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EXECUTIVE SUMMARY

Global Child Nutrition Forum
The Multi-Sectoral Approach:
Linking School Health, Nutrition,
School Feeding and Local Agricultural Production

June 1-5, 2010
Accra, Ghana



ANGOLA



BANGLADESH



BRAZIL



CAPE VERDE



CHILE



**CÔTE
D'IVOIRE**



GHANA



KENYA



LAOS



MALAWI



MALI



MOZAMBIQUE



NIGERIA



**RUSSIAN
FEDERATION**



RWANDA



SENEGAL



TANZANIA



UGANDA



June 1-5, 2010 | Accra, Ghana



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Global Child Nutrition Forum The Multi-Sectoral Approach: Linking School Health, Nutrition, School Feeding, and Local Agricultural Production

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2010 GLOBAL CHILD NUTRITION FORUM

Addressing the Needs of Undernourished Children around the World

Over one billion people are undernourished worldwide according to the United Nations. Most of the undernourished live in developing countries in Asia, Africa and Latin America. Hunger (underweight) is the number one health risk today. It kills more people every year than AIDS, malaria and tuberculosis combined.

Children suffer the most. The World Food Programme reports that approximately 146,000,000 children living in the poorest countries are underweight. Today, school feeding programs have become desirable safety nets to address poverty and hunger in developing countries. These programs are known to alleviate hunger; improve children's nutrition, health and ability to learn; increase school enrollments; and promote agricultural and economic development in the local communities.

As developing countries advance economically, there is an opportunity to transition their school feeding programs from external food aid and external financial support to being funded and administered by their own governments. Part of this transition is to establish a link to local agricultural production, which may stimulate local economies and contribute to a country's overall economic growth.

GCNF's 2010 Global Forum's Investment in the Future

The Global Child Nutrition Forum provides a rare opportunity for international leaders and experts to work with developing nations to build the capacity and commitment necessary to advance school feeding programs and policies. Over its first 12 years, the Global Forum has brought together over 230 government and non-government leaders from 85 countries in Africa, Asia, Latin America, and the Middle East.

Global Forum delegates receive technical assistance in program planning, development, and operations. They learn how others are successfully meeting challenges through presentations, case studies and discussions. Through the use of GCNF's *School Feeding Toolkit*, they gain insights on building governmental commitment toward school feeding and become members of a growing global alliance committed to school feeding programs.

Key school feeding themes addressed during the 2010 Global Forum included: the extended benefits of school feeding; creating an enabling environment for the transition to sustainable school feeding programs; mechanisms for building and sustaining networks; and building integrated frameworks for home grown school feeding technical assistance.

During the closing session, 18 countries represented by the Global Forum attendees, issued a call to action via the Accra Communiqué, which called for the inclusion of school feeding in the international agenda. This call to action built on the 2010 Education for All (EFA) Addis Ababa Declaration, Pillar Three of the Comprehensive African Agriculture Development Programme (CAADP), and the 2009 L'Aquila Summit. The Accra Communiqué has been included at the end of this Executive Summary. Since the Global Forum, country teams have been integrating the knowledge and experience gained into plans for technical assistance to strengthen the design and implementation of scaled and sustainable national school feeding programs.

The Global Child Nutrition Foundation (GCNF), the international arm of the School Nutrition Association, and the Partnership for Child Development (PCD), based at the Imperial College London and supported in part by the Bill & Melinda Gates Foundation, are pleased to present the Executive Summaries from the 2010 Global Forum.

The 2010 Global Forum was made possible through GCNF's and
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Welcome and Opening Remarks

- Speakers: **Gene White**, Global Child Nutrition Foundation (GCNF)
Dr. Lesley Drake, Partnership for Child Development (PCD)
Hon. Joseph Yiekeh Chireh (MP), Ministry of Local Government and Rural Development, Ghana
His Excellency Prince Olagunsoye Oyinlola, Osun State, Nigeria

The Big Idea

School feeding programs offer a unique opportunity to achieve progress in the pursuit of educational objectives and provide a mechanism for stimulating economic growth. Through well-targeted and well-managed partnerships, countries are transforming the lives of millions of children and their communities.

Quick Summary

- Home grown school feeding is being recognized on the global stage as a powerful tool for providing a social safety net and stimulating economic development.
- School feeding programs deliver benefits that reach throughout the community.
- Collaboration remains the key to ensuring effective program roll-out and long-term sustainability.
- While strong partnerships exist throughout the region, program managers are mindful of the need to secure long-term funding to allow their programs to continue to grow.

Context

Opening this year's conference, representatives from the Global Child Nutrition Foundation (GCNF), the Partnership for Child Development (PCD), Nigeria, and the host country Ghana placed school feeding programs in a global context, highlighting the characteristics of successful programs and the challenges that program managers face.

Key Points

- **We are in the midst of a school feeding revolution.**

This year's conference was characterized by record participation. Delegates came from 18 countries, including 13 in Africa, as well as several international partners. This is indicative of the attention school feeding is receiving globally. Across the world, policy-makers, educators, health specialists, agronomists, and nutritionists are coming together to develop programs that provide a social safety net and a platform for economic development.

"We are making plans for moving into the future to make the world a better place for our children."
— Gene White, GCNF

School feeding programs speak to the broader global agenda, from the Universal Declaration of Women's Rights to the Millennium Development Goals (MDGs). Countries like Ghana are using school feeding as a practical tool for achieving the MDG objectives.

- **School feeding programs deliver benefits that reach across all sectors of the community.**

The capacity for school feeding programs to increase primary school enrollment and attendance is well-documented. Schools

where programs have been implemented are experiencing an influx of students with a rekindled enthusiasm for school.

School feeding also delivers long-term objectives. It contributes to poverty reduction and boosts employment in the surrounding communities. The introduction of a home grown component—where the food for school feeding programs is locally grown—offers the additional opportunity to benefit the agricultural sector.

"We're in the midst of a new revolution: the revolution of home grown school feeding."
— Dr. Lesley Drake, PCD

- **The most successful school feeding programs are those that are underpinned by collaboration.**

Strong partnerships are the key to the successful implementation of school feeding programs and to maximizing economic returns. Bringing together like-minded entities allows for a constructive dialogue and exchange of ideas. Collaboration is critical at the domestic level, especially within governments. The most successful school feeding programs bring together policymakers from ministries such as agriculture, finance, and health along with local and regional officials and representatives from women's and children's organizations. Ghana and Nigeria have demonstrated the importance of strong champions.

"The importance of education can only be measured by the imagination of how the world would look like today without education."
— His Excellency Prince Olagunsoye Oyinlola, Nigeria

Effective local steering committees offer a mechanism for coordinating local stakeholder participation, providing direction for local managers and for participants within the program.

- **Securing long-term assistance for school feeding remains a key issue for all countries.**

Ensuring ongoing funding is a core concern for school feeding program managers. Countries are looking to expand their existing programs and ensure they reach as many children as possible; in Ghana, achieving universal primary education by 2015 is a priority. To achieve such ambitious goals, countries must work effectively with existing supporters and to find new partners to ensure that the most vulnerable in society are taken care of.

"At the end of it all, the beneficiary will be the child."
— Hon. Joseph Yiekeh Chireh (MP), Ghana

The role of key partners such as GCNF, PCD, the WFP, and the World Bank was recognized. His Excellency Prince Oyinlola commended the Bill & Melinda Gates Foundation for its valuable contribution in Osun State, Nigeria, and more broadly the Foundation's work supporting child nutrition. Such partnerships underpin the success of programs across the region.

The Multi-Sectoral Approach: Linking School Health, Nutrition, School Feeding, and Local Agricultural Production

- Speakers: **Professor Donald Bundy**, The World Bank
David Stevenson, The United Nations World Food Programme (WFP)
Dr. Namanga Ngongi, Alliance for a Green Revolution in Africa (AGRA)

The Big Idea

Linking the agricultural sector to school feeding can provide a catalyst for economic transformation as well as support broader educational interventions. There is now a growing body of work that demonstrates the cost effectiveness of these programs as well as the social transformations possible.

Quick Summary

- Health interventions need to be addressed among young children.
- The transition from externally funded to locally run programs takes time, but engenders ownership and transforms the policy environment.
- School feeding programs are not new. Years of experience and lessons learned are providing the framework for an innovative approach that brings local farmers into the equation.
- Developing successful programs requires balance between large- and small-scale farmers and between flexibility and contractual discipline.
- If properly mobilized, school feeding programs can create significant demand for agriculture. But existing systems will need to be transformed to meet that demand.

Context

Professor Donald Bundy, David Stevenson and Dr. Namanga Ngongi outlined the evolution of thinking regarding how school food programs can incorporate the agricultural sector. They highlighted the valuable role school feeding can play in improving educational standards and transforming the livelihoods of those with small farms.

Key Points (By Professor Donald Bundy)

- **Children's health issues need to be addressed early on.**
Health issues affecting school-age children often have their origin long before children begin their education; for example, stunting, a condition affecting a large number of school-age children in poor countries occurs early in childhood. Delivering effective health solutions requires school-based programs, interventions for pre-school children, and addressing maternal health. It is important to have initiatives that target the most marginalized.
- **Food and health interventions can deliver huge benefits and can be cost-effective. The end goal must be clear.**
Some governments are reluctant to implement school feeding programs due to financial concerns. Ideally governments should spend between 5% to 15% of the cost of a child's education on

feeding. In some countries, however, governments are actually spending more on feeding than on educating, suggesting opportunities to improve the delivery of the school feeding program. While school feeding programs may seem expensive, a cost-benefit analysis suggests that basic school health interventions can be as valuable as other interventions such as providing textbooks.

As a social safety net, school feeding can also deliver significant benefits to families. If a child receives 180 meals a year through school, this may be equivalent to 10% of the family's income. Cost-effectiveness is best ensured through clear articulation of priority program goals. While school feeding programs have the potential to deliver a range of benefits, programs are most effective when there are clear expectations and intentions.

Policymakers need to consider the following questions when the program is being introduced:

- To make sure every child has lunch?
- To ensure children overcome poverty and hunger to be all they can be?
- To establish a social safety net?

Identifying the goals and remaining consistent will contribute to effective design, implementation, and monitoring.

"We don't have to assume that because school feeding is expensive in a particular country, we can't do anything about that. We can."

— Professor Donald Bundy, The World Bank

- **The transition from externally-funded to locally run programs must be a priority, but this takes time.**

The transition of school feeding from dependence on external support to being entirely government-owned, implemented, and managed, is one of the most important elements of program development. According to the WFP, 32 countries have made the transition from WFP-funded to locally run programs.

Significant policy, financial, and institutional capacity changes are required for a successful transition. The benefits of a transition are many, countries not only gain ownership but also are better positioned to assist neighboring programs. This has been demonstrated in Brazil and Chile, who can now assist their neighbors in expanding school feeding activities.

One of the most significant changes to occur during the transition to becoming locally run relates to policy development. When programs are run by an external agency (like WFP), there is little incentive for domestic policy development. Countries that run their own programs must be clear about what they want to achieve and must have locally developed policies.

It is important to realize that transitioning takes time. For some countries it can take years to assume all of the functions that were managed by the external party. The biggest mistake is to try to change everything at once. It is better to be selective about which functions are transferred first.

School feeding can be highly politicized. By identifying and articulating aims during the transition stage, all stakeholders can be made aware of the objectives and be engaged as partners in working to ensure institutional integrity.

Key Points (By David Stevenson)

- **There have been shifts in the ideology of school feeding. Policymakers now have many more tools in the toolbox.**

There is clear consensus: school feeding programs work. Since the 1960s, school feeding programs have helped millions of children graduate and become productive adults. However, an evolution has taken place regarding school feeding.

Where once school feeding was seen as providing food *aid*, it is now seen as food *assistance*. Rather than shipping food from countries with surpluses to those with deficits, food assistance is more likely to be in the form of cash and vouchers that enable governments to source food locally. Similarly, partners prefer to talk about *support* rather than *subsidies*. And where support is given, it must be sustainable.

- **“Purchase for Progress (P4P)” is about balancing contractual discipline with support for local farmers.**

Through the Purchase for Progress (P4P) initiative, the WFP is working with a team of global partners and in-country stakeholders, including new partner countries Brazil and Russia. These entities are helping provide innovative school feeding programs that marry food delivery and agricultural development.

Agencies like WFP have been under pressure to prove that they can source food locally. WFP decided to use the lessons learned from the Local Purchase Program to come up with a model that created stable demand for small-scale local farmers.

“We are increasingly seeing schools as an opportunity to provide stable demand for agricultural production for markets in areas as close as possible to the schools.”

— David Stevenson, WFP

A balance had to be struck between relying on open tenders that favored larger traders who were able to source at lower rates and contractual arrangements with small-scale farmers that may be riskier. It was imperative that once contracts were entered into, the food had to end up in the mouths of the beneficiaries.

Pilot programs have tested a range of new approaches including:

- *Adjusting tender practices to position tenders closer to the marginal agricultural areas where farmers were struggling.* Farmers were thus, better placed to win tenders in times of surplus.
- *Offering forward contracts so farmers’ groups or traders could have a guaranteed market.* By providing a forward contract

guarantee of up to three years, traders are able to source micro-credit or leverage seeds and fertilizer support.

- *Supporting development of food processing facilities* including through fortified milling facilities.

- **There is no magic bullet; however, past experience and new thinking provide a framework for developing innovative school feeding programs.**

Developing effective systems will help get locally produced food to its destination in an efficient and effective way. To achieve this, there must be collaboration among ministries and with the public and private sector. There is no single solution. Programs must be contextualized and refined to suit local conditions.

To develop and adapt solutions, policymakers are able to build on a wealth of research, analysis, and material drawing from years of field work. These materials include:

- *Sharing Experiences.* A synthesis of 140 program evaluations.
- *Rethinking School Feeding.* A book by the WFP and the World Bank.
- *Home Grown School Feeding.* P4P pilot analysis.

Key Points (By Dr. Namanga Ngongi)

- **Achieving a prosperous and food-secure Africa depends on transforming a low input and low output agricultural system.**

Agriculture is Africa’s lifeline. Some facts that support this:

- Two-thirds of all Africans are involved in agriculture.
- One in three Africans is malnourished and 40% of African children are undernourished.
- Sub-Saharan Africa is unable to sustain levels of agricultural production to meet local demand.
- In some countries agriculture contributes 40% to 50% of their GDP.
- Agriculture often receives less than 5% of government spending.

Transforming African agricultural output requires a shift in production. Small holder farmers need to move beyond their average ratio of 1 ton per hectare to 5 or 6 tons per hectare. At present, 70% of farmers are farming less than 2 ton per hectare. However, with the right tools, training, and support, even a person who farms on just 1 ton per hectare can earn a decent income to send their children to school.

Rapid transformation of Africa’s agricultural system requires an investment in small farms. AGRA is supporting this transformation through:

- *Helping farmers* access critical inputs such as good quality seeds or fertilizer.
- *Providing technical assistance*, including supporting plant breeders to produce improved seed varieties.
- *Supporting distribution mechanisms* such as local seed companies and agro-dealers.

"If we can turn the school feeding programs into engines for markets, that would be a wonderful, wonderful contribution."

— Dr. Namanga Ngongl, AGRA

- **If properly mobilized, school feeding programs can create significant agricultural demand.**

Across Africa there are around 100 million children in school. If every child had 100 to 200 grams of grain per day, that would constitute demand for 2,000 tons per day. Multiply that by 250 school days per school year, and this equates to 500,000 metric tons—a significant demand for the agricultural sector.

- **Introducing good market storage systems is one way to help small-scale farmers.**

To supply school feeding programs, farmers must be able to minimize loss and maximize returns. Food storage systems

address both needs. At the time when crops are harvested, commodity prices are low. Only a few months later the prices start to increase. Prices may fluctuate from US\$100 per ton at harvest up to US\$700 per ton five months after harvest.

Introducing market storage systems minimizes crop loss and affords farmers the flexibility to manage the sale of produce into the market across the entire year. Working in conjunction with the WFP, AGRA is developing a warehouse receipt system.

Individual farmers or collective farmers are able to deposit their produce and receive a note indicating the value. This gives the farmer value for their produce that they can take to a bank to get cash to meet urgent needs while their produce is gaining value. Farmers are then able to sell their produce later and obtain up to 25% to 30% more than if they had sold at harvest.

School Feeding Country Perspectives

■ Moderator: **Dr. Lesley Drake**, Partnership for Child Development (PCD)

The Big Idea

Scaling up existing school feeding programs is a priority for most countries. Program managers are looking to expand the reach and efficacy of their programs to ensure they feed more children and, where possible, source food locally. Making these programs financially sustainable is a challenge.

Quick Summary

- The type of meals delivered varies widely from country to country. Some give biscuits and milk, others provide a full hot meal. Efforts are being made to source local inputs.
- Countries are seeing significant improvement in enrollment, attendance, and retention from school feeding programs.
- School feeding is contributing to gender empowerment.
- Many countries are transitioning from externally managed programs to domestically controlled programs.
- Countries are looking to scale up their programs and expand their coverage. In some cases, this approach is positioned within the context of achieving the MDGs.
- Securing ongoing funding and integrating the programs into national policy frameworks is an issue and a priority.

Context

Twelve countries provided snapshots of their school feeding programs, highlighting the context of their current programs and their respective challenges and successes.

Angola

Established in 1990 in conjunction with the WFP, Angola has a snack-based school feeding program where children are provided processed products like biscuits and milk. School feeding was introduced with the goal of placing children in an educational framework that includes health and development programs.

A lack of financial resources has hampered expansion of the program and has limited the government's capacity to deliver a full meal. Despite these limitations, school feeding has helped boost enrollment, with around 4 million children now in school. Where snacks are provided, children attend school.

Bangladesh

The government's goal is to achieve 100% primary enrollment by 2011; the school feeding program can help achieve this goal. The school feeding program is focused on the delivery of fortified biscuits to around 2 million primary school children.

Since the school feeding program was introduced, a number of educational and health successes have been achieved. Attendance has increased by 8% and the dropout rate has decreased to 6.6%;

the prevalence of anemia in assisted schools is half that of the non-assisted schools and the proportion of underweight students is significantly lower. The program is contributing to gender empowerment through the employment of women in the biscuit factory.

Cote d'Ivoire

Economic development for women is a centerpiece of Cote d'Ivoire's school feeding program. In addition to supporting educational development and nutritional standards, the program seeks to promote the enrollment and retention of girls in school and to improve the quality of girls' education.

School feeding currently serves more than 1 million children, a 50% coverage rate. Beyond feeding children, school feeding benefits the community. By sourcing local food and involving the whole village, the economic and social benefits are far reaching.

Ghana

Ghana's school feeding program began in 2005 with about 2,000 students in 10 schools. Ghana's program has expanded to more than 650,000 children in almost 1,700 primary schools in 170 districts. The program is closely tied to achieving the MDGs on hunger, poverty, and primary education.

School feeding has resulted in a 20% to 25% increase in enrollment and a 90% to 95% increase in attendance. It is also having a social impact by reducing short-term hunger and boosting local economies through the purchase of foodstuffs. Despite these successes, challenges remain, including:

- Linkage of local farmers to the program.
- Securing sustainable funding.
- Collaboration with stakeholders and partners.
- Effective monitoring and evaluation.

Increased sensitization of communities and strengthening collaboration are two key objectives for the future.

Kenya

At an average cost of US\$0.16 per child per day, Kenya currently feeds almost 1.3 million children. Currently, 720,000 meals are provided through the WFP's regular school meals program; 538,000 meals are delivered by Kenya's Ministry of Education, and 31,720 meals are provided by Kenya's Ministry of Agriculture. However, another 1.2 to 1.6 million children are still not being reached.

Founded on a strong multi-sectoral approach, the school feeding package encompasses health, educational, nutritional, agricultural, environmental, and social needs. The program is contributing to increased enrollment, attendance, and primary school completion rates, especially among girls. The program does not, however, have an impact on girls' attrition rates after puberty, which remains

a challenge. Limitations of the program include lack of an adequate water and sanitation infrastructure. However, one program feature that is working well is the provision of energy-efficient stoves.

Laos

Overseen by the Ministry of Education, Laos' school feeding program reaches 140,000 students with a planned expansion to 8,000 more pre-primary school students by September 2010.

Key successes of the program include securing ongoing funding, holding a stakeholder workshop in partnership with the World Bank and the WFP, and achieving national policy alignment. A boost to the home grown component has come through increased local procurement.

Challenges include capacity development, enhancing the ability to establish direct linkages with local small farms, and enhancing monitoring and evaluation.

Malawi

Scaling up Malawi's school feeding program is a key priority. At present the program reaches 17% of schools and 34% of students. The goal is to expand the program to 444 schools per year. The program is currently showing progress in increased enrollment, attendance, and retention, as well as helping to reduce gender disparities.

Food for Malawi's school feeding program is currently sourced centrally. Increasing local sourcing is a priority. Malawi is also focused on ensuring sustainability of the program by including it in to the central budget.

Nigeria

Over the last four years, Osun State's feeding program has expanded to include all children from Kindergarten to Grade P2. The program encompasses about 1,350 schools, impacting almost 130,000 pupils. Students receive a nutritious meal that includes eggs and fish. The program also includes health interventions such as regular deworming.

The local agriculture sector is yet to be fully integrated into the school feeding program. Food purchasing for the school feeding program is currently decentralized. Food is purchased by cooks in local markets using funds that are transferred into a bank account every two weeks, a disbursement process that has worked well. The program currently employs 2,600 cooks.

Securing ongoing funding and increasing engagement with local farms are the critical issues.

Mozambique

Mozambique's government recently assumed responsibility for managing the country's school feeding program. Started in 2002 by the WFP to feed orphans in 167 schools, the program now supports 33,000 students.

The goals of Mozambique's program are to ensure that children participate in school and to draw a closer linkage between agriculture and education. The government has a school program that includes taking care of agricultural livestock, fish farming, horticulture workshops, carpentry, electricity, and dressmaking. Priority is given to girls. The government has initiated a One Tree Per Child Program that aims to plant 9 million trees in schools.

Priorities for the program include expanding school feeding nationwide and fostering local procurement.

Rwanda

Since 2002, the Rwandan Government has been managing their country's school feeding program in conjunction with the WFP.

With severe malnutrition in Rwanda there is a need for school feeding to help address hunger relief. The school feeding program has reached 300 schools across 11 drought-prone regions, each with high levels of food insecurity. Of the 350,000 children reached, 51% are girls. The program has just been expanded to include milk distribution.

Rwanda's school feeding program has achieved significant results. From 2003 to 2008, school attendance rose from 68% to 96% and the dropout rate fell from 21% to 2%. Also, teachers have seen an increase in their students' ability to concentrate and learn.

The Rwandan Government is embarking on developing a community-based national school feeding program. Major challenges include financial and structural support, as well as community involvement.

Senegal

Senegal has had a school feeding program since the 1970s, drawing on the support of WFP and other partners. The program currently covers 50% of the country's students. It is not a home grown program as the majority of food is imported. This causes problems in that the imported products are not locally known and cooks need to be taught how to use them.

Shifting to a home grown program will require initiatives to boost local production and to help local growers compete against foreign products. The key to program sustainability is mobilizing national actors and resources. School feeding needs to be seen as a vehicle for social development. With a national framework in place, Senegal's school feeding program would be better positioned to mobilize resources and secure partner engagement.

Uganda

To date, Uganda's school feeding program has been used primarily for emergency relief assistance. Attempts to introduce home grown school feeding had stalled in 2004 and school feeding existed primarily as a safety net for vulnerable children through short-term hunger relief. While the current food program is run through the Ministry of Education and Sport, education is fully decentralized to local governments.

The Ugandan Government is exploring options for expanding the school feeding program. A recent examination of school attendance

and retention indicated that unless Uganda addresses hunger at school, the country will not be able to advance its education initiatives. Consequently, the Government has requested a new study on home grown school feeding. As a country with an agricultural surplus, Uganda is well-positioned to secure food locally. At present, food for regional WFP programs is procured through Uganda.

While there has been some progress, the cost of implementing a program remains a challenge. The Ugandan Government is looking to private partnerships as well as expanded community support.

Building the Link: School Health, Nutrition, School Feeding, and Local Agricultural Production

- Speakers: **Arlene Mitchell (Moderator)**, Bill & Melinda Gates Foundation
Deaconess Deborah Adepoju, Osun State, Nigeria
Odette Loan, Direction Nationale des Cantines Scolaires (DNCS), Cote d'Ivoire
Dr. Namanga Ngongi, Alliance for a Green Revolution in Africa (AGRA)
Albaneide Peixinho, National School Feeding Program (PNAE), Brazil

The Big Idea

An analysis of established school feeding programs offers insights into the benefits of effective programs. These benefits include: increased school enrollment and attendance; improvements in gender parity; establishment of long-term healthy eating habits; community engagement; and economic development.

Quick Summary

- A good program can not only feed a child but can establish healthy nutritional habits. Health and deworming are often left out of the school feeding dialogue; these should not be excluded as they are critical.
- Social accountability and sound monitoring and evaluation practices must underpin all programs.
- Local sourcing establishes a market for produce and helps build agricultural capacity. It also gives opportunities to women.
- Achieving sustainability through establishing a legislative framework and securing long-term funding remains a priority for all governments.

Context

Representatives from the school feeding programs in Brazil, Cote d'Ivoire, and Nigeria provided an overview of how school feeding programs are linked to improved academic results, improved health, and improved local agricultural production.

Brazil

- **Enshrined in its constitution, Brazil's school feeding program is the largest in the world. It feeds a quarter of its population daily.**

The Brazilian school feeding program has evolved over the last 50 years from a snack program to an inclusive feeding program that reaches 47 million students in 190,000 public schools at all school levels. The program is based on a strategy of zero hunger and is intended to provide 20% of students' nutritional needs. A strong legislative framework defines how the program must function. The program was enshrined in Brazil's constitution in 1988 as a basic human right, and therefore is not subject to changes from the current government.

"Brazil shows what can be done when people decide to change their emphasis and distribution and use of resources."

— Dr. Namanga Ngongi, AGRA

- **Brazil's school feeding program is not just about feeding children, but also about teaching children how to eat.**

The Brazilian Government believes that to best promote children's health, the school feeding program should be tailored to suit the needs of each child. Menus are developed in consultation with doctors and teachers to address health concerns like high blood pressure and diabetes. While hunger is still an issue, there has also been an increase in the number of children who are obese and overweight. The school feeding program offers a mechanism for teaching children about healthy, nutritional eating.

"If one of our aims is to provide a hot meal, let's provide a hot meal that is tailored to the needs of individual children."

— Albaneide Peixinho, PNAE

Statistics show that high numbers of students say they go to school to eat. It is therefore imperative that they receive the best meal possible in schools. Children are encouraged in schools to take a hands-on approach, learning about food through gardens in educational activities.

- **Community involvement and social accountability are critical to the success of the school feeding program.**

Brazil's school feeding program is completely decentralized and implemented by states and municipalities. It is overseen by local school feeding councils whose members are drawn from government officials at the state and municipal levels; teachers, parents, and students; and civil society, including churches, rural unions, neighborhood associations, clubs, and others.

"If we are asking other people around the world to contribute resources to send our children to school, our own communities should also be willing to participate in such efforts."

— Dr. Namanga Ngongi, AGRA

About 170,000 counselors across the country play a valuable role in monitoring the development and direction of the program in their area. If something is not working in the program, the councils need to be informed about it. Councils must be able to report whether products were delivered and distributed and verify the quality.

The councils work throughout the life cycle of the program, including budgeting, developing appropriate menus, sourcing locally through public tender procurement, contractual arrangements, receipt of goods, and quality control.

- **Beyond feeding children, Brazil's school feeding program helps small farms.**

Along with the provision of meals, the school feeding program plays a critical role in supporting local agriculture and promoting income-generation for small farms. With a budget of US\$520 million for food procurement, the program provides a significant market for local producers.

To participate, farmers must register and obtain an identity card. Nationally, 4.5 million farmers have obtained an identity card. To participate, farmers agree to provide products that meet certain standards, which is necessary since the program is focused on providing healthy food. Regulating the pool of suppliers not only affords standardized quality and supply, but also allows for training. Technical teams go to farms to train farmers how to produce better crops and to teach different agricultural techniques.

Cote d'Ivoire

- **Cote d'Ivoire is an example where the country has taken over a program previously managed by the WFP.**

The Government of Cote d'Ivoire has run the country's school feeding program for 10 years since taking over its management from the WFP in 2000. The Government is currently investing significant funds in the program and has employed 450 staff. Schools where the school feeding program has been introduced have recorded an increase in attendance, better exam scores, and an increase in gender parity. The program has also improved the training given to women who are involved in supporting and implementing the program as cooks and in other roles.

"These cooks are getting a new sense of empowerment, skills, and income because of school feeding."
— Arlene Mitchell, Bill & Melinda Gates Foundation

Cote d'Ivoire has recently undertaken a review to assess and determine how to best scale up the program. Cote d'Ivoire wants to document its experience with a multi-sectoral school feeding approach. The review team has met with ministries and partners, decentralized institutions, and rural and community groups as well as private companies and supporting institutions.

"We wanted to be sure we were not working in an isolated manner."
— Odette Loan, DNCS

The review included a needs analysis and a review of the institutional framework. Particular attention was paid to whether the program was cost-effective. The financial analysis has revealed that the program currently has in direct costs US\$20 per child, providing a starting point to examining ways to streamline costs.

Nigeria

- **Osun State is using its school feeding program to tackle hunger and address serious health concerns.**

With a population of 3.4 million, about a third (1 million) of whom are school-age children, Osun State is the only state in Nigeria that still has a school feeding program. Of the 1 million school-

age children, about half are enrolled in school. Gender disparity is not an issue as 49% of the enrolled students are girls. The bigger issues are stunting (31%) and wasting (12%) in students. The school feeding program thus, aims to deliver one balanced meal per day, accounting for a minimum of 33% of the recommended daily intake (RDI) of key vitamins and nutrients, as well as to focus on deworming. The program currently feeds 130,000 students per day in Kindergarten to Grade P2. Once per week cocoa sachets are provided to 300,000 Kindergarten to Grade P6 students. The program also employs 2,600 cooks. Families greatly value the importance of the school feeding service — when a child is sick the parents will send a family member to collect the rations.

- **Monitoring and evaluation practices are contributing to sound and transparent program management.**

Osun State's school feeding program is delivering positive results in terms of educational benchmarks. Schools are experiencing increased enrollment, attendance, completion, and improved academic performance.

Positive results also are being recorded in program management. The school feeding program is structured to avoid corruption and to ensure the money gets to the people tasked with feeding the children. A decentralized model means that expenses, such as food and transport, are paid for locally by the cooks. The cooks receive funds deposited directly into a bank account twice a month, which helps streamline the process and ensures transparency.

"The money in these large-scale programs can be extremely tempting . . . getting it . . . on a regular basis to a locally trusted person is highly important."
— Arlene Mitchell, Bill & Melinda Gates Foundation

Monitoring and evaluation mechanisms must be in place to ensure the program is properly implemented. Some innovative solutions have been introduced, such as providing a model of a fish to ensure supplies are of an appropriate size. Communities are also involved in monitoring the program so that if a school fails to deliver a meal, members of the community get in touch with program managers. Still, monitoring and evaluation must be strengthened to provide data to better enable program managers to effectively convey the program's impact and benefits.

- **Program sustainability is the primary goal for the future.**

Efforts are underway to get a bill through parliament to legislate a national school feeding program that provides one meal per day. It is hoped that with this legislation, managers will be able to scale up to reach all public primary schoolchildren. To do this, partnerships that leverage external funding are crucial. Sustainability is also dependent on integrating farmers into the program's commodity supply chain. The hope is for the private sector to invest in agriculture.

Setting the Scene for the Enabling Environment and Supply Chain and Understanding the Needs for School Feeding

■ Speaker: **Dr. Francisco Espejo**, The United Nations World Food Programme (WFP)

The Big Idea

A revolution is underway in home grown school feeding (HGSF) which helps to address major societal needs by linking agricultural development with school feeding, providing benefits to poor schoolchildren and owners of small farms. A better understanding of HGSF can be derived by using an analytical framework and by learning lessons from previous HGSF experiences.

Quick Summary

- A revolution is underway in HGSF.
- HGSF links existing programs (agricultural development and school feeding) and provides ways to improve these programs.
- Using a framework for analysis and reflecting on lessons learned helps improve the understanding of HGSF.
- Policymakers need to examine each link in the HGSF supply chain.
- Support of influential players for HGSF is critical.

Context

Dr. Francisco Espejo set the stage for discussions about home grown school feeding programs by describing why they are so important, offering a framework for analyzing HGSF, and sharing lessons learned from past experience.

Key Points

- **A revolution is taking place in home grown school feeding that addresses some of society's most important needs.**

Dr. Francisco Espejo fully supports the revolution of empowering local farmers and helping poor schoolchildren improve their educational experience. At their core, home grown school feeding programs are part of a society's social protection system.

HGSF programs help reduce a society's risks and address some of a society's most critical needs. These needs include:

- Families failing to send their children to school.
- Children suffering hunger at school and not learning enough.
- Children failing to attend regularly at school and dropping out.
- Children suffering from micronutrient deficiencies.
- Families having less income.
- Small-scale farmers having poor access to fair markets.

"The Home Grown School Feeding initiative can be understood as part of a social protection system that diminishes risks of vulnerable people."

— Dr. Francisco Espejo, WFP

An important starting point for a home grown school feeding program is to assess the needs of the recipients and to be clear that recipients are likely to benefit from an intervention. It should be possible to clearly show the cost-benefit of the intervention.

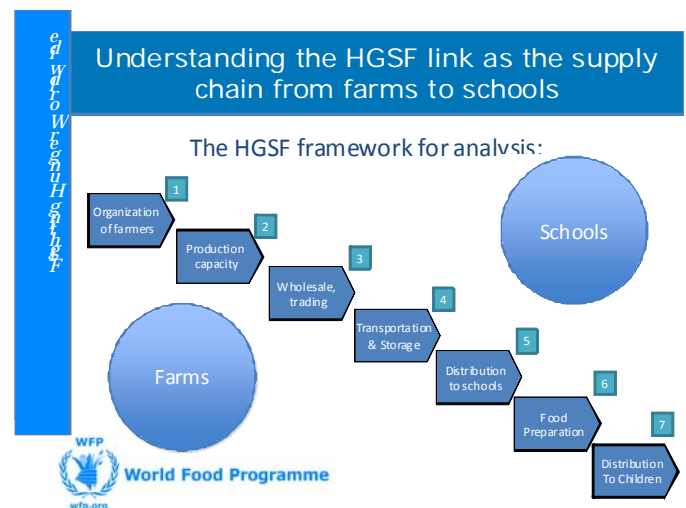
- **The goal of HGSF is to link and improve on systems that already exist.**

Home grown school feeding brings together two existing and highly politicized programs—agricultural development and school feeding. The initiative does not entail creating new programs, but involves linking farms and schools in a way that combines and strengthens existing programs.

"HGSF is peculiar in that it is more of a link than a program itself. . . . The challenge is to find ways for HGSF to supplement, not reinvent."

— Dr. Francisco Espejo, WFP

Understanding HGSF as a supply chain that begins with the farmer and ends with a child enables policymakers and program managers to develop a coherent, well-structured program, and to identify the supply chain's strengths and weaknesses. As shown below, there are seven key stages in the HGSF framework:



1. **Organization of farmers:** It is difficult for schools to work with farmers one by one. The idea is to create organizations of farmers and link schools to these organizations.
2. **Production capacity:** Currently, the average production of a farm is just 1 metric ton per hectare, which needs to increase between 5 to 7 metric tons per hectare.
3. **Wholesale trading:** Efficient markets are needed for trading and procuring.
4. **Transportation and storage:** Systems and processes are needed for storing and transporting food that is grown locally.

5. *Distribution to schools:* Once the food has been purchased, efficient transportation systems are needed to enable the food to reach schools.
6. *Food preparation:* Once the food has been received at a school, processes are needed to prepare the food.
7. *Distribution to students:* The final stage in the process involves ensuring that the food reaches the students.

Using this framework, it is important for those examining home grown school feeding programs to analyze the existing situation in a location, determine how to create and strengthen linkages, and to address issues at each stage of the supply chain.

▪ **Strengthening the school feeding supply chain is achieved by building capacity in specific areas.**

Capacity building in the supply chain involves creating:

- *An enabling environment:* This includes the laws, regulations, incentives, guidelines, and models for local procurement.
- *Institutional capacity:* This entails coordination between institutional players to ensure quality food reaches the local level.
- *Community capacity:* This is about developing capacity at the local level to execute home grown school feeding. It includes agricultural production, community participation, and local coordination and controls.

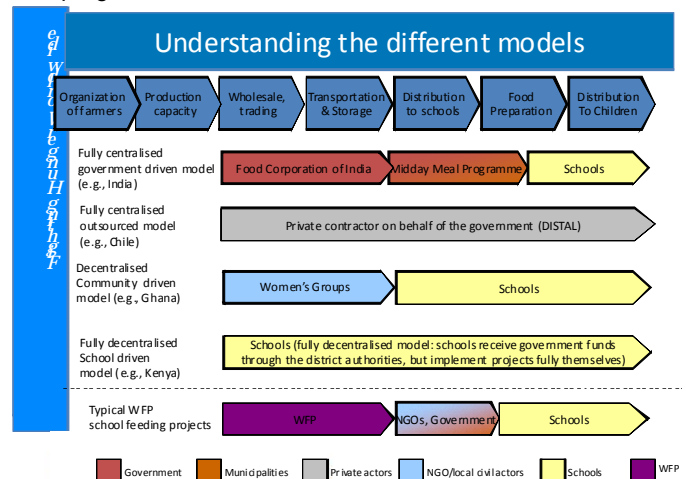
This approach to capacity building makes it clear which interventions are required at each point along the supply chain, and how then to assess the marginal costs of an intervention and determine what outcomes can be expected.

▪ **For those planning home grown school feeding programs, it is important to understand the types of HGSF models.**

The slide below shows the different types of school feeding models and what roles parties play in each model. There are four basic models:

1. *Fully centralized government driven* (e.g. India): Where the government is responsible for the whole process until the food reaches the schools.
2. *Fully centralized outsourced* (e.g. Chile): Where private contractors manage the entire program.
3. *Decentralized community driven* (e.g. Ghana): Where women's groups play a key role and then hand-off responsibility to the schools.

4. *Fully decentralized school driven* (e.g. Kenya): Where schools receive government funds and then implement the program themselves.



▪ **It is important to learn lessons from past home grown school feeding experiences.**

Lessons from past experience include:

- *Knowledge-base is important:* It is important to know the needs and the supply chain, and to understand the different models. However, knowledge alone is not enough as sometimes making decisions often occurs without using knowledge.
- *Support by policymakers is required:* HGSF will not succeed just by knowledge alone, political support is vital. Engagement with policymakers must extend beyond just working with those who already support HGSF to include a broad range of influential actors.

"We need to influence policymaking outside the usual actors. We don't need to convince those already convinced."

— Dr. Francisco Espejo, WFP

- *The availability of funding is essential:* When HGSF programs have been successful this is because funds have been available to enable the programs to work.

Extended Benefits of School Feeding

- Speakers: **Dr. Francisco Espejo**, The United Nations World Food Programme (WFP)
Dr. Jim Sumberg, Institute of Development Studies (IDS)
Odette Loan, Direction Nationale des Cantines Scolaires (DNCS), Cote d'Ivoire
Jorge Fanlo, Purchase for Progress (P4P), the United Nations World Food Programme (WFP)

The Big Idea

Innovative school feeding programs are linking school feeding to local agricultural production and other social initiatives, which help poor societies develop economically. These programs offer valuable lessons that can be learned from and reapplied.

Quick Summary

- Home grown school feeding programs can transform rural livelihoods.
- Structured demand offers a mechanism for economic growth.
- Regardless of their social status, women can be a powerful base from which to build school feeding programs.
- Purchasing locally can deliver a sustainable source of income for local farmers.
- Existing economic models must be revised to effectively integrate small-scale farmers.

Context

Dr. Jim Sumberg, Odette Loan, and Jorge Fanlo described how innovative approaches to school feeding programs are delivering extended benefits to local communities.

Key Points (HGSF Linkages with Agriculture by Dr. Jim Sumberg)

■ **If used strategically, HGSF can transform livelihoods.**

Social protection programs involving food (like HGSF) can be used to stimulate agricultural development and transform rural livelihoods. With clear long-term goals, buying food for schools can become a catalyst for sustainable economic development, particularly when combined with localization.

Buying food locally for schools stimulates local demand: people produce locally and invest back into the community through salaries and purchasing. Thus, public procurement and localization are the “battery” and stimulating the economy is the “engine.” Bringing the two together makes the engine turn over.

■ **Structured demand is the key that controls and focuses the process.**

Structured demand allows for the delivery of benefits in a tailored way. It can be defined in four ways.

1. Is a public demand-side market intervention with the explicit objective of reducing barriers to entry and/or transaction costs, creating access for people who previously were unable to participate in the market.

2. Creates significant demand that is predictable. School feeding is compelling because it is easy to determine how many students will need to be fed over how many days of the year.
3. May be accompanied by supply-side measures such as improved access to information, technology, credit, and training.
4. May involve other longer-term, less direct engagement in policy processes such as through influencing transport policy.

“In the end, this whole story comes down to the nuts and bolts of procurement.”

— Dr. Jim Sumberg, IDS

■ **Demand-assisted growth delivers direct and indirect benefits to the community; however, deriving those benefits is contingent upon a strong knowledge base.**

The introduction of demand-driven assistance has the potential to deliver significant returns for producers, traders, and suppliers, and in turn create a series of indirect benefits for the broader community. To understand those benefits, however, it is important to consider the types and levels of benefits—How are they to be distributed over different social groups over time? and What are the costs of achieving those benefits?

Four key areas of research are needed to fill knowledge gaps:

1. Are African farmers analogous to small and micro enterprises (SMEs)? If so, can research on SMEs be used for HGSF?
2. Is devolution compatible with structured demand? Can small-scale, local ownership of an HGSF program create the market demand that will deliver long-term benefits? Or is the market better served by a national program?
3. What are the various options for delivery mechanisms?
4. HGSF is not a silver bullet. What are the situations in which HGSF is most likely to deliver life-transforming benefits?

Key Points (HGSF and Women’s Groups by Odette Loan)

■ **In Cote d’Ivoire, women were identified as the best channel for community mobilization around HGSF.**

Women in Cote d’Ivoire do not traditionally have decision making powers. They spend a large portion of their time involved in unpaid household chores. Limited access to education and traditions that see 43% of women marry before they turn 18 years of age, have contributed to high illiteracy.

Despite the challenges that women face, women are still seen as the best channel for community mobilization. Women have the experience to contribute to building a sustainable HGSF system. They have a high sense of responsibility and commitment, and they constitute 82% of the food production sector.

- **By viewing women as an entry point, it is possible to reach the entire community.**

In Cote d'Ivoire, policymakers adopted a demand-driven, participatory approach to introducing HGSF, encouraging women to come together to decide whether the program should be adopted. Meetings were held for women in the communities, and these meetings commonly attracted women, men, and children. By holding one meeting, the entire community became involved.

"When you call women to a meeting, men will come to listen to what you are telling their wives. Children also come to hear what their mothers will be told."

— Odette Loan, DNCS

Women are not landowners, so the allocation of land for agriculture has to come from the broader community. The establishment of a Community Development Committee not only ensures the allocation of land but also creates a mechanism for mobilizing the community to undertake activities like helping obtain credit, as well as broader capacity building.

- **Women can prove to be powerful allies.**

During the 2003 academic year, 6,000 children were enrolled in school in Cote d'Ivoire. WFP asked Odette Loan to visit the region, talk to women's groups, and encourage them to send their children to school. Within 6 weeks, 45,000 children were enrolled. Community groups have been mobilized around canteens. Around 1,200 women's groups have been identified as potential suppliers for the HGSF program and 908 women's groups have already received support and have commenced production. Approximately 30,000 women now have jobs because of school feeding.

Program sustainability depends heavily on consolidating those partnerships and expanding ties with private sector partners as well as with agencies like the United Nations Development Programme (UNDP), WFP, and the World Bank.

Key Points (Purchase for Progress (P4P) by Jorge Fanlo)

- **P4P is bringing purchasing power to small farms.**

P4P increases the sales of food from small farms to WFP and in doing so provides localized economic development. Piloted in 21 countries over the last five years, last year P4P sourced 2.6 million tons of food from developing countries at a cost of around US\$1 billion. Approximately 50% of food is now sourced locally.

Three fundamental components of P4P are: using purchasing power; forming partnerships; and learning and sharing. P4P has

also resulted in the establishment of extensive networks of farmers and farmers' associations. Through the program:

- A total of 100 farmers' organizations have sold food directly to WFP.
- A total of 600 farmers' organizations have been identified/targeted by P4P with a total membership of 760,000 farmers.
- A total of 25,000 farmers/small and medium traders/warehouse operators have received training from WFP and partners.

- **A key part of P4P is facilitating new competitive practices.**

Traditional WFP market-purchasing practices were difficult for small-scale farmers to access. P4P has explored innovative ways to open the market to this sector. The program has tested a range of practices including soft tendering with reduced requirements, direct contracting, and forward contracting. P4P has been able to offer incentives to farmers and farmers' organizations to participate.

The new approaches are intended not to replace large-scale purchasing, but rather to offer an alternative that facilitates engagement by small- and medium-scale farmers as well as farmers' organizations.

"P4P doesn't replace existing market schemes; rather, it offers another option and facilitates the empowering of small-scale farmers."

— Jorge Fanlo, P4P

This change has been accompanied by a monitoring and evaluation process to determine the impact of the program, looking in particular at whether productivity and profitable access to markets have increased for small farmers.

- **While the program has delivered results, a number of challenges remain.**

To achieve sustainability, a number of challenges need to be overcome. A key priority is capacity building for farmers to facilitate the shift to a business mentality. The goal is to encourage farmers to increase surpluses and deliver a regular supply, as well as to consistently produce to a required standard. While defaulting on contracts has been far lower than anticipated, some issues remain, particularly in the area of side-selling due to a lack of working capital. It is critical that access to credit is addressed to ensure that farmers have capital for investment.

Price setting also remains a challenge. The WFP is negotiating prices for the first time, rather than working to set prices through tenders. Many small-scale farmers are new to the pricing practices of organizations like WFP and have little experience calculating production costs as a foundation for product pricing. The WFP is thus, having to learn how to negotiate and set prices. It is important though, that standards are maintained and fair prices paid.

School Feeding Program Design and Implementation

- Speakers: **Professor Donald Bundy**, The World Bank
Rae Galloway, PATH
Cristian Martinez, Latin American School Feeding Network (LARAE)
Albaneide Peixinho, National School Feeding Program (PNAE), Brazil
Mariana Stephens, World Vision

The Big Idea

Different approaches are being used to ensure effective design and implementation of school feeding programs. These approaches include: sophisticated targeting to ensure that resources go where they are needed the most; incorporating nutritional considerations into school feeding programs; school feeding councils to develop and oversee school feeding programs; and flexible platforms that enable measuring and evaluation of program success.

Quick Summary

- Drawing on comprehensive data, the school feeding program in Chile uses a targeted approach to deliver food to the most vulnerable.
- Simple adjustments to the nutritional composition of school meals can make a significant contribution to achieving educational and health outcomes.
- In Brazil, through school feeding councils, civil society has an active role to play in the development, implementation, and monitoring of school feeding programs.
- A strong culture of monitoring and evaluation, along with tools to do so, must be at the heart of any school feeding program.

Context

Cristian Martinez explained how targeting is used to tailor the Chilean school feeding program. Rae Galloway described how nutritional analysis can help achieve desired school feeding outcomes. Albaneide Peixinho discussed the role of school feeding councils in Brazil, and Mariana Stephens described the importance of monitoring and evaluation.

Key Points

- **In Chile, targeting the school feeding program allows the country's limited funds to be used most effectively.**

The Chilean budget was considered too small to pay to feed all children, so a targeting system was necessary to determine who should receive school meals and what they should receive. Target groups are chosen based on a "vulnerability index" that is used to identify the country's most vulnerable children. This index is developed from an analysis of information gathered about first grade children that is extrapolated to encompass remaining grades. Data is also collected on children when they are born, which takes into account the child's parents and location.

The data allows program managers to calculate cost per calories and cost per menu type, which is valuable for budgeting.

"With the vulnerability index data, a school can decide who [to target], where, and when."

— Cristian Martinez, LARAE

- **The effective use of detailed data ensures that targeting works.**

It is impossible to deliver the exact same school feeding program across the entire country, so targeting allows school feeding programs in various locations to be tailored to take into account cultural, biological, and geographical needs.

Across Chile, the school feeding program currently delivers 600 million services per year incorporating breakfast, lunch, and an afternoon snack. The services offered are based on the sophisticated targeting process that begins with data collected at birth to deliver the best possible meal for each child.

The results of Chile's school feeding program show that targeting works. There is evidence that the school feeding programs improve primary health care and school enrollment. They also may contribute to a decrease in infant and maternal mortality.

- **The most effective school feeding programs are those that match nutritional composition to required outputs.**

Most school feeding programs provide a standard meal with little adaptation. However, the nutritional balance of a meal can be tweaked to better achieve desired outputs. Meals with a high energy component are shown to improve enrollment, improve attendance, and reduce dropouts. Increased essential fats and micronutrients may improve learning and reduce morbidity. Once you understand the nutrient load of a basic meal then you can adjust and supplement to achieve desired outcomes. The simple addition of local foods can have a significant impact. For example, adding cassava leaves can boost vitamin C, iron, and zinc, while adding pigeon peas can increase energy and protein. If overall nutrition is the objective then it is important to choose foods that are appropriate for the age group, that students want to eat, that farmers want to grow, and that are good values for the nutrient value.

- **Getting the most nutrients to children must be a priority for school feeding programs and for society.**

The nutrient content of food can be affected by a range of factors including seasonality, food storage, handling, preparation, and cooking methods. It is important to identify nutrient-dense crops on a seasonal basis and work with those along the supply chain to ensure effective food handling and management.

In addition, the health of a child will affect nutrient uptake. A child with worms, for example, will have a lower nutrient uptake than a dewormed child. Children's health issues are best addressed through complimentary health interventions that are focused

before birth and during the first two years of life, and that continue through school, especially interventions like deworming.

"Deworming kids is a good nutrition intervention."

— Rae Galloway, PATH

Even simple interventions can have profound effects. It is known, for example, that an iodine-deficient diet can lower a child's IQ by up to 13 points, a deficiency that can easily be addressed through the addition of iodized salt.

Nutrition information must also extend beyond the school to ensure that school feeding programs complement rather than substitute for family meals. Delivering information about nutrition to families helps ensure they do not reduce children's rations at home because children are being fed at school. It also helps improve nutritional awareness in the broader community.

- **Civil society is actively engaged in the design and monitoring of Brazil's school feeding program.**

Reaching 47 million children per day, Brazil's school feeding program is overseen by school feeding councils, which provide an effective form of social control.

These councils draw together representatives of students, parents, teachers, the executive branch, and civil society. The councils are responsible for financial oversight, monitoring purchases of products from suppliers, and analyzing program results. Councils are required to highlight any areas of noncompliance. Councils also visit schools to undertake meetings and to ensure the school feeding program is effectively delivered. These school feeding councils are enshrined in law. The ongoing responsibility and institutional integrity for these councils resides with individuals, whose oversight ensures 47 million children are fed every day.

"There is no one better than people themselves to tell if policy is being implemented well."

— Albaneide Peixinho, PNAE

In Brazil, civil society is seen as playing an active role in determining how the school feeding program functions and providing oversight for the effective delivery of the program. Civil society has a right to know where government resources are being allocated, but also has an obligation to participate in the program. This democratization of the school feeding program and the oversight process ensures that if something goes wrong, the responsibility is evenly spread. Being on hand to evaluate results also provides civil society with information to feed back into the program design and management.

"Citizenship must not be seen as a passive and privileged condition of a few but as each citizen's rights and duties."

— Albaneide Peixinho, PNAE

- **FEED is a flexible tool that is adaptable to local conditions.**

Food for Education and Enhanced Development (FEED) is a platform that helps country managers effectively implement and monitor school feeding programs. FEED is flexible and adaptable to local conditions. It builds on extensive research conducted in seven countries where World Vision delivers feeding programs. FEED recognizes that school feeding programs do more than just feed children in school—they are an entry point for societal interventions ranging from post-disaster food delivery to integrated, sustainable food support programs.

FEED helps position school feeding as a platform to benefit an entire community. It can support the local production of food and integrate key stakeholders (including local food producers) with support institutions, such as government agencies and industry support networks.

School feeding can also provide capacity building by positioning the school as an ideal space for technical assistance training, meetings with farmers, local food production, and problem solving. It can also be used to promote dietary diversity.

- **Monitoring and evaluation is at the core of the FEED model.**

Key lessons from the development of FEED are the need for:

- *Contextualization:* There is no 'one size fits all' solution, but rather a complex set of local conditions that influence program design and implementation. Thus, FEED is flexible.
- *Integration:* Leverage is created by developing an integrated school feeding program. Effective integration brings together multiple stakeholders, including representatives from a range of relevant sectors that include multiple ministries and agencies.
- *Participation:* FEED brings together active and voluntary players including donors, managers, stakeholders, communities, and children.
- *Robust monitoring and evaluation:* This goes beyond just monitoring enrollment and attendance to include:
 - Tools to establish baseline indicators. A baseline shows the starting point for a program and allows for measurement of progress and success.
 - A survey to provide a detailed picture of a school's infrastructure, student profile, teacher profile, and management and community participation.
 - An institutional analysis that provides insight into the broader context, including a profile of a community and its infrastructure, vulnerabilities, and leadership.

"Through the FEED model we are implementing what we can measure and measuring what we can implement."

— Mariana Stephens, World Vision

Breakouts Groups on School Feeding Program Design and Implementation

Context

Participants were divided into six groups — four English groups, one French group, and one Portuguese group. In two separate breakout discussions, each group was asked to discuss a set of questions and report back their thoughts to the large group.

Key Points from First Breakout Session

In the first set of breakouts, participants were asked to consider the following questions:

1. What is needed to strengthen the links between agricultural programs and school feeding programs?
2. What is needed to strengthen the links between owners of small farms and school feeding programs?
3. What is needed to strengthen the role of schools in promoting community development?

English Groups

Among the key points raised by these groups were:

- The importance of coordination between stakeholders.
- The need for risk-reduction mechanisms to address circumstances such as when farmers overproduce. What happens if the school cannot take all the food?
- The need for local support. That way, in cases where farmers overproduce, there is a mechanism to purchase the excess.
- The need by school feeding programs to understand the products that are grown locally to ensure that menus are tailored to local production.
- The need to ensure the nutrient content of locally grown products, and if necessary, modify the products grown.
- The need to provide nutritional education.

French Group

This group focused on the benefits of home grown school feeding and the needs of HGSF programs.

Benefits:

- *Social*. HGSF promotes the development of small producers. It promotes the development of women, the family, and the community. It also promotes self-esteem and dignity.
- *Economic*. Economic development occurs through an increase in household income. Local production enhances the availability of access to products, which in turn increases the capacity to withstand economic shocks. HGSF also fosters entrepreneurial development.
- *Political*. HGSF has an impact on policy decision making by stimulating state commitment to the issues such as gender mainstreaming and promoting community participation.

- *Environmental*. HGSF can have a positive impact on the environment by promoting the protection of natural resources.

Countries have the following ongoing needs:

- *Capacity building*, especially training for managers.
- *Support* with small-scale agricultural mechanization.
- *Developing capacity* so schools can act as a market.
- *Developing links* between agricultural development and school feeding especially in relation to:
 - Support for agricultural research into quality seeds.
 - Ensuring multi-sectoral collaboration among ministries.
 - Strengthening nutritional education.
 - Promoting local menus.
 - Promoting consumption.
 - Promoting South-South collaboration and experience sharing.

Portuguese Group

Among the key points raised by this group were:

- *Political commitment* by the government is needed to promote public investment in school feeding programs.
- *Coordination between government entities is needed to ensure dialogue and partnership*. It is crucial to ensure there is dialogue and commitment from all actors including government entities, producers, and others.
- *Investment* in farming and capacity building by government is needed.

As a first step, the government should have a clear understanding of the status of school feeding. This will enable governments to understand where the needs are so they can fill the gaps. Participants also discussed the importance of understanding local food habits in order to be able to develop the most appropriate locally produced products.

Key Points from Second Breakout Session

In the second set of breakouts, participants discussed:

1. What are the trade-offs of targeting systems and how can targeting be improved?
2. How can the targeting processes be safeguarded from political influence?
3. How can the HGSF monitoring and evaluation systems be useful to communities, making the program more responsive to needs/challenges?
4. Who are the key stakeholders that need to be involved in HGSF monitoring and evaluation?

5. What are the critical indicators that HGSF monitoring and evaluation should focus on?
6. What technical assistance activities could be introduced to strengthen the extended benefits of HGSF?

English Groups

Due to limited resources, these groups reiterated the need for targeting. Among the key points raised in response to the questions that were posed about targeting were:

Targeting trade-offs

- One way to target is community-based targeting
- Targeting a specific category (such as orphans) could create problems by attaching a stigma to the category
- Technical targeting has both advantages and disadvantages:

Advantages:

- Identifies neediest students.
- Delivers greatest impact.
- Less costly.
- Allows countries to more specifically target needs according to criteria.
- Easier to transition to a new level or phase out.

Disadvantages:

- Risk of inclusion and exclusion errors.
- Potential to create jealousy between 'haves' and 'have nots'.
- Less infrastructure requirements.
- Prone to political abuse.
- Not a level playing field.

- Universal targeting has both advantages and disadvantages:

Advantages:

- Large coverage.
- No inclusion/exclusion errors.
- Stimulates agricultural development.
- No discrimination since everyone is taken care of.

Disadvantages:

- Capital intensive.
- Requires more infrastructure.
- Risks compromising on quality and quantity.
- Risks the non-achievement of objectives.

Safeguarding from Political Influence

- Having an education forum for political leaders at all levels to bring them on board.
- Clear targeting criteria can minimize political influence.
- Politicians should be involved from the outset in designing the targeting criteria. This will minimize ongoing political influence.
- Evidence-based targeting brings stakeholders into the monitoring and evaluation process and minimizes political influence.
- A country-level poverty and vulnerability mapping exercise enables verification that targeting is actually happening.
- Strengthening community ownership enables communities to say no to politicians.
- Making the school feeding program universal eliminates targeting and therefore eliminates political influence.
- Ensuring there is a policy and legal framework in place.

- Encouraging active involvement of civil society.

Use of Monitoring and Evaluation to Communities

- There is a need for education so people are aware who is being targeted.
- Monitoring and evaluation can make the program more results oriented.
- Monitoring and evaluation systems can help identify challenges to be addressed.
- Monitoring and evaluation provides data for future planning.
- Data from monitoring and evaluation can be used to ensure compliance to program goals and objectives.
- Monitoring ensures transparency and accountability.

Key Stakeholders to be Involved

- Parents.
- Teachers.
- School Management Committees.
- Relevant government entities including authorities and ministries.
- Local government authorities.
- Farmers' organizations.
- Children.

Critical HGSF Indicators

- Nutrition.
- Health outcomes.
- Cash management.
- Agriculture productivity.
- Supply and demand.
- Market information.
- Education indicators.

Portuguese Group

Among the key points raised by this group were:

- As opposed to targeting, there was strong support for universal coverage. Everyone wanted to avoid discrimination among beneficiaries.
- However, those desiring universal coverage required more support.
- In the absence of support, the question was concerned on what to prioritize.
- Safeguarding from political influence can be achieved through a legal foundation or state policy. When a government changes, the policy continues.

French Group

This group had no additional comments to make.

The Role of the Private Sector in School Feeding

- Speakers: **Patricio Rey**, DISTAL
Markus Huet, Tetra Pak
Professor George Abe, University of California, Los Angeles (UCLA)

The Big Idea

Private sector organizations have the capacity to support school feeding programs and to assist with program management. Private sector entities have the skills and motivation to develop effective, efficient operating practices. They should be considered as key partners in school feeding.

Quick Summary

- DISTAL operates a streamlined distribution program in Chile that creates and delivers meals for 250,000 children every day.
- In India, business students from UCLA have helped a major school feeding program to become more efficient and more cost-effective, and to develop plans to scale up.
- Tetra Pak delivers practical assistance, product development support, and program delivery assistance to school feeding programs around the world.
- Each of these organizations showed that the practices of private sector organizations can help school feeding programs operate more cost-effectively.
- They also showed that starting with small pilot programs and then expanding over time can lead to significant, large-scale results.

Context

The speakers shared their perspectives on the role that the private sector can play in school feeding programs. Patricio Rey explained how DISTAL has created a streamlined, privatized school feeding program. Professor George Abe described how a group of MBA students from America studied a large school feeding program in India and offered recommendations to make this program more cost-effective and scalable. Markus Huet outlined what Tetra Pak has learned about successful management of school feeding programs.

Key Points

- **DISTAL has created a cost-efficient delivery model for school feeding in Chile.**

DISTAL is a company in Chile that has created a successful business delivering food to schools. DISTAL began delivering food to schools 31 years ago in response to a need by the Chilean Government. DISTAL started by delivering to five schools near Santiago with 500 students. The company discovered it could deliver food to schools at lower cost than the Chilean Government. Today DISTAL feeds 250,000 children in 900 schools across the country. This includes all children in rural areas and targeted children in urban areas. DISTAL sources 60% of its products from local suppliers. Meals combine frozen and fresh components and incorporate traditional recipes. Meal

preparation and delivery has been refined so it now costs just US\$1 per child per day to make, transport, and serve two balanced, nutritious meals.

In Chile, DISTAL has become a market leader in the development and distribution of meals. DISTAL employs 2,600 highly trained food handlers and has its own network of distribution trucks, cold storage, and laboratories. Coordinating this network is managed through nutrition management logistics software developed by the company.

- **When sound business practices were employed, a major school feeding program in India discovered it could become more cost-efficient and achieve a much greater scale.**

As part of their MBA program, a team of five UCLA students undertook an analysis of APF (Akshaya Patra Foundation), a school lunch program in India.

APF started in 2003 as a pilot program feeding 1,500 students. It now provides 1.1 million lunches per day at a cost of US\$0.13 per meal. (The food cost is US\$0.07 per meal and the rest of the cost is labor.) APF's goal is to reach 5 million students per day by 2020. Currently, meals are prepared in 17 locations – 14 are centralized and 3 are decentralized. APF employs 3,500 people including 27 in central staff and 900 cooks.

The lunch menu is consistent throughout the country with five inputs—roti/chapati (thin unleavened flatbread), rice, daal (lentil curry), vegetables, and spices. The type of vegetables and spices varies according to the region. All of the food is home grown and amounts to around 3kg per child per month. APF asked UCLA to examine their program and to provide advice on scaling up the program. The students were also asked to consider issues relating to:

- Program bottlenecks.
- Transportation and warehousing.
- Operational metrics and reporting.
- Forecasting and budgeting.
- Human resource management.

By focusing on manageable problems, the students were able to identify significant savings opportunities and to provide recommendations for scaling up.

"When you get a problem this big you've got to focus on a workable problem. . . . How do you eat an elephant? One bite at a time."
— Professor Abe, UCLA

The students' work showed it is possible to make the school feeding program far more efficient, and to make scaling up a cost-effective proposition. The students identified two key problems:

1. *Cook-to-consume time:* Food preparation was taking up to 18 hours per day. Students focused on how to reduce this. It was determined that streamlining the daal (lentil curry) preparation from 6 hours to 5.3 hours would provide the ability to prepare 40,000 extra meals per day without any increase in labor.
2. *Food waste:* Students discovered that 55% of APF's food costs were wasted. Waste occurred due to mishandling or inefficient handling of food.

Several recommendations allowed food waste to be reduced to 5%. This includes streamlining service delivery methods, changing the location of some kitchens and warehouses, and modifying some delivery routes. The students also recommended changing over some of the tools and appliances including boilers, vessels, and trucks.

Further, the students also suggested new accountability reports, the establishment of new metrics, and changing the incentives of the cooks (to purchase cheaper products because they could keep any money they did not spend). The work of these students has provided optimism about the ability to achieve further optimization of school feeding programs, and to scale-up this program.

▪ **The establishment of a Development Office has allowed Tetra Pak to develop resources and products for school feeding programs.**

Tetra Pak is a global packaging company that has been working with school feeding programs for 50 years. Over the last 10 years the company has introduced the Tetra Pak Food for Development Office, which is focused on providing technical assistance. Tetra Pak works with local stakeholders to identify feeding issues. It then develops concepts and prepares proposals to secure funding for the development of new programs and products, with an emphasis on developing local solutions.

"We work with local stakeholders to identify feeding concepts and prepare proposals to help secure funding."

— Markus Huet, Tetra Pak

One of the key tools produced by the Development Office is a manual that outlines the design and implementation of school feeding programs.

▪ **Fifty years of experience has helped Tetra Pak identify best practice activities.**

There are a series of best practices that must be undertaken before any child takes their first mouthful of food. These best practices include:

- *Program management:* Requires an effective oversight structure as well as effective day-to-day management. These oversight structures should bring together players from the government, the community, and the private sector.
- *Data collection:* Critical for ensuring accountability and assessing impact on all sectors including health, education, and the economy.
- *Community preparation:* Important so as to effectively prepare communities before they receive a school feeding program. This preparation should include awareness of storage requirements, preparing for inventory management, and being ready to collect data. The community must also be aware of its role in program oversight.
- *Capacity building:* One best practice is to provide everyone involved in a school feeding program with the tools and training they will need to manage the program, collect data, manage inventory, and oversee all other aspects of the program.
- *Logistics:* Plans must be developed for all aspects of program logistics. When private sector suppliers are involved, they must guarantee supply, ensure that products have undergone appropriate testing, maintain proper documentation, and have logistical processes in place to get the product from the producer to the school. Also necessary is to provide training in the schools to whoever is responsible.

Establishing a Policy Framework for School Feeding

■ Speaker: **Marshall Matz**, School Nutrition Association (SNA)

The Big Idea

School feeding programs not only provide meals to children; they help countries achieve food security. While school feeding programs differ in every country, a few important principles include: the need for school feeding to be part of government policy; the need for the national budget to support agriculture and school feeding; and the need for emphasis on implementation.

Quick Summary

- School feeding is central to food security.
- School feeding is not just a moral imperative; it is linked to education, health, and agricultural and economic development.
- Core principles include the need for supportive policies, inclusion in the budget, and a focus on implementation.
- Building consensus among key stakeholders must be a priority.

Context

Marshall Matz discussed key principles to be considered in establishing a policy framework for school feeding programs.

Key Points

■ School feeding is at the heart of food security.

Food security is in the international spotlight—placed squarely on the agendas of international organizations like the African Union, G8, The World Bank, and the WFP.

With its practical links to education, health, and agriculture, school feeding is not just a moral imperative; it is tied to the success of the private sector economy in developing countries and is thus, central to the food security debate.

"Global food security has to be a priority and school feeding must be a part of global food security."
— Marshall Matz, SNA

■ There are basic principles that apply for most school feeding programs, especially those in Africa.

School feeding programs will vary from country to country; what works in larger more developed countries like the United States or Brazil is unlikely to translate to Africa.

— *The United States*: Only 1% of the American population is involved in agriculture, while in Africa 70% to 90% of the population are involved in agriculture. The American model is not a good example for Africa. However, an important part of America's school feeding program is the linkage between farmers and schools, where the school feeding program is part of the United States Department of Agriculture (USDA).

— *Brazil*: In Brazil, school feeding is part of the constitution. This is not necessary in all countries, but it does show the strong governmental and societal support for school feeding.

Important principles for all countries to consider include:

- *Supportive policies*: While school feeding does not need to be part of the constitution, there does need to be policies that support school feeding at all levels of government.
- *Significant funding*: Every country should dedicate 10% of its national budget (not just its education budget) to agricultural development, and a percentage of that budget should be directed towards school feeding.
- *Focus on implementation*: Developing a framework for school feeding is important and necessary. However, even more important is being able to implement the program.

"The question is not how do we develop a framework [for school feeding], it is, 'How do we implement it?'"

— Marshall Matz, SNA

■ Building consensus must be the number-one priority.

When considering how to develop and implement a school feeding program that is tailored to a country's specific situation, the first step must be to build consensus among all relevant stakeholders, including critical departments and agencies. It is necessary to build a network of support.

Economic development is the key. It is important that all stakeholders understand the link between school feeding and economic development, especially stakeholders in the private sector. In addition, policymakers must forge links with the media and must clearly articulate why school feeding should be a national priority.

"No matter what form of government, no matter what country you're in, you must go home and build consensus that this is the right thing to do."

— Marshall Matz, SNA

Other Important Points

- **Enlist the First Lady**. Women are good spokespeople and supporters for school nutrition. If the political leader is a woman, enlist her support. If not, enlist the political leader's wife as a supporter. Currently, First Lady Michelle Obama is a strong champion of nutrition in the U.S.
- **Obtain and use data**. As governments have limited funds, they will allocate resources to those programs that provide the best return on investment. For this reason, it is essential to obtain data and use it to prove that school feeding is cost-effective.
- **Call on governments**. Each attendee at this forum must call on government officials to make school feeding a priority, devote a minimum of 10% of the budget to agricultural development, and make school feeding part of that 10%.

Policy Framework: Supporting Effective Implementation

■ Speaker: **Gene White**, Global Child Nutrition Foundation (GCNF)

The Big Idea

Achieving food security requires developing and more importantly implementing effective school feeding policies. Much has been learned about effective policy implementation. Policies need clear owners, stakeholder support, and ongoing monitoring and evaluation.

Quick Summary

- Addressing food security requires policies that combine school feeding, health, and agriculture.
- Developing policies is important, but what matters most is being able to implement policies to turn ideas into reality.
- Much is known about how to effectively implement policies.

Context

Gene White described the institutional mechanisms needed for effective policy implementation.

Key Points

- **Food security requires policies that coordinate relevant sectors.**

Achieving food security requires coordination of policies related to school feeding, health, education, and agriculture. Coordination across these areas poses significant challenges.

There are multiple mechanisms for the development of policy: laws, creeds, or edicts. Regardless of the mechanism for establishing a policy, what really matters is whether a policy works.

Effective implementation of policies involves taking the big picture of theoretical concepts and making them work in reality. It is crucial that policies are not crafted and then forgotten. They must be a living document.

"Effective policy is dependent upon effective implementation."

— Gene White, GCNF

- **Much has been learned about how to effectively implement policies related to school feeding.**

There are five key mechanisms that have been shown to work in the implementation of effective school feeding program policies.

1. **Create an institutional home:** Effective implementation of school feeding policies requires a clear home within an area of the government. This home includes the administrative headquarters, an appointed leader, and financial support. To be effective, this home should be open, accessible, and transparent. (Mr. Matz thinks the Department of Agriculture is a good home, while Ms. Giyose is of the view that "no line

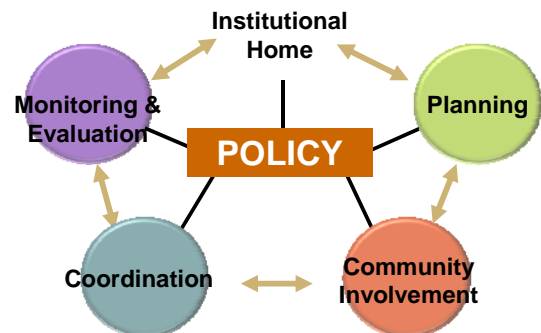
ministry likes to be controlled by another ministry." She thinks the best home may be an agency that is neutral and holds the purse strings, like the Ministry of Finance.)

2. **Make planning an ongoing process throughout the life of the project:** Ongoing planning is necessary to make school feeding work.
3. **Ensure community involvement:** If school feeding policies are to work, there must be broad community involvement and stakeholder support. This includes support from the public sector, the private sector, and from within communities.
4. **Achieve effective coordination:** Coordination of different stakeholders and sectors is needed to ensure that policies are implemented.
5. **Build in monitoring and evaluation:** This not only ensures transparency and accountability, it provides data on how well policies and programs are performing. Positive results ultimately become an effective advocacy tool.

Throughout project implementation, each of the pillars shown below interacts not only with policy development, but with each other.



ON-GOING IMPLEMENTATION



Other Important Points

- **Measure the benefits.** It is essential to measure the benefits of school feeding programs. Doing so will result in data that makes the case for the effectiveness of school feeding programs.
- **Hunger is looming.** If food consumption continues at the current rate, in 40 years there will be serious hunger.

Integrated Policy Frameworks for HGSF: The CAADP Experience

■ Speaker: **Bibi Giyose**, CAADP/NEPAD

The Big Idea

A program of the African Union – The New Partnership for Africa's Development (NEPAD) is an implementing agency that has an agricultural program – The Comprehensive Africa Agriculture Development Programme (CAADP) which focuses on food security in Africa, of which school feeding programs play an important role. NEPAD with CAADP is able to tap into the experience in Africa to develop tools and practices that can be adapted broadly.

Quick Summary

- Policymaking is a dynamic process. It is not solely the domain of the government. Any "agent of change" can shape policy.
- CAADP has a number of programs aimed at promoting school feeding and regional food security.
- National policies and practices offer a wealth of experience for programs like CAADP to draw upon.

Context

Bibi Giyose outlined the role of NEPAD and CAADP in supporting school feeding.

Key Points

▪ Policymaking is a dynamic, participatory process.

Policymaking is often seen as something left only to governments. However, this does not have to be the case. Policymaking is a dynamic process by "agents of change." Making policy simply requires translating a statement of intent into action on the ground, which can be done by anyone.

"All of us in here are policymakers, the school-teachers are policymakers, even pupils themselves can be policymakers."

— Bibi Giyose, CAADP/NEPAD

Policymaking can occur in a number of ways.

- **Formal:** Policies can be developed through official procedures, resulting in laws or institutionalized processes.
- **Informal:** Policies can be developed in the absence of a formal process, yet still encourage stakeholders to commit to a goal.
- **Alternative:** Policies can be practical (even if not legally mandated), developed outside of traditional policymaking.

▪ School feeding is one of CAADP's flagship programs for promoting food security.

School feeding is part of CAADP's vision. CAADP aims to improve food security by linking vulnerable people with opportunities for agricultural growth. School feeding is one of several programs to achieve this. CAADP's programs also include:

- Deworming.

- Reduction of malnutrition by promoting nutrient-rich diets.
- Promotion of local production of nutrient-rich indigenous foods.
- Policy advocacy and support to African governments to encourage consolidation of school feeding programs.
- Capacity development, particularly for management skills. CAADP is working towards harmonization of programs to bring together stakeholders and resources.

▪ CAADP uses best practices to build tools and programs.

Policymakers should recognize that they do not need to develop new school feeding programs. School feeding has been implemented across the continent. NEPAD builds on what exists, taking lessons and experiences from those programs and putting them through CAADP's process. The aim is to develop the best policy tools, documents, and investment programs possible.

CAADP will continue to promote the effective delivery of school feeding programs by working to:

- **Improve intersectoral communication:** CAADP is working to bring together diverse sectors and stakeholders. The goal is to ensure effective communication and contributions of funds, skills, and technical resources. In particular, CAADP is looking at ways to keep school feeding on national agendas.
- **Improve scaling up and sustainability:** CAADP is developing methods for scaling up programs and is working to overcome the piecemeal approach to funding that can hamper projects when donor commitments end.
- **Foster private sector support:** This support is critical.
- **Promote research:** In particular, CAADP is promoting research that is relevant to the local context.
- **Harness indigenous knowledge:** Much indigenous knowledge exists; the challenge is harnessing and then reapplying this wealth of knowledge.

"How do we ensure that everybody works together to make sure school feeding becomes not just a moral imperative but a development imperative?"

— Bibi Giyose, CAADP/NEPAD

NEPAD also works to ensure regional governments have policy tools and practices best suited to their context. National and regional priorities should not be influenced by where the money is coming from – this week HIV, next week climate change. Rather, policies must be driven by local needs.

Other Important Points

- **Use statistics.** Some people believe that they do not need to share statistics with leaders. But if leaders lack statistics, what are they acting on? Statistics compel action; no leader wants their constituency to rank at the bottom. Use data to sensitize leaders to problems.

Breakout Groups on Policy Framework

Context

Participants divided into six groups—four English groups, one French group, and one Portuguese group. Each group discussed the following questions and shared their answers.

1. What technical assistance activities could be introduced to strengthen the policy frameworks for HGSF?
2. How can the policy frameworks for HGSF enable improved cross-sectoral coordination?
3. What is needed to ensure that the policy frameworks for HGSF are actually operationalized?

Key Points

English Groups

Overall the groups felt HGSF programs are context-specific, and therefore, country-specific.

While school feeding programs do not need to be legislated, legislation is valuable to ensure the program continues even if the government changes. Policies can lead to funding and can be useful for stimulating multi-sectoral involvement and partnerships, including in the areas of technical assistance.

Among the key points raised by the groups on each question were:

Technical Assistance

Areas where technical assistance is needed to strengthen the policy framework include:

- Conducting baseline surveys.
- Building a strong database and research tools to inform policy
- Capacity building of stakeholders.
- Monitoring and evaluation, especially developing cross-sectoral indicators.
- Cost-benefit analyses that make a strong case for resource mobilization.
- Advocacy is critical in some countries, especially when programs are scaling up, therefore, technical assistance with advocacy may help bring others on board.

Enable Cross-Sectoral Coordination

Advantages and disadvantages of a multi-sectoral framework:

Advantages:	Disadvantages:
<ul style="list-style-type: none"> ▪ Promotes collaboration. ▪ Creates acceptability and wide support. ▪ Enhances cross-fertilization of ideas. ▪ Allows for rapid implementation. ▪ Is more focused. ▪ Encourages clear accountability. 	<ul style="list-style-type: none"> ▪ Difficulty in collecting data. ▪ Lack of collaboration.

Other comments about coordination and budgets included:

- It is important for coordination to be institutionalized so responsibility and laws are clearly assigned to ministers and local actors.
- The involvement of line ministers is important, but this does not automatically translate into money for implementation.
- District level planning committees should have all line ministries involved with articulated work plans and budgets.
- At each stage it is important to have national and district champions so that home grown school feeding is at the top of the agenda. Champions are valuable for supporting the agenda in the context of budgetary planning.
- With regard to financing, there should be a financial “pot” whether at the national or district level, from which the ministries could draw from.

Operationalizing Policy

A certain minimum capacity must exist to operationalize policy. If it does not, it must be developed. Necessary conditions for this capacity include:

- Political support.
- Policy frameworks and action plans to ensure the program continues even if there are political changes.
- Resource availability.
- Governance that facilitates participatory stakeholder involvement.
- Accountability.
- Community ownership and involvement.
- Knowledge management.

Also suggested were an early warning system and contingency planning to ensure that in the event of an emergency or natural disaster the policy would continue.

There were also several comments about accountability, including:

- Government bodies must hold stakeholders (including implementing agencies and ministries) accountable. One way to hold them accountable is through Public Accounts Committees.
- Accountability can also be achieved by involving civil society, women, and children. They need to be given a voice and encouraged to hold implementers accountable.

French Group

This group noted that countries do not move at the same pace, so the approach to school feeding cannot be the same. It is critical that countries develop school feeding policies, especially if policies were not created at the outset of the school feeding program.

Among areas where technical assistance is important:

- In helping countries that do not have policies to develop them.

- In knowing how to advocate for school feeding policies at the national and international level.
- To help promote participation in school feeding programs.

Among ideas related to operationalizing policy:

- *Have a lead ministry:* While recognizing the importance of involving multiple sectors, this group suggested having a lead ministry. If the school feeding program is part of various ministries, it runs the risk of lacking leadership.
- *Go beyond ministries:* It would be valuable to have a steering committee to represent various sectors and go beyond ministries to also involve civil society and the private sector.
- *A democratic balance of programs:* This is valuable, particularly at the local level where it is important to give more power to civil society and parent teacher organizations.
- *Monitoring and evaluation:* Locate the monitoring and evaluation mechanism at the local level.

Portuguese Group

Regarding the operationalization of school feeding programs, the group noted the need to:

- Identify the actors involved in defining policy.
- Involve multiple ministries, including education, labor, agriculture, finance, and economic planning.
- Involve municipalities under the Ministry of Education.
- Seek a far-reaching commitment on the part of community associations.
- Have a joint-sectoral committee to ensure monitoring.

In terms of technical assistance, the group suggested assistance in the areas of legislation and research on the nutritional status of populations.

The Enabling Environment: Transitioning to Sustainable Programs

- Speakers: **Angelline Rudakubana**, CAADP/NEPAD
Daniel Balaban, National Development Fund for Education (FNDE), Brazil
Yangxia Lee, Ministry of Education, Laos
Andrey Shirkov, Social and Industrial Foodservice Institute (SIFI), Russian Federation

The Big Idea

Countries around the world are focused on making their school feeding programs sustainable. Doing so requires political support, a comprehensive framework that involves multiple stakeholders, and local coordination. Transitioning to sustainable programs can take place when a local infrastructure has been developed. This infrastructure provides food for students in school and helps the economic and agricultural development of an entire area.

Quick Summary

- In Africa, a sustainable environment for HGSF comes from political support and grassroots implementation.
- HGSF can spur local agricultural productivity, which can deliver quick economic wins.
- School feeding in Brazil has become sustainable-based on a national philosophy that food is a human right and by embedding school feeding in the constitution.
- Laos hopes to broaden school feeding and make it more sustainable by evolving from a national program to programs that are managed locally, and going from “school feeding” to “home grown school feeding”.
- A lesson from Russia’s reinvigorated school feeding program is that sustainability requires political support, an effective economic model, and an institutional framework.

Context

These speakers described the process of working to create sustainable school feeding programs in Africa, Brazil, Laos, and Russia.

Key Points

- **One of the goals of CAADP is to make home grown school feeding a sustainable program.**

Home grown school feeding is the brainchild of CAADP and NEPAD. Home grown school feeding is about far more than just serving meals to children at school. It is about economic development through localized agricultural production that creates opportunities for owners of small farms. CAADP’s process establishes an enabling environment for transitioning to sustainable program management.

The keys to making HGSF sustainable in Africa include:

- *Political buy-in and support*: CAADP seeks political buy-in and commitment at the highest level. CAADP brings heads of state and ministers to the table and pushes for signed documentation. In particular, the buy-in of the ministers of economic planning and finance is important. This provides

commitment and access to resources and power, which helps make a program sustainable.

- *Country level frameworks*: CAADP’s philosophy is for each country to adopt an HGSF framework based on the country’s particular situation. While adopted for each country, key elements of these frameworks include performance analysis, institutional infrastructure and capacity, financing, and development of data/evidence. These frameworks help make HGSF sustainable.
- *Local productivity and sourcing*: The implementation of policy and frameworks at the grassroots level is ultimately what makes HGSF sustainable. Through local production, small-scale farmers and marginalized citizens (often women) are given opportunities to develop. It is the combination of political support, country frameworks, and local/grassroots implementation that is making HGSF sustainable in Africa. HGSF can deliver quick wins for agricultural and economic development, and begin to address malnutrition.

“The logic for linking school meals is market access to stimulate agricultural productivity in Africa.”

— Angelline Rudakubana, CAADP/NEPAD

- **The Brazilian experience offers lessons for other programs.**

In Brazil, sustaining the school feeding program starts with an underlying philosophy about education, which has become part of public policy. Hunger inhibits learning and hurts the educational experience. Effective education requires that students receive adequate food and nutrition. This is so important in Brazil that school feeding is part of Brazil’s constitution. School feeding in Brazil helps create an educational environment that is centered around the personal growth of the individual, promotes healthy habits, and fosters sustainable socioeconomic development. This improves the quality of life of the population.

Brazil has identified the following ideas as lessons that can be drawn from its school feeding experience.

1. *The right to adequate food is a basic human right*: This serves as the foundation for the country’s school feeding program.
2. *School feeding involves a coordinated approach*: This is epitomized by the local councils with diverse representation that oversee school feeding programs.
3. *School feeding is part of an overall educational experience*: Effective school feeding is not only about providing food; it also improves the quality of basic education and encourages a change in eating and food habits.
4. *Social control helps ensure the sustainability of school feeding programs*: Local councils and other institutions

create oversight and accountability, which helps ensure sustainability.

▪ **Brazil has established a mechanism to encourage the exchange of ideas and support around HGSF.**

Brazil's support for HGSF has led to the development of a Capacity Development Center in School Feeding. The Center is a place where countries can exchange ideas and develop capacity. The Center has three core functions:

1. *Capacity development:* Training and developing professionals involved with HGSF.
2. *International development:* Monitoring and evaluation of school feeding projects in countries around the world. International development is also assisted through project design assistance, technical support, and financial support.
3. *Development of social technologies:* This includes studies and research about school feeding programs, as well as the development of pilot projects.

"We cannot return to the past and change it, but we can start now and change our future."

— Daniel Balaban, FNDE

▪ **In Laos, the introduction of school feeding has produced significant results, but is not yet fully sustainable.**

School feeding began in Laos in 2002 in 12 districts. By 2009, it had expanded to 30 districts. Students in targeted schools receive mid-morning snacks and 140,000 students also receive a take-home ration as an added incentive to attend school. The plan is to expand HGSF to 39 districts by 2012, then expand to 47 districts, and then hopefully to expand nationwide.

One of the key goals for the school feeding program in Laos was to increase attendance by girls. Over the 7-year period since the school feeding program began, in participating districts the attendance for girls has risen from 53% to 92%. Target districts have also shown a reduction in anemia and micronutrient deficiencies, particularly among girls.

"The Ministry of Education is aware that school feeding is one of the key tools to address the problems and achieve the Millennium Goals by 2015."

— Yangxia Lee, Laos Ministry of Education

Responsibility for the country's school feeding program now falls entirely under the Ministry of Education. To make the school feeding program national and sustainable, the ultimate goal is for the program to be completely decentralized and either school- or community-based. In decentralizing the program, it will be important to keep costs as low as possible while maintaining a high standard of food quality.

While school feeding has now existed in Laos for several years, home grown school feeding is still a new concept. However, HGSF offers significant benefits. In addition to ongoing education and nutritional benefits, the government is looking to increase the sourcing of local food to generate higher income for local farmers

as well as using HGSF as an instrument to strengthen social cohesion and solidarity.

▪ **Russia's reinvigorated school feeding program is a success story, with valuable lessons on sustainability.**

In the Russian Federation, school feeding dates back to the 1920s and 1930s with communal kitchens. However, with the collapse of the country's socialist model and with an aging infrastructure, school feeding had become a thing of the past. In 2007, the Russian Government chose to reinvest in the social sphere and since then, school feeding has become a success story. The country's school feeding program reaches 13.5 million children, involves 50,000 enterprises, and employs 250,000 people. It has an annual turnover in excess of US\$5 billion.

The program was championed by the then Vice President, and now President, Dmitry Medvedev. This support ensures the program will remain on top of the agenda. The Russian experience has shown that government involvement is essential. In the early days, however, there was little domestic experience in the design and development of school feeding programs, so policymakers had to invest and design as they went along.

"Nobody had a clear strategy: it was a pathfinder approach."

— Andrey Shirkov, SIFI

Lessons learned to date will help create a model for the future. The introduction of the school feeding program brought about a number of institutional and organizational changes. For the first time since the 1970s, new equipment was bought for schools. This included re-equipping school kitchens and cafeterias, and updating the overall infrastructure.

In all regions that received money, special working groups were arranged including the governor and mayor. This placed school feeding at the top of the local agenda. These groups brought together a diverse range of players to coordinate local activities. The program also produced growth in the market for agricultural commodities to meet new dietary requirements.

A key lesson about the sustainability of school feeding programs has been that school feeding is only effective when it is underpinned by an adequate economic model. Sustainability also requires the establishment of a legislative and institutional framework.

"Lack of a systemic approach leads to problems in education, health care, and agricultural development even with sufficient investment."

— Andrey Shirkov, SIFI

In 2010, a new school feeding program was established in Armenia in conjunction with the WFP. This program offers an opportunity to test the lessons learned in a new environment. Significant analytical, financial and managerial support are required to develop this program. It is hoped that when it is fully developed, it will provide a model that can be expanded into other regions.

Building Operational Research Tools in Support of School Feeding

- Speakers: **Rachel Sabates-Wheeler**, Institute of Development Studies (IDS)
Nancy Walters, The United Nations World Food Programme (WFP)
Luay Basil, The United Nations World Food Programme (WFP)
Stan Garnett, Global Child Nutrition Foundation (GCNF)

The Big Idea

Research plays an important role in learning what is working in school feeding programs, in developing best practices, and in broadly sharing lessons learned and best practices. A wide range of research projects and tools are helping countries develop valuable learning about program effectiveness.

Quick Summary

- Home grown school feeding can deliver greater benefits to more target groups than traditional school feeding.
- The procurement model that is implemented as part of a home grown school feeding program can significantly affect the impact of the program.
- The WFP has adopted a new school feeding policy that focuses on making school feeding sustainable.
- The development by the WFP of a home grown school feeding toolkit provides countries tools to use in assessing their current school feeding program and developing future strategies/plans.
- Research on national school feeding programs finds that there is no 'one size fits all' formula, but there are certain key elements, such as political support and a written policy.

Context

Rachel Sabates-Wheeler described the way in which procurement models can determine the potential impact of home grown school feeding. Nancy Walters and Luay Basil described the impetus for the development of the WFP HGSF toolkit and described the tools available to countries. Stan Garnett outlined the scope and findings of GCNF's country policy and funding mechanism study.

Key Points

- **Home grown school feeding provides greater benefits to more target groups than traditional school feeding programs.**

The sole target group for school feeding programs has traditionally been children, with a goal of nutritional impact.

Home grown school feeding provides additional benefits to a far greater number of target groups, including farmers, traders, caterers, teachers, and school groups—in addition to children. As an intervention, HGSF is considered to be extremely valuable because it delivers on multiple social protection objectives. These objectives include increasing food and increasing income.

There is good evidence about the impact of school feeding on children's health; however, the evidence supporting the benefits to owners of small farms is lacking and needs to be built.

The categories of social development are provision (which entails providing food to assist the poor), prevention (which is providing social insurance to prevent hunger), promotion (through investments in livelihoods), and transformation (which addresses basic social inequities). HGSF has the potential to help address each level of social development:

- *Provision*: HGSF provides social assistance to the poor and a social safety net to hungry children. It also provides increased income to small farmers.
- *Prevention*: HGSF provides a source of social insurance. It prevents withdrawing children seasonally and provides more predictable income to farmers.
- *Promotion*: HGSF helps promote social development by encouraging investment in livelihoods. This includes investment in enhanced education capacity due to increased enrollment, and investment by farmers.
- *Transformation*: HGSF helps address social inequities in multiple ways, such as closing gender gaps in education, and/or empowering women farmers to generate income.

- **Procurement is key to the impact of the HGSF program.**

Procurement is a critical step that determines the impact of HGSF on beneficiaries. Procurement can take place at the national, district, and provincial levels, or at the school and community levels. At the school and community levels, the types of procurement models include:

- *School-farmer model*: Where a local market is created for farmers. This model can result in increased local demand and may provide greater income to farmers.
- *School-supplier model*: Where schools purchase products from suppliers.
- *School-caterer model*: Where schools purchase food that is prepared outside the school.

The procurement model that is chosen will determine the social impact that occurs because it will affect which types of entities benefit from school purchases. In designing a home grown school feeding program, it is critical to consider the effects of the respective models in terms of the potential beneficiaries and the nature of the impact, as well as the implications of the models for food supply, educational impact, cost, social equity, and income generation.

"Which procurement model is most empowering of local farmers and communities?"

— Rachel Sabates-Wheeler, IDS

▪ **The WFP has approved a new policy on school feeding.**

The WFP's home grown school feeding policy has changed the way its organization looks at programs. For the first time the WFP has an official policy focused on school feeding.

"With the new policy has come a new approach."

— Nancy Walters, WFP

Among the most important aspects of this policy involves sustainability being the long-term key to school feeding programs, and that programs should be guided by eight quality standards.

The WFP is focused on working with multiple stakeholders, including national governments, to scale up programs, to reach more children, and to achieve sustainability.

▪ **A newly developed WFP toolkit allows countries to assess their existing school feeding program and identify needs and strategies for transitioning to a sustainable program.**

The WFP's toolkit provides a useful collection of tools that countries can use to assess and analyze their existing school feeding program, and to develop sustainable national programs. The tools include:

- *A stakeholder workshop:* This workshop is used to assess where a country's school feeding program is (in meeting the quality standards) and how to move forward.
- *Quality standards assessment:* This tool allows for an effective analysis of country programs against the WFP's quality standards.
- *Needs and coverage analysis:* This provides a framework for assessing the existing coverage of the school feeding program and identifying gaps. Use of this tool is important when conducting advocacy.
- *Cost analysis tools:* This tool is used by governments to identify and analyze the drivers of cost.
- *Investment case tools:* These help countries develop and make a detailed case for the nutritional/health and educational benefits of school feeding. They also help determine a school feeding program's long-term return on investment. For example, Kenya's school feeding program invests US\$146 per child over 8 years of primary schooling, which creates US\$24,000 in benefits over the child's life. This tool is useful in preparing and sharing data with politicians.

"School feeding is an investment. Children will spend more time at school; the quality of their time in school will improve... which will lead to more income and a longer lifetime."

— Luay Basil, WFP

- *Benchmarking country programs:* This allows a country to conduct a cost-benefit analysis and to compare its results to other countries.

- *Strategy for sustainability:* This is a valuable tool that helps countries develop a strategy to transition to a sustainable school feeding program. The tool helps countries assess how best to move to the next stage. (Several countries have achieved sustainability; for example, Ecuador did so, but it took more than 12 years. The question is how to make this transition even faster.)

▪ **There is no 'one size fits all' school feeding program.**

GCNF recently conducted a study of five countries with school feeding programs. The study sought to investigate a diverse group of countries with national school feeding programs.

The countries were Jordan, Egypt, Malaysia, Nigeria, and South Africa. The study looked at program design and implementation, as well as ownership and funding. The results highlighted the different approaches to implementing school feeding programs. All five countries had national (but not universal) programs underpinned by written policies, and all had policies that recognize school feeding as a fundamental right. Each undertook some form of monitoring and evaluation. Home grown school feeding was implemented in some of the countries. The funding mechanisms varied. In some countries funding was a line item in the national budget; in other countries funding took place at the local level.

There was no uniformity in program management. Some countries managed the school feeding program at the national level, and others at the local level. Regardless of where the program was housed and managed, strong political will was seen as crucial, along with community participation. Most countries utilized local markets but only in limited amounts.

"It is most likely to be effective and sustainable when it becomes a national program and it is mainstreamed in the country's policies, procedures, and plans."

— Stan Garnett, GCNF

▪ **Important lessons include the need for effective measurement of programs and local purchasing.**

The GCNF study highlighted the importance of a clearly articulated national school feeding policy. It also shed light on two important lessons: 1) that effective measurement of school feeding programs is critical, in particular the analysis on the number of beneficiaries and the effects on enrollment and retention; 2) there is a need for a legal document that requires schools to purchase locally where possible.

The study recommended additional analysis through an expanded study. It also suggested that local agricultural production be expanded to target more students allow for more flexible program models.

Building School Feeding Networks

- Speakers: **Dr. Janey Thornton**, United States Department of Agriculture (USDA)
Dr. Francisco Espejo, Latin American School Feeding Network (LARAE)
Dr. Emmanuel Afoakwa, African Network for School Feeding Programmes
Margaret Ndanyi, Sub-Saharan Africa School Health and Nutrition Networks

The Big Idea

Networks provide an important foundation for the successful development and implementation of feeding programs. Networks at the international, regional, and local levels all play an important role. Through networks, countries have access to a wealth of available information and experience.

Quick Summary

- Schools do not establish feeding programs on their own. Good school feeding programs result from robust networks.
- Networks assist in all stages of program development and implementation.
- One of the key benefits of networks is sharing knowledge and information.
- Nutrinet is an example of an online knowledge bank and platform that is creating a network in South America.
- Partnerships involving schools can achieve important health goals, as demonstrated by deworming programs in Kenya.

Context

Dr. Janey Thornton explained the importance of networking for the development of school feeding programs. Dr. Francisco Espejo profiled Nutrinet, a web-based nutritionally focused portal. Dr. Emmanuel Afoakwa explained how the African Network for School Feeding Programme is supporting African countries as they develop their school feeding programs. Margaret Ndanyi described Kenya's successful deworming strategy and the role that partnerships and networking played in the deworming strategy.

Key Points

- **In every country, a successful school feeding program is the result of a network.**

Global nutrition is a picture of extremes ranging from malnutrition to obesity. But food and nutrition are essential for national well-being. Research shows that providing school meals boosts enrollment and has a tremendous impact on readiness to learn. With 130 million children worldwide not attending school, and 170 million children not receiving food during school hours, feeding children at school remains a priority.

No single organization on its own can develop and manage an effective school feeding program. A comprehensive network is critical to the success of any school feeding program.

"Networking is extremely important. No one group can do it [develop an effective school feeding program] alone."

— Dr. Janey Thornton, USDA

Building strong networks helps countries deal with:

- **Food access:** This requires answering questions such as, How do we connect farmers to schools? How do we overcome limited productivity or seasonal shortages?
- **Capacity:** Networks help countries understand the issues surrounding capacity building and then go about building capacity.
- **Finances:** No school can financially sustain its school feeding program by working alone. Financial sustainability requires a network that links schools, communities, and government in a country or region. A network not only provides a foundation for the management of the program, it also fosters ownership and sponsorship.

- **Networks strengthen existing school feeding programs, help new programs grow, and raise awareness of school feeding.**

A successful school feeding network is one that builds partnerships along the full continuum of the program. Key networks must be established with the following entities:

- **Government:** Linkages must be established among national, international, regional, and local governments. Partnerships among government entities allow for the sharing of ideas and approaches, enhance coordination, and increase ownership.

"There is no sense in everyone trying to reinvent the wheel. If you can share ideas, you save time and money."

— Dr. Janey Thornton, USDA

- **Agricultural sector:** Strong school feeding networks link farmers with students. Many children are unaware of where their food comes from. Building networks with farming groups helps consumers appreciate farmers and the role they play in food production. Agricultural networks should extend beyond farmers to also include processors, traders, cooperatives, and manufacturers.
- **Community, parents, and students:** It is important that the school feeding program empowers everyone (the community, parents and students) to engage in outreach and advocacy to tell the story of school feeding. This raises awareness, advances policies, and helps other programs grow.
- **Partner agencies:** Tapping into other networks, including agencies like the USDA, provides access to resources that can help countries streamline program development and management. Resources available through the USDA include

information on program administration, best practices and lessons learned, and monitoring and evaluation tools.

- **One of the most important benefits of networks and partnerships is the sharing of valuable information.**

When organizations form networks and partnerships they share information and knowledge. Sharing knowledge can influence policies and programs. The Internet is a great tool for easily and broadly sharing important knowledge about school feeding programs. However, while the Internet is an outstanding tool for sharing information, personal interaction and networking is also important.

"Through knowledge management plus a network of key players we can influence policy, planning, and implementation."

— Dr. Francisco Espejo, LARAE

Shared knowledge must be based on a clear understanding of what is being discussed. For example, the term “home grown school feeding” does not necessarily translate into all languages; misinterpretation can confuse the discussion. The concept and terminology must be clarified.

- **Nutrinet is a source of valuable information and community interaction.**

The Spanish-language portal Nutrinet (www.nutrinet.org) combines an extensive nutritional knowledge bank with a web-based platform for community interaction. Created and launched by the WFP in 2008, Nutrinet is now managed by the Latin American School Feeding Network. Nutrinet has a search engine that allows users to search for a range of useful information on the portal, including relevant documents with statistics, best practices, and program information. It is designed to be a tool to collect information in a systematic way. In addition to being a valuable reference source, Nutrinet has an interactive component—it is a platform that enables a community between experts and information seekers. In just its first few months, traffic has reached a level of about 100,000 visits per month. The network currently has 3,000 professionals on its mailing list and links 400 institutions and 400 experts. Building on the success of Nutrinet, a similar portal is being built for Africa through the partnership with PCD.

- **Program managers in Africa have access to a strong networking resource.**

Formed in July 2006, the African Network for School Feeding Programmes (ANSFEP) is a network formed to support collaboration between entities that implement school feeding programs in Africa. It focuses on developing capabilities in program management, human resources, financial management, and operations. It also provides assistance with legislation and policy, advocacy, community participation, and in forming partnerships with the private sector.

"We realized we couldn't do it alone."

— Dr. Emmanuel Afoakwa, African Network for School Feeding Programmes

ANSFEP has 14 country members ranging from South Africa, which feeds 6.5 million children, to Benin, which feeds 100,000 children. ANSFEP is working with members to provide an enabling environment that:

- Secures widespread political engagement.
- Coordinates multi-sectoral engagement.
- Builds capacity, including through training food handlers.
- Engages development partners and other key stakeholders in policy support.
- Develops infrastructure for schools as they deal with increased enrollment due to school feeding programs.
- Provides technical support.
- Provides agricultural storage facilities.

- **Kenya's successful deworming program has been built based on networks and partnerships.**

In Kenya, the school feeding and deworming programs are seen as complimentary health interventions. These programs have demonstrated that schools are an effective entry point for community health messages and services.

"School feeding goes hand in hand with deworming."

— Margaret Ndany, Sub-Saharan Africa School Health and Nutrition Networks

Over a two-week period, Phase I of Kenya's deworming program reached 45 targeted districts, resulting in the deworming of 3.6 million students in 8,200 schools. Training was conducted for over 16,000 teachers. The program cost US\$0.36 per child including training, logistics, drugs, monitoring, and materials. The program targeted all school-age children, including those not in school. The national deworming strategy has a strong foundation in the Kenyan National School Health Policy and Guidelines that provide a clear legal framework for ownership and sustainability.

One of the key features of this program was effective stakeholder management. The program drew together the key stakeholders including the Ministers of Education and Health.

Community engagement was also critical to the program's success. Widespread media coverage was coordinated to make the community feel part of the strategy. Placements on radio and television were conducted in all the local languages to ensure all communities understood what was happening.

The program demonstrated that effective partnerships at local and international levels could deliver a well-targeted and cost-effective health intervention.

Building Integrated Frameworks for HGSF Technical Assistance

■ Speaker: **Aulo Gelli**, Partnership for Child Development (PCD)

The Big Idea

Developing effective and sustainable home grown school feeding programs requires an understanding of the country contexts. PCD works with the key stakeholders in countries to determine where technical assistance is needed to develop the capacity, policies, and infrastructure for a sustainable home grown school feeding program.

Quick Summary

- Home grown school feeding programmes exist in different country specific models and configurations
- Successful home grown school feeding programs are underpinned by an enabling environment, including policy frameworks, institutional capacity and coordination, funding and community participation.
- PCD helps countries build the necessary capacity and infrastructure. The starting point is an assessment to determine needs and gaps. Technical assistance is then provided to address the most important gaps.

Context

Aulo Gelli described the work of PCD in providing technical assistance for the development of home grown school feeding programs.

Key Points

- **Home grown school feeding entails thinking about school feeding differently.**

The nutritional benefits to children of school feeding programs have been well-documented. But in the past few years, it has become clear that the best long-term school feeding programs are home grown programs. These are local programs where there is clear linkage between schools (which provide the demand for food) and farms (which supply food). For HGSF programs to be effective, it is important that both schools and farmers understand all of the activities that are required to link each part of the supply chain.

PCD defines home grown school feeding programs as having national ownership, with local procurement and supply chains. These programs target schoolchildren, local farmers, and community groups.

- **PCD is focused on strengthening the environment for HGSF.**

PCD does not provide food to schools. Its focus is on supporting national governments in developing their own cost-effective home grown school feeding programs. This entails working with governments to build institutional capacity and policy frameworks, create an enabling environment, and creating governance structures to effectively oversee the financial management of HGSF programs. Having money for food is not enough. Effective home grown school feeding programs have an explicit need for capacity building.

"Our grant is not for food; it is to develop the supporting systems to enable these systems to run more efficiently."

— Aulo Gelli, PCD

Part of what PCD does is to examine each step along a country's HGSF supply chain. This involves providing an overall assessment of all of the different supply chain elements that are needed to make a program work.

- **PCD's country assessments identify gaps and technical assistance requirements.**

Assessing individual country programs involves looking at the existing situation and providing an assessment of the different elements that are needed to make the HGSF program work. PCD has a consistent framework and tools to help conduct these assessments.

In particular, this involves identifying needs, gaps and constraints. Part of the process is identifying stakeholders, mapping the needs of each set of stakeholders, and identifying the gaps where needs are not being met. PCD provides tools that enable stakeholders to interact effectively, and facilitates the process. Once the process of identifying the needs and gaps has been completed, it becomes clear which technical assistance activities are required.

"After the stakeholder mapping, the technical assistance activities then really select themselves. It becomes clear what is needed."

— Aulo Gelli, PCD

- **National ownership is at the heart of effective home grown school feeding programs.**

In PCD's experience, the most important factor in effective HGSF programs is national ownership of the program. After that, local procurement is critical, with "local" being defined as within the borders of a country.

Progress Reports on Program Development and HGSF Technical Assistance Plans

- Speakers: **Aulo Gelli**, Partnership for Child Development (PCD)
Philomena Chege, Ministry of Agriculture, Kenya
Mohammed Kibali, Ministry of Agriculture, Mali
Deaconness Deborah Adepoju, Osun State, Nigeria
Irene Messiba, Ministry of Local Government and Rural Development, Ghana

The Big Idea

Home grown school feeding programs in Ghana, Kenya, Mali, and Nigeria are still in the early stages. A variety of models are being trialed and their efficacy assessed. What is clear, however, is that the programs are delivering significant results, particularly in achieving educational goals. Technical assistance and capacity building are required if the programs are to scale up.

Quick Summary

- Kenya is piloting three different school feeding programs, hoping to learn and develop one long-term program.
- Monitoring and evaluation is a primary focus for all countries and technical assistance is required, from establishing baseline data, to ongoing collection of information, to program assessment.
- Managing funding remains a challenge, both in terms of the sustainability of long-term finance and in managing the disbursement of existing resources.
- Countries are looking for assistance in the development of effective policy development frameworks.
- Developing stakeholder engagement mechanisms is a priority, particularly in relation to community engagement.
- Countries require capacity building support for farmers to enhance product development and foster linkages with the school feeding program.

Context

Representatives from Ghana, Kenya, Mali, and Nigeria described the current HGSF context in their respective countries and outlined their technical assistance plan requirements.

Kenya

- **Kenya is currently conducting trials of three school feeding programs.**

As a food-deficient country, Kenya experiences chronic food insecurity. At present, 50% of the population is below the poverty line, therefore school feeding plays a critical role. Kenya is currently piloting three school feeding models. The aim is to learn from these programs and develop one coordinated approach.

The three school feeding models are:

1. *A home grown school meals program* based on a model from the WFP and the Ministry of Education. This pilot has

received a commitment of US\$5.3 million from the Kenyan Government and an additional US\$1.9 million from Japan. The program provides a midday meal to 538,000 children in semi-arid districts.

2. *A program targeting pockets of poverty* that is coordinated by the Ministry of Agriculture. It is a collaborative project between the Ministries of Agriculture, Education, and Public Health and Sanitation. It currently reaches 31,720 children in 48 schools. It integrates agricultural production with school meals, and includes nutrition education. The program provides cash grants to schools, along with transfers to support farmers and capacity building.

"Schools are the entry point for dissemination of improved technologies to community."

— Philomena Chege, Kenya

3. *A Millennium Villages project* is being piloted in one district in Western Kenya. This project reaches 19,940 children in 31 schools. It is using an integrated approach to address eight MDGs.

- **The pilot programs benefit from strong government support, but challenges remain.**

The pilot programs have recorded a number of successes including effective fund disbursement, good coordination between government ministries, and measurable increase in school enrollment. The pilot programs have a strong policy framework, and enjoy strong support from the government as well as local and international development partners. The pilot programs also benefit from significant community buy-in.

However, these three pilot programs also face a number of challenges including low capacity of farmers to produce and supply the food required, disparity in food/transport prices, occasional delays in delivery, and funding shortfalls. The pilot program 'Millennium Villages' has proven costly due to its scope.

- **Ongoing technical support is needed.**

Kenya's HGSF program requires assistance in three key areas.

1. *Technical assistance:* To support the finalization of national policies and to enhance the government's capacity to make HGSF sustainable. Additional government financial support would also be beneficial. There is also a need for capacity building of key stakeholders including high level coordination and sensitization.
2. *Support to address knowledge and skills gaps:* Particularly in regard to documenting lessons learned from the three models. Assistance with strengthening the use of mapping and information systems would be valuable, as would

support with study tours to learn from other countries' experiences.

3. **Capacity building programs:** To enhance the skills of local farmers, particularly for the adoption of new technology and postharvest management, such as storage facilities. Support is also required for the introduction of practices that promote sound environmental management.

Mali

- **Mali is a newcomer to the school feeding arena.**

While the WFP has been active in Mali since 1999, a government school feeding program has only been in place since 2008/2009. The program currently reaches 15.4% of schoolchildren. It brings together a number of government departments including Education, Agriculture, Health, and Women and Children.

Implementation involves sound coordination between central government and local bodies. In Mali, mayor's offices and town councils manage primary schools; however, secondary schools are managed by the regional assembly. The ultimate aim is to decentralize the school feeding program to the local level. Through the WFP's P4P program, Mali has been able to implement a home grown school feeding program.

- **Coordination, monitoring, and evaluation are key challenges for Mali's school feeding program.**

The school feeding program in Mali faces four key challenges.

1. **Developing baseline program data:** To focus on education, nutrition, and agricultural production.
2. **Ensuring good coordination of activities:** This includes empowering local authorities and establishing strong partnerships between schools and farmers.
3. **Improving national coverage:** Coverage of the school feeding program is only about 15%, so there is much opportunity to improve the amount of coverage.
4. **Putting in place effective monitoring and evaluation processes:** To better identify strengths and challenges.

- **Capacity building is a priority.**

To address these challenges, Mali requires various forms of support, which include:

- **Financial and technical assistance:** To facilitate a baseline survey and undertake data analysis.
- **Assistance in creating a national coordination structure:** Establishing a consultative framework and coordination bodies requires logistical and material support. Support is also needed to develop mechanisms that link all stakeholders.
- **Support needed at national and local levels to improve program coverage:** At the national level this involves developing a national coordinating structure. At the local level, farmers need help with capacity building, which includes the provision of some equipment. Assistance is also required to provide additional resources for schools.

— **Technical assistance is required:** For the development of monitoring and evaluation tools and modules, as well as capacity building for schools in the areas of financial management and reporting.

Nigeria

- **A disciplined approach to funds management is key to program success.**

Osun State's school feeding program targets 129,000 children from Kindergarten to Grade P2 in 1,351 public primary schools. The goal is to provide one nutritious cooked meal per child per day. In addition, cocoa sachets are provided for each school.

The program employs one cook per 50 students. The cook purchases food locally by using cash payment that is received every two weeks. The cooks receive US\$0.20 per meal. Effective disbursement of funds is critical to ensure the functioning of the program—if the money is not received, children do not get fed. Home grown school feeding in Osun State enjoys significant political support, which has contributed to program success.

"Discipline is what a program like this requires."

— Deaconness Deborah Adepoju, Osun State, Nigeria

The program has been particularly effective in terms of poverty alleviation, as 3,000 jobs have been created for cooks. This has had a significant impact on local communities.

- **Funding and staffing shortages are key challenges.**

Out of 13 pilot programs in Nigeria, Osun State is the only one still operational. However, in Osun State there is a strong commitment to continuing the program and expanding it to higher grades.

Staffing remains a challenge for the local government, particularly for monitoring activities. In addition to limited human resources, monitoring is also hampered by the lack of vehicles to facilitate visiting remote communities.

An additional priority will be to develop explicit linkages with key stakeholders, including local smallholder farmers, community groups, and cocoa processors.

- **Support is needed in linking with stakeholders and developing policy framework documentation.**

Osun State is undertaking a number of activities to achieve its program objectives. These activities include ongoing school feeding, deworming, and community sensitization of farmers and farmers' groups. The school feeding program will be assisted by forging stronger linkages with stakeholders, including farming associations and community groups.

Additional assistance is required for:

- Other funding sources;
- Developing a baseline survey;
- Training teachers to take measurements; and

- Developing policy documentation (including framework and implementation guidelines, operational manuals, and financial and accountability manuals).

Capacity building is needed for:

- Planning implementation and management;
- Educating communities and farmers on their roles and opportunities;
- Supporting farmers in produce development and seed technology; and
- Strengthening monitoring and evaluation.

The program would also benefit from support in knowledge management, particularly in relation to the health of the program.

Ghana

- **Ghana is making good progress in implementing a decentralized school feeding program.**

The school feeding program in Ghana is one of several interventions, including free uniforms and text books, aimed at supporting education. At present, the government feeds more than 650,000 children in almost 1,700 schools across 170 districts. A goal is to reach over 1 million students by the end of 2010.

The decentralized school feeding program is jointly funded by the Dutch Government, which contributes 38% of costs, and the Government of Ghana, which contributes the remaining 62%. The program has produced a number of positive results, including increased enrollment. In the Brong Ahafo region, for example, the dropout rate was reduced by 58%.

One of the key priorities is ensuring broad awareness of the aims and outcomes of the school feeding program. This involves educating all key stakeholders from the government to the broader community.

- **Securing and managing funding is an ongoing concern.**

The key challenges for the school feeding program include coordination and institutional sustainability. Instituting effective monitoring and evaluation mechanisms also remains a big challenge.

Managing the timing of funding is a major concern. Any delay in release of funds results in a delay in service. Mechanisms for coping with delays include seeking support from districts to use their own funds to prepay. This issue illustrates the importance of training those involved in the decentralized funding process. It is hoped that increased program ownership at the local level will improve program management.

Program managers are also looking to improve mechanisms for building linkages between caterers and local farmers through buffer stock arrangements.

- **Technical assistance is required as Ghana moves to the next phase of its school feeding program.**

The first phase of Ghana's school feeding program concludes in December 2010. Extensive analysis is underway to assess needs as the program advances to phase two.

In the short-term, Ghana requires technical assistance in developing a monitoring and evaluation framework. In addition, assistance is needed in the development of documentation, including program guidelines, manuals, and training packages on procurement of local produce.

Tier I, Tier II, and Tier III Reports

- Facilitator: **Penny E. McConnell**, Fairfax County Public Schools
- Speaker: **Charles Mazinga**, Ministry of Agriculture, Malawi

Context

Charles Mazinga provided a consolidated report for the Tiers II and III countries.

Representatives from each Tier I country provided feedback on their country needs assessment and worksheet. This included representatives from Angola, Bangladesh, Cote d'Ivoire, Cape Verde, Laos, Mozambique, Senegal, and Tanzania.

Key Points (Tier II and Tier III Countries)

1. Funding Mechanisms

Obstacles:

- Every country is facing funding obstacles.
- Many governments consider school feeding too expensive.
- There is a lack of political will, a lack of funds to develop baseline data, and a lack of knowledge about program benefits.

To move forward, countries need to:

- Engage with NEPAD.
- Develop an advocacy strategy.
- Study and promote successful African examples.
- Encourage leaders to be involved with school feeding.
- Source technical assistance from local universities.
- Source additional resources through grants and the private sector.
- Seek greater engagement with the private sector and civil society.
- Review the existing literature.

2. Policy

- Policies need to be made operational and institutionalized.
- Some countries have devolved national policies.
- School feeding policy may be embedded into other policies.

3. Stakeholder Management

While many countries only have one ministry involved in school feeding, a multi-sectoral approach is important. Some countries are failing because they are not including all relevant sectors.

Other key stakeholders include:

- Traditional leaders.
- Chiefs.
- NGOs.
- Civil Society Organisations (CSOs).

- Faith-based organizations.
- Teachers.
- Farmers.
- Cooperatives.
- Consultants.
- Nutrition officers.
- Parent/teacher associations.
- School Management Committees.
- Students.
- Members of parliament.
- Media.

4. Resources

Resources are required to facilitate:

- Payment of staff.
- Capacity building.
- Planning.
- Sensitization of parents and farmers.
- Community meetings.
- Meetings with farmers' organizations.
- Examining quality control systems.
- Empowering local farmers through training.

5. Assessment and evaluation should draw on the following information:

- Enrollment by gender, age, and class.
- Daily attendance records.
- Ration records and stock cards.
- Student performance.
- Accounting records.
- Minutes of meetings.
- Health records of learners, emphasizing the health and nutrition assessments.

Key Points – Tier I Countries

Angola

What is your priority target?

Answer: Institutional capacity

Country's most urgent need?

Answer: Institutional capacity and design and implementation of school feeding.

Which indicator is most difficult to achieve?

Answer: Institutional capacity because it is the basis for the program.

One indicator your country has successfully achieved?

Answer: Government commitment and political will. Leadership planning is also most practically done and some financial resources have been allocated.

Country Plan Worksheet

What groups or individuals are most important in achieving long-term sustainability of the school feeding program?

Answer: The Vice President, the Government, and Civil Society.

What are the next steps you will take to expand the program when you get home?

Answer: Will present report and conduct advocacy.

What do you anticipate will be your country's greatest accomplishment?

Answer: Improving learning of adolescents, especially girls, and increasing enrollment in primary education.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: Technical support, sharing of experiences, financial support, and assistance so we can purchase from local producers.

Bangladesh

What is your priority target?

Answer: Government commitment and political will.

Which indicator is your country's most urgent need? Share one action step.

Answer: The legal framework is most important. At present in Bangladesh, the school feeding program consists of fortified biscuits. Policy is needed to scale up the biscuit program. If the program became part of legislation, it would be possible to work towards different modalities and different types of implementation strategies.

Action step: Advocacy and lobbying to government ministries and departments.

Which indicator is the most difficult to achieve?

Answer: Government funding. There are indications of support, but this support needs to be translated into reality. Securing funding is difficult because Bangladesh is a Least Developed Country. It is important to ensure that the government sees the benefits of the school feeding program and recognizes that school feeding will enhance access to education.

Country Plan Worksheet

What is the one most immediate need upon returning to your country? Share one action step.

Immediate Need: Achieving consensus on the role of school feeding as a social safety net.

Action Step: Organizing a stakeholder workshop. School feeding has not been discussed in a larger forum in Bangladesh. There is a need to do so.

Who are the groups or individuals that are most important in achieving long-term sustainability of the program?

Answer: Communities and the government.

What steps will you take to expand the program when you get home?

Answer: Will follow up with the government on approving school feeding program.

What do you anticipate will be your country's greatest accomplishment when achieved?

Answer: 100% enrollment.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: Making funding available and holding a GCNF meeting in Bangladesh.

Cote d'Ivoire

What is your priority target?

Answer: Institutional capacity. Also, we need to involve all actors and ensure that the committee that has been established is operational and provides an effective coordination system. It must be a truly national program with full buy-in.

Which indicator is most difficult to achieve?

Answer: Finding available resources.

Country Plan Worksheet

What is the one most immediate need upon returning to your country? Share one action step.

Answer: The first priority is to report back on the Accra meeting. Sharing the success stories with all actors involved in the school feeding program will help mobilize all of the stakeholders.

Who are the groups or individuals that are most important in achieving long-term sustainability of the program?

Answer: Need to mobilize and revitalize the school feeding committee.

Describe the next steps you will take to expand the program when you get home.

Answer: Will work towards national coverage and will work to strengthen collaboration with GCNF and all other bodies dealing with school feeding.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: We want to be part of a network so we can share information and move forward.

Cape Verde

What is your priority target?

Answer: Institutional capacity and monitoring school feeding programs.

Which indicator is your country's most urgent need? Share one action step.

Answer: Coordination with ministries targeting resource mobilization; effective communication between the central government and schools; and development of a strategic communication plan.

Country Plan Worksheet

What is the one most immediate need upon returning to your country? Share one action step.

Answer: Bringing together the inter-ministerial committee with a view to reporting back on what we learned in Accra to sensitize them to the issues.

Who are the groups or individuals that are most important in achieving long-term sustainability of the program?

Answer: Representatives from various government agencies, including from the Ministries of Health and Agriculture at district levels.

The idea is to sensitize the entire community to ensure better involvement in the school feeding program.

Describe the next steps you will take to expand the program when you get home?

Answer: We need to validate the program document, and ensure it is being discussed by the government and receiving the widest possible dissemination.

What do you anticipate will be your country's greatest accomplishment when achieved?

Answer: Increasing the number of students covered by the program.

What help will you need from GCNF and your network of peers in implementing your plan?

Answer: Technical and financial assistance to do capacity building training, and implementing a monitoring and evaluation system as well as a communication plan.

We would welcome a similar event organized by GCNF in Cape Verde. The event would serve to sensitize our government and community to the benefits of school feeding.

Laos

What is your priority target?

Answer: Institutional capacity.

Country Plan Worksheet

What will be your first activity upon returning home?

Answer: Report on the outcomes of this forum to the Minister and report on the progress of the implementation of the transition.

Who are the groups or individuals that are most important in achieving long-term sustainability of the program?

Answer: To achieve long-term sustainability, we need to undertake a pilot so the government will see the benefits of school feeding. The program has to be simple, nutritious, and cost-effective or the government will not consider it.

Describe the next steps you will take to expand the program when you get home.

Answer: The next steps need to focus on developing a policy for school feeding and a strategy.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: We will need technical assistance, financial support, material assistance, infrastructure assistance, and support to redesign the program as a home grown school feeding program.

Mozambique

What is your priority target?

Answer: Getting government commitment and building political will.

Success of the school feeding program depends on the will of the government. There is a need to undertake a range of advocacy activities including meeting with ministries and the government.

What one indicator has your country successfully achieved?

Answer: Preparing the program and expanding it to all schools.

Country Plan Worksheet

What is the one most immediate need upon returning to your country? Share one action step.

Immediate needs: Conducting a baseline study and advocacy activities in order to access the Fast Track Initiative (FTI) funds. Also, engaging more stakeholders and increasing their understanding of the program.

Action step: Conducting an awareness campaign to mobilize more stakeholders.

Who are the groups or individuals that are most important in achieving long-term sustainability of the program?

Answer: The Ministries of Education, Development, Finance, Agriculture, and Health. Also, the First Lady and local producers.

Describe the next steps you will take to expand the program when you get home.

Answer: Will work to establish a pilot program and will select two schools to participate. After the pilot program, will assess the results and decide how to proceed.

What will be your country's greatest accomplishment?

Answer: Improved school performance and retention rates.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: Support to conduct baseline research; assistance to purchase energy-saving equipment i.e., a stove; information on measures that can be taken to conserve the environment; and conducting a GCNF Forum in Mozambique.

Senegal

What is your priority target?

Answer: Design and implementation of school feeding, and monitoring and evaluation.

What is the country's most urgent need?

Answer: Capacity building by the government to be in a position to quickly operationalize a school feeding program.

Which indicator is the most difficult to achieve?

Answer: Monitoring and evaluation, particularly with regard to collecting information on participation.

What one indicator has your country successfully achieved?

Answer: We have a government with limited resources to allocate a significant amount of funding to the program.

The Head of State is committed to the program, has shown political will, and has lobbied the Minister of Education to expand the program countrywide.

Country Plan Worksheet

What will be your first activity upon returning home?

Answer: A meeting to report back and brief the authorities.

What groups or individuals are most important in achieving long-term sustainability of the program?

Answer: The Minister and Ministry of Education. In addition, an inter-ministerial committee, the First Lady, and parent committees.

Describe the next steps you will take to expand the program when you get home.

Answer: We need to establish a multi-sectoral group.

Since the policy document has been finalized, it is now important to have the document validated. With a consensus document, it will be easier to have a stronger commitment on the part of all actors.

Also, action is needed to mobilize the private sector as well as local authorities and communities.

What help will you need from GCNF or your network of peers in implementing your plan?

Answer: Assistance is needed for resource mobilization and technical expertise is needed to ensure efficiency in the implementation of the program.

Tanzania

What is your priority target?

Answer: Government census and political will.

Which indicator is your country's most urgent need?

Answer: A legal framework that will support the program.

Which indicator is the most difficult to achieve?

Answer: A legal framework that mandates a school feeding program. Getting this framework requires the support of multiple stakeholders. The first step in achieving this framework is to host workshops to create awareness.

What one indicator has your country successfully achieved?

Answer: Programs have been implemented that support access to primary education and work to increase enrollment. Regulations are in place that emphasize compulsory enrollment, and every stakeholder knows their role in the process.

Country Plan Worksheet

What will be your first activity upon returning home?

Answer: After briefing officials will have stakeholders meeting.

Will work to get technical assistance to effectively communicate the message of school feeding.

What groups or individuals are most important in achieving long-term sustainability of the program?

Answer: There are a number of groups and individuals that are important. They include:

- Policymakers
- CSOs
- NGOs
- Government departments
- Parents
- Community teachers
- Faith-based organizations
- Influential people
- Political people
- Ministries
- The Prime Minister

Describe your priority activities when you get home.

Answer: Sensitization will be a priority, as will be formation of a multi-sectoral committee to oversee the school feeding program.

What do you anticipate will be your country's greatest accomplishment when achieved?

Answer: To expand the program to increase enrollment and attendance and reduce the dropout rate.

What help will you need from GCNF or your network of peers in implementing your plan?

Technical assistance, especially related to conducting a baseline study. From GCNF, assistance in conducting a conference.

Representatives from 18 Countries Call for Global Support of School Feeding Programs

Global Child Nutrition Forum participants issue historic call to action

National Harbor, Md. (June 14, 2010) – Last week, representatives from 18 countries who participated in the 12th annual Global Child Nutrition Forum issued the following call to action requesting the inclusion of school feeding on the international agenda, including at the African Union Summit next month. The Forum, which brought together the largest gathering of 130 leading international school feeding experts, is a sign of the tremendous global movement afoot to implement school feeding programs.

The Forum is the flagship program of US based Global Child Nutrition Foundation (GCNF), the international arm of the School Nutrition Association. This year, the Forum was cosponsored by the Partnership for Child Development (Imperial College London).

ACCRA COMMUNIQUE

Dated: 10 June 2010

The largest ever gathering of leading international school feeding experts – the 2010 Global Child Nutrition Forum – has highlighted the importance of school feeding as a key mechanism to advance food security, education, and agricultural development. Home grown school feeding promotes local agricultural development by providing smallholder farmers access to a stable market while simultaneously improving the education and nutrition of school children.

Recent calls have been made for nations to increase their annual budgets for agricultural development and to link school feeding programs to national agricultural production. In line with this the Forum delegates called for the inclusion of school feeding on the international agenda such as the African Union Summit in Kampala in July 2010.

Their call to action builds on:

- The 2010 Education for All (EFA) Addis Ababa Declaration that asks EFA partners to intensify efforts to support school feeding as an initiative that targets the most marginalized.
- The Comprehensive African Agriculture Development Programme's (CAADP) key policy presenting home grown school feeding as a means to "increase food supply, (and) improve incomes for the poor and reduce hunger and malnutrition."
- The 2009 L'Aquila Summit, where the G8 pledged to "stimulate sustainable growth of world food production, by promoting increased investment in agriculture, including through development assistance, and with particular attention to small-hold farmers."

The Forum, held in Accra, Ghana in June 2010 was co-sponsored by the Global Child Nutrition Foundation and the Partnership for Child Development (Imperial College London).

Countries represented at the forum included Angola, Bangladesh, Brazil, Cape Verde, Chile, Cote d'Ivoire, Ghana, Kenya, Laos, Malawi, Mali, Mozambique, Nigeria, Russia, Rwanda, Senegal, Tanzania and Uganda.

Other contributors and speakers included representatives of The New Partnership for Africa's Development, The Comprehensive Africa Agriculture Development Programme, The Alliance for a Green Revolution in Africa, The World Bank, The Bill & Melinda Gates Foundation, United Nations World Food Programme, United States Department of Agriculture, United States Agency for International Development, The Institute for Development Studies, Latin American School Feeding Network, PATH, and many active NGOs working across the globe on school feeding, health and agriculture.

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The Global Child Nutrition Foundation (GCNF), www.gcnf.org, established in 2006, is a non-profit organization whose mission is to expand opportunities for the world's children to receive adequate nutrition for learning and achieving their potential.

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