have a rigorous evaluation of the program cost and benefits.

Ethiopia: Country Snapshot & Field Trip Briefing

■ Speakers: **Haile Germie**, Program Officer, School Feeding Program, WFP Ethiopia
Demessew Lemma, Deputy Minister of Education, Ethiopia

Overview

The school feeding program in Ethiopia, which currently serves almost 700,000 students, is a strategic priority for the government. It is an important part of Ethiopia's educational strategy. The WFP-supported program is targeted to food-insecure areas and is complemented by activities such as deworming and school gardens.

Going forward, Ethiopia is working to create a health and nutrition strategy and a policy framework for school feeding, and is scaling up home grown school feeding.

Visits to four fieldtrip sites provided delegates the opportunity to see firsthand how Ethiopia's school feeding programs are actually implemented.

Context

Before Haile Germie provided an overview of the four field sites to be visited—including two WFP-assisted schools and a farmer's coop—Demessew Lemma described Ethiopia's school feeding program.

Key Points

- **The objective of Ethiopia's school feeding program is to improve access to quality education for children in food-insecure areas.**

Ethiopia's school feeding program started in 1994 as a pilot in 40 schools. It now covers almost 1,200 schools, reaching more than 680,000 children in six regions. The program includes one daily hot meal of 150 grams of corn soya blend (CSB), 6 grams of vegetable oil, and 3 grams of iodized salt.

Also, more than 127,000 girls in pastoral areas take home rations of vegetable oil to their families. The purpose of these rations is to narrow the gender disparity in schools and increase the retention of girls.

The WFP provides financial and technical support, and works with educational offices at all levels in program monitoring and evaluation. The government trains staff to implement the school feeding program. Targeting for chronically insecure areas is done by regional education bureaus, which are also responsible for transporting the food. Communities provide program management through PTAs, and also contribute firewood and water and pay the salaries of cooks.

The outcomes that are expected of the school feeding program in Ethiopia are: increased enrollment, decreased dropout rates, and improved retention rates.

- **School feeding is part of Ethiopia's strategy.**

School feeding is one of the strategies put into successful Education Sector Development Programs for increasing access to education. The specific school and nutrition strategy is a work in progress that is being developed.

- **There are several activities in Ethiopia that are complementary to the school feeding program.**

These activities include:

- Deworming campaigns and intestinal worm prevalence surveys.
- School gardening activities.
- Fuel-efficient stoves.
- Environmental protection activities.

- **Making the school feeding program sustainable and successful requires overcoming a few major challenges.**

These challenges include:

- No clear policy direction for the future of the school feeding program, which affects resource-allocation efforts.
- A mismatch between the demand for school feeding and current coverage.
- No inter-sectoral coordination.

- **Despite these challenges, Ethiopia is moving forward with its school feeding program.**

Going forward, Ethiopia is focused on the following areas:

- Creating a policy framework for school feeding.
- Ensuring program sustainability and developing a handover strategy from the WFP to the government of Ethiopia.
- Scaling up a home grown school feeding program, following a successful pilot.
- Promoting greater inter-sectoral coordination.

Panel Discussion: Stimulating Local Economy: Farm Cooperatives Development through Home Grown School Feeding

■ Speakers: **Mme. Odette Loan**, Advisor on Farm Cooperatives
Sarah Longford, P4P Coordinator, World Food Programme (WFP)
Anne Mbaabu, Director, Market Access Program, AGRA
Dr. Christine Yamba-Yamba, Zambia School Milk Programme

Overview

Not only do school feeding programs improve the health and nutrition of students, resulting in better educational outcomes, but school feeding programs create a market for local farmers. Farmers can participate in home grown school feeding programs by creating cooperatives and other types of groups which have greater scale and power to sell into schools. Coops help solidify the value chain and help increase farmers' income.

Context

The panelists shared thoughts and experiences on how home grown school feeding can be a market for smallholder farmers and farmer cooperatives.

Key Points

■ Various models and opportunities exist for smallholder farmers.

Anne Mbaabu explained that AGRA's (Alliance for a Green Revolution in Africa) global objective for market access is to increase incomes and reduce poverty by promoting efficient, well-functioning markets. The markets and linkages to markets are what will lift Africa's 1.1 million farmers out of poverty.

But smallholder farmers face many constraints. Among them are:

- Lack of market coordination and high transaction costs.
- Erratic government market regulations and price setting.
- Lack of availability of micro-credit.
- Lack of storage and services, as well as a poor road and communication infrastructure.
- Low yields and poor-quality produce.

Ways to address these constraints include:

- Strengthening the leadership and governance of farmer-based organizations.
- Providing access to inputs and finance through guaranteed innovative financing schemes.
- Improving storage facilities at local levels, and storage management.
- Providing training on post-harvest management and handling, along with access to small equipment.

Three organizational models were discussed for smallholders:

- *Producer-driven model.* The drivers of this model are smallholder farmer groups, associations, and cooperatives. The motivations are to access new markets, improve bargaining power, and be able to access inputs and technical assistance.

- *Buyer-driven model.* This model is driven by processors, retailers, exporters, traders, and wholesalers. They want to be able to access land and increase their volumes.
- *Intermediary-driven model.* This model is driven by NGOs, governments, and development agencies. These groups are motivated by economic development and farmer empowerment.

From the perspective of smallholder farmers, the market presented by HGSP could be an attractive opportunity as this is a unique market close to presenters. HGSP programs could buy from aggregation centers and warehouses owned by farmer-based organizations. However, most farmer groups are still not aware of HGSP as a potential market. Information sharing needs to increase to make farmers more aware of this opportunity.

■ Acting as a major buyer of food, the WFP represents a market for farmers.

While the World Food Programme (WFP) is often viewed as a donor of food for school feeding programs, WFP is also a major buyer of food. From the 1980s through 2005, the WFP engaged in increasing amounts of local, regional, and international procurement for food assistance programs, including school feeding programs. In 2006, WFP published a policy paper "Food Procurement in Developing Countries," and in 2008 created a strategic plan to enhance the development impact of WFP procurement.

Also in 2008, WFP began the Purchase for Progress (P4P) program as a pilot in 21 countries. The hypothesis of P4P is that WFP's market, combined with technical support and capacity development from partners, will increase incomes for smallholder farmers. P4P's point of entry is to purchase from various farmers' organizations, cooperative societies, federations, and unions.

Currently there are 740,000 small farmers (38% are women) and 775 organizations for farmers in the countries where P4P operates. At this time 235 of these organizations sell to WFP.

The experience with P4P has led to the following key lessons:

- It is necessary to match the buying modality to the capacity of farmer organizations. This means that procurement must be tailored to the farmer organizations.
- It is necessary to focus on food safety. Experience has shown that with a bit of time and training, smallholder farmers can provide high-quality commodities. What is important is proper planning and having a market that rewards quality.
- Financial service providers need to be linked with farmer organizations, and farmers need more financial literacy.

Other lessons include factoring risks into planning, such as the risk of contract performance and the risk of not having appropriate processes and systems.

Other important considerations from the WFP's experience with P4P include:

- Context will drive design and implementation modalities.
- It is important to have clear objectives that focus on local procurement.
- Maintaining the focus on food safety and quality is critical.
- There are tradeoffs between having centralized and decentralized procurement. Viable solutions often include both.
- Creating school feeding programs that are linked with local farmers is not easy and takes time.

“Major expected outputs of P4P are the learning and resulting guidance that can influence and inform the way in which governments decide about what model is appropriate for them.”

— Sarah Longford

▪ **Cooperatives in Zambia are supplying milk as part of home grown school feeding.**

The overall goal of Zambia's “Milk for Schools” home grown school feeding program is to promote smallholder dairy development by creating a market using schools, and in doing so, to improve the nutritional and academic well-being of students. Specific goals include: increasing smallholder milk production; building capacity for local stakeholders that are directly involved in program management and oversight; improving the nutritional status of students; and increasing enrollment and attendance.

A pilot of Milk for Schools involved providing 250 ml of milk to 18,000 students in grades 1–9 from 39 schools. Students received milk three times per week. All milk was sourced from Zambian smallholder farmers.

The program took a multi-sectoral approach, with involvement of the Ministries of Education, Health, and Livestock and Fisheries Development and with support from WFP and other NGOs. An implementation manual was developed and training of key people took place. Milk was distributed to schools for a year. A

mid-term evaluation showed high program acceptance and increased student enrollment. There was also strong support from multiple organizations and stakeholders.

Challenges included lack of long-term funding, schools taking ownership for the program, the need to finalize program documentation, and getting milk delivered on time. The hope for moving forward is to create synergies for national expansion, to improve capacity of small dairy farmers, and to pilot different types of programs, including a program in conjunction with a milk collection center and a parent-paid milk program.

Perhaps the most important part of this program is that the milk comes from milk collection centers, all run by producers as independent cooperatives. Cooperatives give small farmers the ability to bulk their milk and get it to market. Training is easy to organize, quality is managed by the group (with bonuses and penalties for high or low quality products), and inputs are able to be distributed. While this coop was for milk producers, coops have value anywhere along the supply chain. The key question is how is this program going to be funded in the long term.

“Cooperatives are a development tool for rural Africa.”

— Dr. Christine Yamba-Yamba

▪ **Côte d'Ivoire provides another example of how school feeding programs have led to successful agricultural cooperatives.**

An HGSF program in Côte d'Ivoire involved providing local farmers with agricultural plots to produce food for the school feeding program. This program has had various economic and social impacts.

- *Economic impact.* There were many economic impacts, including lowering the costs of the school feeding program, replacing imports with locally grown food, creating income for farmers, and helping create a market.
- *Social benefits.* The social benefits included strengthening social ties, contributing to the basic infrastructure in the community, and increasing the enrollment in school.

The main challenges included lack of financial and technical support for agricultural cooperatives, and lack of organization and cooperation within the cooperative.

Panel Discussion: Advancements Over 2011 in School Feeding

- Speakers: **Don Bundy**, *Lead Specialist for Health, Nutrition, and Population in the African Region, World Bank*
Carmen Burbano, *School Feeding Specialist and Policy Officer, WFP Policy, Planning and Strategy Division*
Aulo Gelli, *Senior Research Manager, Partnership for Child Development*
Penny McConnell, *Board of Directors, Global Child Nutrition Foundation*
Wentzel Mitchell, *Senior Program Analyst, USDA Foreign Agricultural Service*

Overview

Much progress was made in 2011 in school feeding across the globe. There is more evidence to support school feeding, more political support, more enthusiasm for home grown school feeding, and more programs to advance school feeding. The World Bank has developed a benchmarking tool, PCD and the WFP have conducted important research, GCNF has continued to guide country leaders using its *School Feeding Toolkit*, and programs such as USDA's McGovern-Dole International Food for Education and Child Nutrition continue to support school feeding programs in developing countries.

The key is to continue to advance school feeding, to link agriculture and education through home grown school feeding, to secure even greater political support and funding, and to continue to research areas requiring even more evidence.

Context

The speakers provided their perspectives on the current status of school feeding programs, progress that has been made, and important activities needed to continue the advancement of school feeding.

Key Points

■ School feeding is a worldwide intervention, with different objectives and approaches.

Carmen Burbano shared findings from recent surveys about school feeding. These surveys show that school feeding is a critical intervention worldwide, in both rich and poor countries, and is one of the world's biggest and most important safety nets. Every day 330 million children around the globe eat a meal at school, and more than \$30 billion USD is invested in school feeding.

School feeding programs are implemented by:

- *Governments.* This occurs when school feeding has been institutionalized in a country. The government provides funding, and different parts of the government, such as the Ministries of Education, Health, and Agriculture, come together to create a legal framework and policies that support school feeding.
- *Countries transitioning from externally-run to government-run programs.* These are programs that were started and run by external partners, but where the government is interested in taking over and a transition process is underway. Often there are multiple programs running side by side. As this transition is taking place, countries are often working to create legal frameworks and policies.

— *Programs run by partners.* Partners still play a significant role in financing and implementing school feeding in many countries. Such countries often lack policies and a legal framework related to school feeding. While partners continue to be critical, more countries are beginning to think about and explore the process of transitioning to government run.

Surveys also looked at issues such as:

- *The primary objective of school feeding.* Overall, the main objective of school feeding relates to education, but poverty reduction and improved nutrition also are important objectives, and in some regions are the leading objectives.
- *The role of school feeding in a crisis.* Research found that many countries scaled up school feeding as a response to a crisis. This is because school feeding represents a social safety net and is a way to respond quickly amid a crisis.

"Emerging evidence suggests that on average, school feeding programs doubled in size during the 2008–2011 period."

— Carmen Burbano

- *School feeding beneficiaries.* In a few countries, like Brazil and India, the school feeding program is universal, meaning that school feeding is viewed as a right, may be part of the constitution, and is provided to all children. But in most countries school feeding is targeted in some way to vulnerable children. In some countries targeting is based on geographic indicators, while in other countries there is a segmentation strategy that precisely identifies and targets specific children.
- *The approaches to school feeding used by governments.* Governments may use a centralized or decentralized approach. The survey results show that a slight majority of countries use a centralized approach, but increasingly countries are considering decentralization. Also, most countries operate school feeding by the government on a national basis, but some countries operate the school feeding program at a regional, district, or school level, and about a quarter of countries outsource the operations of school feeding.

Community involvement is an area requiring further study.

■ Benchmarking school feeding enables a country to see areas of strength and set goals and strategic direction.

Donald Bundy updated a benchmarking presentation that he delivered a year ago at the 2011 Forum on the school feeding subsystem of SABER (the System Assessment and Benchmarking for Education Results). This is part of a larger exercise by the World Bank and partners to benchmark all education subsystems. The idea is to develop knowledge and tools to systematically help countries assess their various educational programs and get better educational results.

Including the school feeding subsystem helps place school feeding into education's planning process.

Benchmarking school feeding involves:

- Determining what matters most in school feeding.
- Developing specific metrics and measurements.
- Gathering data on these metrics to assess and benchmark performance on what matters.
- Using the findings to help countries improve their policies and programs.

The guiding principles for benchmarking school feeding and the standards were based on consensus from governments and NGOs involved in education and global health. The five standards are:

1. Policy frameworks
2. Institutional capacity and coordination
3. Financial capacity
4. Design and implementation
5. Community participation

For each standard, the drivers of performance are determined, and actions are identified for a country to take. Also, for each standard, a country is assessed to decide where it is. Countries that are not yet at an established level are "latent" or "emerging." A country that is performing at an acceptable minimum standard in a particular area is termed as being at an "established" stage. Finally, countries on the cutting edge are deemed "advanced." Assessing the level of performance against each standard shows a country where it is and where it needs to improve.

"The point of it [benchmarking] is that countries can see areas of strength in their programs and areas of weakness. This provides goals in setting the strategic direction."

— Don Bundy

The outcome of benchmarking is a country report (a sample is shown below) that shows where a country is on each standard.

Sample country report

Policy Domains	Performance Drivers	Policy Action Summary
POLICY FRAMEWORKS	Overarching policies for school feeding - sound alignment with the national policy	Established
FINANCIAL CAPACITY	Governance of the national school feeding program - stable funding and budgeting	Latent
INSTITUTIONAL CAPACITY AND COORDINATION	School feeding coordination - strong partnerships and inter-sector coordination	Latent
	Management and accountability structures, including staffing - Strong institutional frameworks for implementation, monitoring	Emerging
DESIGN AND IMPLEMENTATION	Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective	Emerging
COMMUNITY ROLES	Community participates in school feeding program design, implementation, management and evaluation	Advanced

■ An important area of progress in the past year has been strengthening the evidence about school feeding.

Aulo Gelli described his work in identifying evidence gaps and developing a research agenda to support school feeding.

One of the key gaps is the need to better understand the linkage between school feeding and agriculture. But, work is underway to shape a coherent research agenda and produce outputs such as literature reviews, qualitative research, case studies, and impact assessments. Ambitious outputs are planned for 2012.

■ GCNF has continued work to advance school feeding.

The Global Child Nutrition Forum, now in its 14th year, has attracted more than 300 delegates from over 85 countries. Importantly this is the fourth year in a row that the Forum has been held in Africa and the third year it has been conducted in partnership with PCD, in addition to assistance from WFP. GCNF also has provided technical assistance to countries including China, Angola, and Iraq.

Of particular importance is the creation and dissemination of the *School Feeding Toolkit*, now in its third edition. The *Toolkit* provides a process for countries to plan to create a sustainable school feeding program. The *Toolkit* focuses on five steps:

- Step 1: Establish country goals and objectives.
- Step 2: Gather diagnostic information
- Step 3: Conduct a needs assessment
- Step 4: Develop a country plan, using the country plan worksheet
- Step 5: Revise the country plan

Many countries have used the country planning process in the *School Feeding Toolkit*, with very positive results. This planning process allows countries to deal with issues such as food preparation, safety and sanitation, receipt and storage, and record keeping.

In the U.S., HGSF—termed "Farm to School"—has been included in a new act of the U.S. Congress and money has been appropriated in grants. The goal is to reconnect students with agriculture. With the support of First Lady Michelle Obama, school gardens have gained momentum in the United States. GCNF has viewed home grown school feeding as a major challenge and a priority. HGSF will take significant buy-in and won't happen overnight.

Also, the U.S. has adopted new evidence-based nutritional standards for school meals for the first time in 15 years. The biggest challenge in the U.S., as elsewhere, is multi-sectoral coordination.

■ The McGovern-Dole Health and Dietary Practices Results Framework provides guidance to countries seeking to qualify for aid from the United States.

McGovern-Dole is a U.S. program that promotes education, child development, and food security in developing countries. It involves procuring food (primarily U.S. agricultural commodities) and providing financial and technical assistance to support school feeding programs. Currently there are 37 active McGovern-Dole programs in 27 countries, implemented by 17 organizations.

The framework that has been developed for Health and Dietary Practices has six “intermediate” results:

1. *Improved knowledge of health and hygiene practices.* Changing behavior requires equipping beneficiaries with knowledge of good health and hygiene practices. Examples include communications and training on washing hands and brushing teeth.
2. *Increased knowledge of safe food preparation and storage practices.* This involves increasing the knowledge of cooks and food handlers on foodborne illness and safe preparation methods. Examples include training and checklists for use in food prep.
3. *Increased knowledge of nutrition.* The aim is to increase knowledge of nutrition and healthy eating practices. Examples include informational seminars and community campaigns.
4. *Increased access to clean water and sanitation services.* Beneficiaries need access to clean water and sanitation services. Examples include building and maintaining wells and latrines.

5. *Increased access to preventive health interventions.* This involves providing low-cost preventive health interventions that increase school attendance. Examples include deworming medication and basic health and hygiene supplies.
6. *Increased access to food prep and storage tools and equipment.* For good hygiene, food handlers need access to various types of equipment and supplies.

Also incorporated into the McGovern-Dole program are four “foundational” results: 1) increasing capacity of government institutions; 2) improving policy and the regulatory framework; 3) increased government support; and 4) increased engagement of local organizations and community groups.

Overall, the McGovern-Dole program seeks to reduce health-related school absences, requires a multi-sectoral approach, supports initiatives and policies of the government, increases engagement and build capacity, and encourages the establishment of public-private partnerships.



Communiqué Presentation

■ Speaker: **Eric Osei-Owusu**, *Delegate from Ministry of Agriculture, Ghana*

Context

After being drafted by a geographically diverse, multi-sectoral committee, with representatives from across Africa and from both the Ministries of Education and Agriculture, Eric Osei-Owusu presented the Addis Ababa Communiqué and delegates officially adopted it. It reflects the key points emphasized at this gathering.

Addis Ababa Communiqué (English)

The 2012 Global Child Nutrition Forum held in Addis Ababa from 13-18 May highlighted the action that countries have taken in stimulating economic development and improving food security through national school feeding programmes. Home grown school feeding" (HGSF) have been shown to improve food security and rural prosperity, increase school enrolment, especially for girls, and improve the health and nutrition of the future generation.

Countries around the world are implementing HGSF programmes, supported by increasing high-level political commitment particularly in sub-Saharan Africa, as demonstrated by the Forum delegations from 23 countries including 9 ministers and participants representing the New Partnership for Africa's Development (NEPAD) and other international organisations.

While significant progress in the development of government-owned HGSF programmes was noted by delegates, the Forum identified that much still remains to be done to reach the desired goal of large-scale and sustainable HGSF programmes. More specifically delegates identified the following four ways in which national HGSF programmes should be strengthened:

- 1) Through institutionalisation of government-led HGSF programmes by legislation and other such means.*
- 2) Through increased multi-sectoral coordination and collaboration across various ministries and engagement with the private sector.*
- 3) Through recognition of government spending on HGSF as an investment in human capital rather than just a budgetary expenditure.*
- 4) Through recognition of the opportunities that HGSF provides to smallholder farmers by improving market access, thereby protecting farm incomes.*

The Forum was hosted by the Ethiopian Government and co-sponsored by the Global Child Nutrition Foundation and the Partnership for Child Development and supported by the World Food Programme.

Addis Ababa Communiqué (French)

The signatories of this communiqué, representing the ECOWAS and associated countries (Chad, Cameroon), gathered on a side occasion on the 16th May 2012, as part of the Global Child Nutrition Forum held in Addis Ababa (Ethiopia), (13-18 May 2012).

After having highly commended and thanked:

- The organizers of the World Forum for School Feeding and Nutrition: GCNF, PCD, WFP, and the World Bank in addition to the Ethiopian government for its hospitality*
- Highly appreciated the remarkable presence of our countries Ministers of Education and Agriculture or their representatives*
- Considering they belong to the same geo political space*

- Considering their many affinities and similarities in cultural, economic and social areas
- Considering the significant opportunities presented by school feeding, which go beyond the educational system, contributing to the economic and social development of our countries
- Considering the necessity to take on this initiative as part of objectives to build a sustainable and supportive community, aimed for by the ECOWAS
- Considering the unanimous need expressed for the framework objectives for an exchange of ideas and practices, shared learning and to form a group of proposals at the Global Child Nutrition Forum

Have decided to launch a network of those responsible for School Feeding Programmes in the ECOWAS and associates countries, with a view to:

- Contribute to the emergence of policies which raise awareness of school feeding in our countries and within the community
- Advocate for a stronger commitment from governments and community authorities (of ECOWAS) and any other actors (technical and financial partners, private sector, local authorities, and students' parents) in the fight for food sovereignty
- Share common resources, strategic and technical (political documents, various tools) to accelerate the implementation of sustainable programmes

In:

- Meeting at least once a year as a country network
- Setting up working and communication mechanisms which can be carried out remotely
- Seeking the support of all partners, including GCNF, WFP, PCD, CRS, SNV, World Bank and all of the other actors involved in the Forum to meet the network's objectives
- Creating spaces for sharing internal and external communication
- Consistently meeting the governors and community authorities of our respective countries
- Actively seeking synergies with other existing or future networks which have the same objectives as ours

We launch an appeal to the Forum to support this initiative.

Signed

<i>First Name</i>	<i>Surname</i>	<i>Country</i>	<i>Position</i>
D. Henri	OUEDRAOGO	Burkina Faso	Head of school feeding
Abdoulaye	TOURE	Sénégal	Head of school feeding
Zalia MAIGA	TOURE	Mali	Head of school feeding
Karidia	Koné - Soukoulé	République de Côte d'Ivoire	Head of school feeding
Tom Cherif	BILIER	Tchad	Head of school feeding
Sidikou	ONGOILA	Niger	Head of school feeding
Ana Paula	SPENCER	Cap Vert	Head of school feeding

Declared at Addis Ababa on the 18th May 2012

Closing General Session

- Speakers: **Lesley Drake**, Executive Director, The Partnership for Child Development (PCD)
Demessew Lemma, Deputy Minister of Education, Ethiopia
Gene White, President, Global Child Nutrition Foundation (GCNF)

Overview

Much progress has been made over the past decade in establishing sustainable school feeding programs, developing evidence that shows the impact of school feeding, advancing home grown school feeding, developing greater political support for school feeding, and forming multi-sectoral partnerships, particularly with the agricultural sector and the private sector.

Also, GCNF has made much progress in expanding the size and scope of this important Forum, engaging PCD and WFP, bringing the event to Africa, enlisting the participation of nine ministers and delegates from 23 countries, and providing an opportunity for delegates to share best practices and learn from each other.

Despite this tremendous progress, much remains to be done. Malnutrition and hunger remain devastating problems. Home grown school feeding is a solution that benefits students, farmers, communities, and countries. With sustained effort and leadership, even further progress can and will be made.

Context

Lesley Drake, Gene White, and Demessew Lemma reflected on key takeaways, identified next steps, offered thanks, and brought the 2012 Forum to a close.

Key Points

- **Over the Forum's 14 years, it has evolved tremendously—and will continue in 2013.**

Gene White looked back to the first Forum held in the United States 14 years ago. Delegates came to the U.S. and were exposed to best practices in school feeding.

Four years ago, the decision was made to hold the Forum in Africa, closest to those who actively deliver school feeding programs to those suffering from malnutrition. In the past four years, Forums have been held in South Africa, Ghana, Kenya, and now Ethiopia. Also during this time, GCNF has partnered with PCD, and WFP has played an extremely important role in sharing ideas and best practices.

"It is time for representatives from Africa to become even more involved as teachers and leaders in planning the 2013 conference."

— Gene White

- **Much progress has been made in school feeding, yet much more remains to be done.**

Lesley Drake reflected on the tremendous progress shared at this Forum regarding school feeding programs. Highlights include:

- Improved multi-sectoral collaboration between education, agriculture, and the private sector.
- Strengthening of school feeding program supply chains.
- Identification of best practices.
- Exploring of creative financing options.
- Tremendous progress at the country level in transitioning from donor-driven to government-run school feeding programs; increased program efficiency; and greater program sustainability.

Of all of the themes from the 2012 Forum, none were greater than the idea of leadership. Clearly leadership exists, momentum is being built, and there is a tremendous opportunity for leaders to make a difference in improving children's health and nutrition, improving farmers' incomes, improving rural prosperity and the economic development of entire countries, and improving the food security of countries and regions.

"We have the power in this room to really make a difference. I think we are at a tipping point and have built so much momentum. We can make a difference."

— Lesley Drake

Gene White agreed and said, "The Forum isn't closing, we are all simply getting back to work." Demessew Lemma emphasized the many success stories and best practices that were shared, and he commended the great efforts and results that were seen. At the same time, he noted that malnutrition remains all too common and there are still those who are lagging behind. He cited the importance of applying what works to assist those that are lagging behind so that children everywhere have the nutrition and education that they need.

Current Status of School Feeding Programs by Country

Identification of Country Specific Issues

- **Speakers:** Delegates from Botswana, Burkina Faso, Chad, Côte d'Ivoire, Ethiopia, Gambia, Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Nigeria, Senegal, Sierra Leone, Sudan, Uganda, Zambia
- **Moderator:** Stanley Garnett, Interim Executive Director, Global Child Nutrition Foundation (GCNF)

Background

Representatives from 18 countries described the current status of school feeding in their country and how these programs have grown and evolved. They also explained how school feeding is supported and what types of meals are served. Presenters also identified the most significant issues related to implementing school feeding programs in their countries.

Key Themes

In describing the school feeding programs in several countries as well as the challenges faced, several common themes emerged regarding progress that has been made and the existing challenges faced.

Common Themes

Common themes include:

- *Considerable progress.* Over the past several years many countries have made considerable progress in raising awareness of the importance of school feeding programs, gaining more government support, and expanding programs to feed more children.
- *Partner support.* In many countries school feeding programs continue to rely heavily on support from NGO partners, particularly the WFP.
- *Government involvement.* A recurring theme was greater interest in school feeding among many government leaders. In several countries school feeding policies are being considered or adopted, and governments are working on taking ownership for school feeding, as well as helping fund it.
- *Community involvement.* A key factor in the growth and success of school feeding is the support and involvement among local governments, communities, and parents.
- *Nutrition education.* In many countries school feeding is part of a larger focus on nutrition and nutrition education.
- *Home grown school feeding.* Many countries are working to implement home grown school feeding, which benefits the community, the school, and students.

Common Challenges

While much progress has been made, countries still face common challenges in implementing school feeding. Among them are:

- *Funding.* In many situations funding for school feeding remains inadequate, with a lack of funding at the national, state/provincial, and local levels.
- *Policy development.* Countries continue to need laws, directives, and a legal framework for school feeding. They need national policies to be adopted, so programs can be

implemented. Countries also lack national nutrition standards. In some countries, not getting policies adopted reflects a lack of political will.

- *Infrastructure.* Many countries lack the physical infrastructure to support school feeding (including transportation and storage) as well as the human capabilities, as there is a need for more personnel and training.
- *Monitoring and evaluation.* Countries often lack systems and processes to conduct monitoring and evaluation and produce necessary reports.
- *Collaboration.* In many countries there is a lack of coordination and collaboration among various parties, including government ministries, as well as a lack of coordination between national and local organizations.
- *Procurement.* Systems are needed to coordinate food procurement and distribution.
- *Resources.* Lack of energy, firewood, and water are all challenges.
- *Transitioning from NGOs to governments.* In countries that want to transition responsibility for school feeding to the government, implementing the transition can be challenging.
- *Community participation.* Some communities face challenges in getting adequate support and participation from the community.
- *Nutrition education.* A challenge is getting nutrition education implemented at all educational levels.
- *Linkage to local farm production.* Instead of bringing food in, countries prefer to source food locally, but doing so can be challenging.

Botswana

Background and Status

The school feeding program in Botswana started in 1966 through the World Feeding Program. In 1997, with a more stable economy, the government of Botswana assumed responsibility for the school feeding program. Since then, the government has had full responsibility and is the sole funder of school feeding in the country. The government has been very supportive of school feeding.

There are currently 54 school districts, with a total of 753 schools, and 330,000 students in the country's school feeding program. This includes disadvantaged students in remote areas.

Previously the WFP provided students with food that included dried eggs, fish, milk, and soy. When the government of Botswana took over the school feeding program, the menu was maintained. Beginning in 2008, the school feeding program has required that all

school meals come from local products. Meals now include sorghum porridge, beans, milk, bread, and peanut butter and jam.

All commodities are procured from a central point and then distributed to local authorities. Each district has its own depot to store food and service schools.

There is a national monitoring committee that monitors the results of the school feeding program, with particular attention on the feeding of vulnerable groups. This committee—which reports to the president of Botswana each month—is composed of representatives from the Ministry of Health (which monitors the nutritional value of food in the program), the Ministry of Agriculture, and the Ministry of Education.

Challenges

While Botswana's school feeding program has been successful and continues to grow, the main challenges are transportation, food storage, and funding, though the government is a strong supporter of school feeding, and if needed will provide supplemental funds.

Burkina Faso

Background and Status

The school feeding program was started in 1962, with the first program involving canteens that were introduced by Catholic Relief Services (CRS). Currently, with assistance from the WFP, Burkina Faso's school feeding program services 450,000 students.

Since its introduction, the school feeding program has positively influenced the quality of education and the country's attendance and enrollment rates.

Chad

Background and Status

Chad's school feeding program was started in 1974. It covers nine regions with food insecurity and reaches 200,000 children. The program is supported by the government, the WFP, and other partners.

Challenges

The main challenges are linking with stakeholders, lack of structure at the community level, managerial issues, difficulties with provisions, lack of funding, and climate differences in different parts of the country.

Côte d'Ivoire

Background and Status

There are two types of school feeding programs in Côte d'Ivoire. One is managed by the WFP and the other is an integrated program run by the government.

The government program involves a form of home grown school feeding that engages women working at the local level. The government provides the participating women with agricultural supplies. The women are then responsible for planting and harvesting

the agricultural products. Half of these products are given to schools for the school feeding program and the other half can be contributed to the women's households.

Challenges

The main challenges are limited human resources, lack of networks and IT systems, and reliance on firewood, which is not good for the environment.

Ethiopia

Background and Status

Ethiopia's school feeding program started in 1994 in collaboration with WFP. Among the country's nine regions, six are food insecure. In these food insecure regions there are currently 1,167 schools participating in the school feeding program, covering about 680,000 students. There is also a program to improve the participation and equity for girls at schools which provides take-home rations to girls' families. This program, offered mainly in pastoral areas where many parents don't want to send their daughters to school, has benefitted 170,000 girls.

In addition, the government, which recognizes that continuing to rely on support from the WFP is not a sustainable long-term strategy, has begun testing a home grown school feeding program in one region.

Challenges

One key challenge is increasing the number of students covered by the school feeding program. Currently in Ethiopia there are 20 million students, but only 680,000 are fed via school feeding. Another major challenge is high transportation costs, especially for remote, food-insecure regions.

The Gambia

Background and Status

The school feeding program has had tremendous impact in improving enrollment and completion in The Gambia's primary schools. When the school feeding program began, the enrollment rate in primary school was less than 20% and completion was as low as 14%. Enrollment is now 88% and completion is 75%, which is among the highest levels of completion in sub-Saharan Africa. A 2010 assessment of students in 3rd and 5th grade showed that 12% of their performance was attributable to the availability of food in schools.

To date, The Gambia's school feeding program has been funded and implemented by the WFP. But with the WFP having so many global priorities, continuing to rely on WFP support is not a good option for The Gambia. Accepting this reality, the Government of The Gambia has decided to implement a home grown school feeding program, which is more sustainable than receiving aid from the WFP. The country has begun a transition to take over school feeding from the WFP.

Challenges

The main challenges The Gambia faces are all related to the transition from external to government ownership. The Gambia

currently has limited capacity to manage and run the school feeding program and to monitor the program. For the transition to be successful and for The Gambia to assume control, it must overcome these challenges and build capacity.

Ghana

Background and Status

The school feeding program in Ghana was started in 2005 with participation by one school in each of the country's ten regions. Today the country's school feeding program—which is supported by the national budget—feeds 1.3 million students. The WFP has supported Ghana's school feeding program by providing a consultant to monitor and evaluate the program.

Interest by the government in home grown school feeding has led to the procurement of rice on a national contract which is provided to schools locally.

The Ghanaian government also wants to promote social accountability in the school feeding program. This has led to a social accountability project that involves citizens in the process of implementing school feeding and the creation of area councils that monitor and evaluate school feeding locally.

Challenges

The main challenges for Ghana's school feeding program relate to funding and policy. The issue with funding is getting funds released from the Ministry of Finance so they can be forwarded to the districts. Related to policy, Ghana needs a national school feeding policy, supported by all of the ministries, that ensures that school feeding is sustainable and deals with program governance. PCD has procured a consultant to help develop a national policy for Ghana's school feeding program.

Kenya

Background and Status

The school program in Kenya started in the early 1980s as WFP came in to provide social protection at the time of a severe and debilitating drought. At that time there were 240,000 beneficiaries in Kenya's school feeding program.

By 2008 the number of children fed through school feeding had grown to 1.4 million. Then, in 2009, due to the high costs of food and transportation, WFP had to reduce its support and WFP's school feeding program dropped to 770,000 beneficiaries. Today there are 1.3 million students covered by three different kinds of school feeding programs.

1. *The standard school feeding program.* With WFP support, this program feeds almost 630,000 students in 1,260 schools. The sources of food include donations and in-kind support from outside of the country, and WFP at times procures products within the country.
2. *The government-led home grown school feeding program.* This program began in 2009 with 8,000 children and has grown to 660,000 pupils.

3. *Eradication of hunger program.* This program, managed by the Ministry of Agriculture, provides food for children in 80 schools where there is extreme poverty and malnutrition.

While there are currently no national standards for school feeding, the common lunch that is served—developed with the input of nutrition experts—includes 150 grams of cereals, 40 grams of pulses, 5 grams of vegetable oils, and 2 grams of iodized salt. Also, Kenya has received monitoring and education support from the Belgian government, which has advocated for the creation of school gardens.

Reporting formats include school-level reports that are completed daily by teachers, quality reports created by zones on a monthly basis, and reports from district education officers.

Challenges

There are many challenges to successfully implementing school feeding in Kenya. They include:

- *Low coverage and a need to cover more children.* Only 1.3 million children are currently covered and many more need to receive school feeding.
- *Lack of capacity of local farmers.* The home grown school feeding programs are contingent upon local capacity among farmers. Yet that capacity often is not present. One of the challenges is that schools are only in session for about 195 days, yet these farmers need to be able to sell their crops throughout the year.
- *Variations in food prices.*
- *Exploitation by local trades,* especially during food shortages.

Liberia

Background and Status

Currently more than 5,100 schools and 377,000 children in Liberia benefit from school feeding programs. There are three school feeding programs in Liberia, each run by a different NGO.

- *WFP feeds 286,000 children.* The food used is both donated and locally purchased.
- *The International Relief and Development (IRD) feeds 58,000 children.* All of IRD's food is donated.
- *Mary's Meals, a local NGO, feeds 32,000 children.* This food is all purchased locally. Mary's Meals receives cash donations and then uses these funds to buy from local farmers.

Currently, there are no nutritional standards for Liberia's school feeding program, which at this time only serves a hot lunch. Lunch is bulgur wheat cooked in the form of rice along with split peas cooked with argan oil. WFP provides a take-home ration for girls and IRD is working on nutritional snacks and juices for the schools they are feeding.

Monitoring of school feeding is done on a monthly basis using manual methods. Monitoring the WFP program is the responsibility of the Ministry of Education; IRD and Mary's Meals monitor their respective programs.

In addition to the support from NGOs, the school food programs in Liberia are supported by Parent Teacher Associations (PTAs). In some schools PTAs collect feeding fees from parents. In other schools, PTAs supply food items (such as tomatoes or peppers), furnish materials (such as wood), or provide services (such as drawing water).

Challenges

The major challenges are:

- *Lack of policies and government ownership.* Policies have not yet been finalized in Liberia. Lack of policy has meant no government ownership and has meant that school feeding is not captured in the national budget, which hurts funding.
- *Poor coordination* between the Ministry of Education and various partners.
- *Issues with monitoring and evaluation* by the Ministry of Education and partners.

Malawi

Background and Status

Malawi has 5,375 primary schools, of which 5,205 are public and 170 private. Total enrollment in primary schools is about 4 million, with 3.4 million students in public schools. The school feeding program began in 1999 and there are currently 1,315 participating schools serving 1.2 million pupils each day at an annual cost of around \$19 million USD.

The food basket in Malawi includes a corn/soy blend that is served as porridge in the morning. Also, as part of an effort to promote education among girls, mince is given to girls who attend classes at least 80% of the time during specified months. Malawi has a national standard for school meals and has incorporated a curriculum at schools for health and nutrition.

Key players in implementing school feeding in Malawi include:

- *The national government*, which coordinates the implementation of the school feeding program, provides policy guidance, and conducts monitoring and evaluation.
- *NGOs*, including the WFP and faith-based organizations that contribute money, food (such as donated corn), and items such as kitchen utensils and sanitation equipment.
- *Communities* that perform tasks such as cooking and local recordkeeping. Teachers compile reports that are submitted to districts and then on to the national level.

Challenges

The main challenges are in adequate funding, developing adequate capacity to implement school feeding, and scarcity of firewood. Also, historically implementation of school feeding has been centralized. A goal and a challenge is to decentralize school feeding by expanding local home grown school feeding programs.

Mali

Background and Status

In Mali the government views school feeding as a national priority. In addition to the government, school feeding is supported by the WFP, PCD, local NGOs, and other organizations.

There are currently about 800 schools covered by Mali's school feeding program, which is about 10% of the schools in the country. The government is working to build more canteens in schools, which will enable more children to attend school. The government also believes that school feeding programs should be sourced through local production. At all schools that participate in the school feeding program, both breakfast and lunch are served. Lunch is mainly corn, cereal, and vegetables, with more than 80% of the food produced locally.

Challenges

The main challenges relate to the political situation and lack of capacity of the government, which extends to school feeding. There is also a lack of management transparency, and roles related to school feeding are not well defined.

Mozambique

Background and Status

Mozambique began its school feeding in 1977. It currently feeds four million primary school students. However, even though the program is 35 years old, it only covers 16% of the country's students. The government in Mozambique is working to develop a national program to increase the reach of school feeding to six million students.

Other efforts the government is focused on are a pilot program in the north, central, and southern regions where school feeding programs don't exist. Also, the government is looking at improving the environmental stability of school feeding.

The meals served in schools consist of rice, beans, and fish.

Challenges

The main issues facing school feeding in Mozambique are:

- *Budget issues.*
- *Lack of transportation.*
- *Lack of training for farmers.*
- *Problems with management, monitoring, and evaluation.*
- *Use of firewood*, which is not environmentally friendly.

Nigeria

Background and Status

The school feeding program began in Nigeria in 2004. The present administration is extremely supportive of school feeding and has provided much backing for school feeding. This fits with the administration's priorities of eradicating poverty and unemployment, promoting education, and empowering women. Also, in addition to

school feeding, the government supports deworming of children, which takes place every six months.

At the national level, school feeding programs are supported by organizations such as PCD, the Sahara Group, and Nigerian banks. But in Nigeria, states and local communities also play a key role in supporting school feeding. An example is the strong support for a school feeding program in Osun state. This program began in 2006 and now benefits more than 155,000 students. The success of school feeding in Nigeria requires more states to be as engaged as Osun has been.

Important elements of Nigeria's school feeding program include:

- *The food items served.* Chicken is served twice per week. Other items served include eggs, meat, beans, cereals, vegetables, and seasonal fruit. Currently the chicken used is frozen, requiring frozen distribution and storage capabilities.
- *The procurement process.* For chicken, meat, and eggs, centralized vendors are selected to distribute these products to schools. Vendors are organized into cooperatives and can link to local farmers. The government pays vendors by depositing money into a local bank account. (Participants emphasized the need to closely monitor the quality of products supplied by vendors and to have firm penalties if vendors don't deliver the specified quality.)
- *Cooperation is critical.* The support of all stakeholders is necessary for the school feeding program to work.
- *Monitoring and evaluation takes place at multiple levels.* School-based monitoring, involving the head teacher, monitors food quality. Local-based monitoring involves collecting local reports. And, state-based monitoring looks at results across the entire state.

Challenges

School feeding programs in Nigeria face several challenges:

- *Funding problems.*
- *Logistics problems,* particularly with chicken and meat. (Some participants questioned why expensive frozen chicken and beef would be included when the same funds could be spent purchasing fresh food at a local level.)
- *Monitoring and evaluation problems.*

Senegal

Background and Status

The education coverage in Senegal is 84.5% and the participation rate among girls is 59.5%. Currently, partners such as WFP provide support for school feeding by providing food. WFP supports 600,000 beneficiaries, and in total, partners provide 66% of the school meals. The other 34% of school meals are supported by the government of Senegal.

Items provided by WFP include cereals, oil, and other food stuffs. NGOs give cereals, potato, oil, and other food products. School meals provided by the government include rice and potatoes.

There is strong political will for school feeding in Senegal. The government has also prepared a school feeding program policy document, and the budget allocated by the government for the school feeding program has risen from \$1 million USD to \$3 million USD. The government also has a plan to create a database to track and monitor the country's school feeding program.

Another priority for the government is home grown school feeding, which has been started in some schools with help from the Brazilian government.

Challenges

The main challenges facing school feeding in Senegal are:

1. *Food aid.*
2. *Mobilizing internal resources*
3. *Inadequate public sector participation.*
4. *Inadequate participation of the community.*
5. *Problems with sustainability.*

To address these problems, the government needs to set up a multi-sector group including the Ministry of Agriculture as well as representatives from business and industry.

Sierra Leone

Background and Status

School feeding has existed in Sierra Leone for many years. After the major war in the country, the WFP began an official school feeding program; government involvement began in 2004.

School feeding only takes place at the primary school level. Currently, school feeding takes place in 1,365 schools (out of 7,700) and about 250,000 children benefit (of around 1.6 million). One cooked meal per day is served at school which consists of rice, sorghum, beans, oil, fish, and salt and pepper. Food is packaged by WFP or purchased locally. Support comes from WFP and CRS, and parents pay modest fees for children's meals.

WFP partners with organizations to help with logistics. While government support for school feeding is minimal, the government does support administrative logistics. In addition, through the Ministry of Agriculture, the government plans to begin a home grown school feeding program.

There are no national standards for nutrition. In terms of reporting, there are WFP reporting tools developed by the WFP and the Ministry of Education. Forms are distributed to teachers by district coordinators. Monthly tracking is done by the teachers. The community participates in monitoring the school feeding program through the school management committee.

The way forward for school feeding in Sierra Leone is a multi-sectoral approach. Currently the government is working on a food and nutrition security plan, and school feeding is part of that plan. There is a proposal to have food security and school feeding overseen by the president or vice president's office. This would help create alignment and coordination.

Challenges

The main challenges facing the school feeding program in Sierra Leone are:

1. *Limited government commitment.* This lack of commitment is seen through the absence of a school feeding policy.
2. *Lack of proper coordination between WFP and the Ministry of Education.* This lack of coordination hurts the ability to implement an effective program.
3. *Lack of multi-sectoral cooperation* in implementing school feeding.
4. *Inadequate funding.*

Sudan

Background and Status

A school feeding program in Sudan was started in 1969 by WFP. In 2011, 1.1 million children were served by the WFP school feeding program. Most of these children currently receive hot meals for both breakfast and lunch.

In 2011, the Sudanese government expressed a vision to transition the WFP school feeding program to a program run by the government of Sudan. In addition, the vision includes expanding school feeding to children not reached by the WFP program and to implement home grown school feeding. This is seen as the future of school feeding in Sudan.

With clear interest in transitioning school feeding from the WFP to the government of Sudan, a dialogue has begun for this transition to occur. In February 2012, the government shared a preliminary first draft of a five-year transition plan. The plan begins gradually, with the government taking over 10% of school feeding in 2012. Development of the transition strategy and plan are still in the early stages.

Challenges

The main challenges facing the school feeding program in Sudan are:

1. *Agreement to the transition plan.* The vision of transitioning school feeding needs to be translated into a strategy and plan that is documented and agreed to. Currently there is not a documented plan that all parties agree to.
2. *Making school feeding a national priority.* There is strong support for school feeding at high levels of the government, but school feeding is not yet seen as a national priority and there is not a policy for school feeding.
3. *Shortage of funds.* Along with the lack of a plan and policy, the government also lacks funds to support the vision.
4. *Limited capacity of the government.* The government needs to develop the capacity to implement school feeding.

Uganda

Background and Status

There are two types of school feeding programs in Uganda.

1. School feeding where *parents and the community* are responsible for providing food.
2. A targeted school feeding program where the *government*, in conjunction with some development partners, targets school feeding in vulnerable areas/regions.

Policy

The current school feeding policy in Uganda is based on the responsibility for feeding children in schools residing with parents. Other key aspects of government policy include promotion of home grown school feeding and a focus by the government on food and income security.

Home grown school feeding can be of great importance. It provides food and can provide revenue, can be a source of beauty, teaches children about nature, promotes involvement by parents and others in the community, and promotes Uganda's culture.

Enrollment/Participation

Currently, total enrollment in Uganda's schools is around 10 million students through more than 8,000 pre-primary schools, more than 22,000 primary schools, and almost 5,000 secondary schools. In the Karamoja region, about 100,000 students participate in school feeding.

Meals/Food Served

Where school feeding programs exist, often breakfast, lunch, and dinner are provided. For breakfast, cereals such as millet and maize, milk (where there is a school farm) and sometimes sugar are served. For lunch, maize meal, beans, few greens, animal protein, plantains and root tubers (plenty) and iodized salt are served. For dinner, which is served only in some schools, the meals are the same as lunch. Locally purchased food is the main source of food for school feeding. However, in some cases, such as when there are emergencies like drought or floods, food may be purchased from outside the country.

Support

The school feeding program in Uganda is supported by the government, NGOs, and communities.

- *Government:* Government support for school feeding is mainly in the form of policy guidelines and standards, various national plans, school health guidelines, curriculum development, teacher training, encouragement to create school gardens, and mobilization of community leaders.
- *NGOs:* NGOs (such as WFP) provide support including funding and food in times of emergency. NGOs and other foreign assistance organizations, such as USAID, also serve as partners in helping implement various nutrition education activities.
- *Community:* Parents and members of the community support school feeding by providing food, preparing meals, managing the program, and when necessary providing firewood.

Nutritional Standards

There are basic requirements that need to be fulfilled, such as standards on health, safety, water, sanitation, and security for education institutions. In addition, enrollment into P1 is based on the provision of a child health card. There are hand washing campaigns and “observing the child” days. It is mandatory for public health nurses to include school health in their training, and food and nutrition curriculum is included for all ages.

Record Keeping, Monitoring, Evaluation

Record keeping is done for:

- *Students*, with records kept on factors such as enrollment and attendance rates.
- *Food*, with records kept on the quality, quantity, and type of food.
- *Personnel*, with records kept on the school feeding coordination mechanism.
- *Infrastructure*, with records kept on the resources used, such as fuel, water, and facilities.
- *Finances*, with records kept on the funds spent, inventory, and more.

Monitoring takes place at the national, district, and school levels:

- *National*: the Directorate of Education Standards (DES) is responsible for monitoring, in conjunction with relevant government stakeholders at the national level.
- *District*: at the district level there is an inspector of schools and a DEO.
- *School*: at the school level, monitoring responsibility resides with the school administration, school management committee, board of governors, and governing council.

Evaluation has been done by the DES. An impact assessment of Uganda’s school feeding program, done in conjunction with partners, has shown:

- Increased school enrollment and retention.
- Improved grades, with better performance in mathematics.
- Increased attendance in the afternoon.
- Operation of schools until the end of term.

Challenges

There are many challenges facing the school feeding program in Uganda. They are:

1. *Policy framework*. This is the most significant challenge. School feeding is the responsibility of parents but there is no enforcement mechanism to make parents provide food.
2. *Lack of awareness* by the parents and caregivers regarding their roles.
3. *Increased enrollment in schools*. This is seen by total enrollment in Uganda’s schools of 10 million.
4. *Lack of coordination* between different sectors.
5. *Inadequate infrastructure* and utilities.
6. *Natural disasters*, which seem to happen with some frequency.

7. *Inability to mobilize the community* and other actors for a home grown school feeding program.

8. *Lack of land in some schools*. This is particularly important with the increased emphasis on creating gardens at schools to support home grown school feeding.

Zambia

Background and Status

Zambia initially had school feeding in the 1970s, but the current school feeding program was initiated in 2003 in response to the drought in 2002. There are currently two types of school feeding programs: one directed by WFP and the other by the government.

In Zambia there are 3 million students in about 8,400 “basic,” or elementary, schools. Currently school feeding is available in about 2,300 schools for about 850,000 students. It is targeted at schools where attendance is lower than 90%. The schools where school feeding is offered average a 70% participation rate, meaning there are about 600,000 students receiving school meals each day. Where school feeding is provided in Zambia, it is part of a school-wide health and nutrition program.

School feeding in Zambia consists of one hot meal per day of 100g of maize porridge and 20g pulses. In one district, 250ml of milk is served three times a week. There is no national nutrition standard in Zambia. All food is purchased locally; there is no donated food. The procurement of food is centralized and it is distributed to districts and then on to the schools.

The school feeding program is run by the Ministries of Education, Health, Agriculture, and Livestock and Fisheries Development. The government provides strategic direction along with funding, infrastructure, and personnel. This year the government contributed \$3 million USD to the country’s school feeding program, which represented about 25% of funding for Zambia’s school feeding programs. Other contributions came from the World Food Programme (WFP) and the private sector. The WFP provided logistics support; Tetra Pak helped subsidize milk. Also, communities and parents help build cooking and feeding shelters and help prepare meals.

The current school feeding program costs \$19 USD per student per year, which equates to \$.11 per meal.

Record keeping is done for food deliveries, receipts, food utilization, attendance, enrollment, and dropout rates. Monitoring is done quarterly at a national level, monthly at the provincial and district levels, and daily at school level. No formal evaluation has been done of Zambia’s school feeding program. However, there was an evaluation done of the milk program, which showed a 30% increase in attendance.

Challenges

Zambia’s school feeding challenges include:

1. *Centralized procurement of food*. The challenge relates to keeping track of what has been procured.

2. *Funding.* Zambia lacks stable and secure funding for school feeding. What is needed is for funding to be built into the national budget.
3. *Institutionalizing school feeding.* Additional resources are needed to oversee school feeding at all levels.
4. *Monitoring and evaluation.* Infrastructure and systems are needed to ensure monitoring and evaluation.
5. *Capacity for school feeding needs to be changed.* Timing of school meals affects this, as some facilities serve children who go to school in the mornings and the same facilities might be used to serve children who go to school in the afternoon.
6. *Determining the role of school gardens.* Gardens represent a great opportunity to develop agricultural skills, but there hasn't been a clear definition of the role of gardens in school feeding.



Building Country Plans for a Sustainable School Feeding Program

■ Speakers: **Delegates from Angola, Botswana, Burkina Faso, Chad, Côte d'Ivoire, Ethiopia, Kenya, Liberia, Malawi, Mali, Mozambique, Nigeria, Senegal, Sierra Leone, Sudan, Uganda, Zambia**

■ Moderator: **Penny McConnell**, Board of Directors, Global Child Nutrition Foundation (GCNF)

Overview

A clear, well-defined country plan can help a country create and expand its school feeding program. GCNF's *School Feeding Toolkit* provides a structured approach to develop a country plan that involves defining the country's goals, gathering information, conducting a needs assessment, developing the plan, and constantly revising it. Use of the plan is helpful in identifying targets, indicators, priorities, and specific next steps. The *Toolkit* is a helpful instrument in advancing school feeding programs.

Context

Penny McConnell gave an overview of the *School Feeding Toolkit* and how it can be used to develop a country plan for a sustainable school feeding program. Attendees then began work on a plan for their country, identifying one target, one indicator, and other key aspects of their country plan.

Key Points

■ GCNF's *School Feeding Toolkit* is an instrument to help develop plans for sustainable school feeding programs.

GCNF's *School Feeding Toolkit* is a comprehensive kit, now in its third edition. It is an instrument developed by GCNF to be used within countries to assess a country's school feeding needs and then to plan sustainable school feeding programs.

The ultimate goal of the *Toolkit* is to enable children to have access to sustainable school feeding. The *Toolkit* helps countries achieve this goal by providing a framework for developing a plan for sustainable school feeding. The *Toolkit* helps those responsible for school feeding in a country set priorities, identify necessary resources, and establish a program.

The *Toolkit* is flexible. It can be used on the national, regional, or local levels. It gives countries ownership of their goals. And, it is available in multiple languages (English, Spanish, Portuguese, French, and Mandarin).

"Every country needs its own plan. This plan is never done. You take the plan back, use it, work on it, and revise it. You are never done."

— Penny McConnell

■ Creating a Country Plan follows a clear five-step process.

The comprehensive toolkit breaks the process of creating a Country Plan into five clear steps. They are:

1. *Define country goals and objectives.* This involves working collaboratively with multiple stakeholders to define the country's goals for school feeding.
2. *Gather diagnostic information.* It is important to collect several important pieces of information such as the current status of school feeding in the country, school attendance, the country's commitment to school feeding, infrastructure for school feeding, and more. (A complete list of diagnostic information to gather is in the *Toolkit*.)
3. *Conduct a needs assessment.* The needs assessment involves evaluating the country's commitment or political will and its capacity to implement school feeding. The needs assessment involves looking at important "targets" that need to be addressed, such as government commitment and political will, institutional capacity, community commitment and resource utilization, the design and implementation of school feeding, and monitoring and evaluation. It also entails identifying important performance indicators.
4. *Complete the country plan worksheet.* The country plan worksheet involves answering important questions such as: What do you want to achieve for an indicator? What major actions are necessary? Who is responsible? Who are the stakeholders who should be involved? What resources are necessary?
5. *Continuously revise the plan.* A good plan takes feedback into account and is constantly being revised.



Country Plan Highlights

Participants engaged in an exercise where they identified a priority target for their country's school feeding plan, identified one or two indicators that showed progress in achieving the priority target(s), and described other important aspects of their plan. Representatives from 18 countries then presented highlights of the plan to the entire group.

Many countries see their primary target as government commitment and political will, or institutional capacity. Important parts of the plan often involve bringing multiple stakeholders together, getting school feeding policies approved by the government, and getting technical support from GCNF and other organizations.

Highlights of the country plans presented include:

Country	Priority Target(s)	Indicator(s)	Other Important Aspects of Country Plan
Angola	Building institutional capacity		Immediate need: Developing documents for capacity building; specifically training the local community on school feeding.
Botswana	Creation of policy		
Burkina Faso	Government commitment and political will		Most urgent task: Implementing a school feeding policy.
Chad	Institutional capacity		Key need: A baseline study about school feeding. Key actions: Organize a national forum on school feeding and develop a national strategic plan. Also, create an inter-ministerial steering committee. Key groups: Parents, teachers, NGOs, community. Needed from GCNF: Technical support.
Cote d'Ivoire	<ul style="list-style-type: none"> Capacity building Coordination Implementation 		
Ethiopia	Government commitment and political will	Student dropout rates	Key actions: <ul style="list-style-type: none"> Finalizing a policy document. Expanding and scaling up home grown school feeding, which has been piloted in one region. Most difficult target to achieve: Securing financing to make school feeding sustainable.
Kenya	Community commitment and resource utilization	Community members' contribution to the success of school feeding	Most difficult target to achieve: Private sector sponsorship. Most immediate need: Community participation. Key groups: Parents, school management committee, small-scale farmers. Next steps: Secure funding to add capacity, mobilize communities, enhance private sector collaboration, learn from Brazil's successful school feeding model.
Liberia	Developing institutional capacity		Most urgent need: Finalizing school feeding policy. Most difficult target to achieve: Coordination of various ministries and agencies. Key groups: Ministries of Education, Health, Agriculture, and finance. Partners such as USAID.

Country	Priority Target(s)	Indicator(s)	Other Important Aspects of Country Plan
			<p>Key next step: Decentralizing the school feeding program.</p> <p>Needed from GCNF: Technical support.</p>
Malawi	<ul style="list-style-type: none"> Government commitment and political will Design and implementation (especially for home grown school feeding) Monitoring and evaluation 	Developing a national school feeding policy	<p>Key groups: Public/government institutions, NGOs, private sector.</p> <p>Next step: Capacity development of stakeholders.</p> <p>Key needs: Financial and technical support.</p>
Mali	Community commitment and resource utilization	<ul style="list-style-type: none"> Number of beneficiaries Growth of the agricultural sector (which indicates overall growth of economy) 	<p>Key needs: Enhance multi-sector collaboration and community participation.</p> <p>Most difficult targets to achieve: Stable food sources.</p> <p>Key groups: School management committees.</p> <p>Next steps: Organizing national workshops and forums.</p> <p>Needed from GCNF: Technical support and capacity development.</p>
Mozambique	Design and implementation	Health indicators	<p>Most difficult target to achieve: Food quality.</p> <p>Immediate need: Organizing a national, multi-sector forum to share what has been learned from GCNF meeting.</p> <p>Key groups: Ministries of Education, Finance, Agriculture; NGOs</p>
Nigeria	Government commitment and political will	Policy making	<p>Key action: Mobilizing government decision makers to create policies and support school feeding.</p> <p>Key groups: Executives at all levels, parents, community leaders, local farmers.</p> <p>Next steps: Mobilizing the community and government; forming partnerships with NGOs and private sector.</p> <p>Needed from GCNF: Technical assistance for capacity building and assistance in taking the model from Osun State to other states.</p>
Senegal	Community commitment and resource utilization	Growth of agricultural sector	<p>Urgent tasks: Raising awareness of school feeding, conducting training, setting up a pilot program.</p> <p>Next step to expand school feeding: Engaging private sector.</p>
Sierra Leone	Government commitment and political will		<p>Most difficult target to achieve: Getting government funding and attention to make school feeding a priority. Most urgent need: Policy and a strategic plan.</p> <p>Immediate task: Developing a school feeding policy and implementation plan.</p> <p>Key groups: Various ministries, community, NGOs, and donors.</p>

Country	Priority Target(s)	Indicator(s)	Other Important Aspects of Country Plan
			<p>Next steps: Assessing current school feeding programs for expansion</p> <p>Needed from GCNF: Technical assistance for policy making and developing an implementation plan.</p>
Sudan	Institutional capacity		<p>Most difficult target to achieve: Government capacity to operate the school feeding program.</p> <p>Most urgent task: Translate policy into a plan.</p> <p>Key groups: Government, WFP, community, and private sector.</p>
Uganda	Designing and implementing school feeding program		<p>Most difficult target to achieve: Completion of a baseline survey to guide design and implementation, and show program progress.</p> <p>Action plans: Involve all stakeholders in creating survey and disseminating findings; organize a national forum and advocate for home grown school feeding.</p> <p>Key groups: Legislators and representatives from important sectors, including education, health, agriculture, finance; development partners like WFP; private sector; civil society; human rights groups; and churches.</p> <p>Next steps: Organize advocacy, disseminate information about school feeding, initiate operational research.</p> <p>Needed from GCNF: Support and consultancy for capacity building.</p>
Zambia	Institutional capacity		<p>Most difficult indicator to achieve: Enhancing effective communication at all levels, which requires a change in mindset.</p> <p>Urgent task: Approving memorandum for school feeding program.</p> <p>Key groups: Politicians, school personnel, the community.</p> <p>Next steps: Evaluating the country's school feeding program, conducting a needs assessment, and developing a country plan.</p> <p>Needed from GCNF: Support in drafting plans, building networks, mobilizing resources, building capacity, and implementing the school feeding program.</p>

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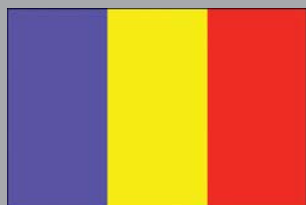
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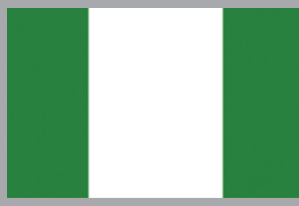
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